INFLUENCE OF HEADTEACHERS' MOTIVATIONAL PRACTICES ON TEACHERS' JOB SATISFACTION IN PUBLIC PRIMARY SCHOOLS IN SUBUKIA SUB-COUNTY, KENYA

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DECLARATION

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

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This project work is dedicated to my beloved husband Ernest, dear sons Evans and

Joseph and my lovely daughter Nancy Wairimu.

ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS AND ACRONYMS

KEMI   Kenya Management Institute

KCPE   Kenya Certificate of Primary Education

MOE   Ministry of Education

NACOSTI   National Commission for Science, Technology and Innovation.

SCQASO   Sub-County Quality of Standards Officer.

SPSS   Statistical Package for Social Science

TSC   Teacher Service Commission

US   United States

ABSTRACT

The purpose of this study was to investigate the influence of head teachers' motivational practices on teachers' job satisfaction in public primary schools in Subukia Sub-County. The study was guided by the following objectives; to examine the influence of staff recognitions by head teachers on teachers' job satisfaction, to establish how head teachers use of monetary rewards influences job satisfaction of teachers, to examine the influence of teachers professional advancement opportunities on teachers' job satisfaction and to examine the influence of assigning responsibility to teachers job satisfaction in public schools in Subukia Sub-County. A descriptive research design was used. The target population for the study was 44 head teachers and 500 teachers in 44 primary schools in Subukia Sub-County. The total sample comprised of 13 head-teachers and 104 teachers which was selected through simple random and stratified sampling. The researcher used questionnaires as the main data collection instrument with which she personally administered. Completed questionnaires was assembled, edited, coded and interpreted in relation to the research objectives. Data analysis was done using descriptive statistics for quantitative data and content analysis. On the other hand tables were used to analyze quantitative data. Out of the 117 questionnaires distributed to the targeted sample, 105 questionnaires were returned. 12 questionnaires were not returned with the targeted respondents citing misplacement of the questionnaires. From the findings of the study most head teachers relied heavily on staff recognition to increase job satisfaction of teachers in public primary school. The head teachers used monetary rewards to enhance teacher's job satisfaction although not fully exploited as a motivational practice. Teacher's professional advancement opportunities are being used by the head teachers to positively increase teachers' job satisfaction in public primary schools as shown by a mean score of 1.8. On assigning responsibilities majority of head teachers adopted the strategy to positively improve teachers' job satisfaction. Head teachers therefore have a vital role to play to motivate the teachers so as to achieve job satisfaction. The study recommends that head teachers should use a variety of motivational practices in enhancing teachers' job satisfaction in primary schools. The teachers training institutions and universities should incorporate motivational strategies to be adopted by the head teachers in their curriculum. This will give the head teachers better understanding on the best motivational strategies approaches to equip them with skills and knowledge needed in their managerial role. The Ministry of Education should organize in-service courses for head teachers on motivational practices. Board of Management should support the head teachers in teachers' motivation financing. A similar study should be done in other sub counties in Kenya for comparison purposes and to allow for generalization of findings on the influence of head teacher's motivational practices and job satisfaction on public primary school teachers.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students 'achievement (Mertler, 1992). Motivation guide people's actions and behaviors toward achievement of some goals (Analoui, 2000).If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003).

This implies that motivated and satisfied primary school teachers are most likely to affect the students' learning positively while the opposite of that may have negative impacts on students' performance. Educational leaders and administrators have to pay special attention to the phenomena of motivation and job satisfaction. According to Ciscel, (2001) highly motivated employees serve as the competitive advantage for any company because their performance leads to an organization well accomplishment of its goals.

In effective and successful schools, motivated teachers tend to be more committed, hard- working, loyal to their school, and satisfied with their jobs (Sergiovanni & Starrat 1993). However, Barmby (2006) points out that teacher motivation is

influenced less by externally initiated factors such as salary, educational policy and reform and conditions of service, than by factors emanating from the intrinsic context within which teachers work.

Ingram (1997) states that high teacher motivation to work and strong commitment to work is essential requirements for effective schooling. Hayward (1997) argues that teachers who work in a school which is neat, pleasant and has modern facilities are more likely to experience job satisfaction than those working in an unpleasant school environment. One remains motivated in a profession when stress is kept to the minimum and teachers are motivated by their dedication and missionary zeal. Motivated teachers claim that their success in reaching learners serves as an incentive for sustaining a high level performance and provides the ultimate reward for their efforts (Czubaj1992).

According to Alarm and Farid (2011), motivation of teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. This means that low motivation of teachers affects their job satisfaction and pupils' performance. Erlandson, A.H. and R.D. (2001) in their survey in USA found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision making, use of valued skills, freedom and independence, expression of creative and opportunities for learning. They concluded that high internal motivation, work satisfaction and high quality performance depend on

experienced meaningless in their work, responsibility for outcomes and knowledge for results. A study by Spear (2000) in UK revealed that teachers' motivation and job satisfaction were low due to work overload, poor pay and low perception of teachers by the society.

Williams, (1998) observed that, in some of the developed countries, there was high teachers' attrition by way of leaving the profession due to low motivation. According to Williams (1998), this was influenced by age and intellectual capacity and education attainment which were respectively negatively and positively related to the attrition. According to study by Bannell and Akyeampong (2007), in Sub-Saharan Africa and South-Asia, many primary schools faced "a teacher motivation crisis" as a result of low accountability, ineffective policy environment and management, low pay, low vocational and occupational status, poor working and living conditions.

Adelabu, (2005) as quoted by Mburu (2013), in Nigeria motivation in primary schools has been said to be in crisis and subsequently affecting job satisfaction among teachers who appear to have low morale and low level of commitment to their work. However there has been constant trend in the government's effort towards improving the morale of teachers. Development outside the school system such as the increasing trend of globalization, the tendency towards the information driven economy, the increased tempo of private sector participation in education and the approved federal funding of education had all contributed to an

appreciable improvement in teachers morale and commitment to work, if this trend continues teachers motivation and job satisfaction in Nigeria would witness significant and satisfactory improvement.

Koech Commission (1999) which was to inquire into Kenyan education system pointed out that a well-qualified and highly motivated teaching force that is capable of understanding the needs of the learners and curriculum was required in order to enhance quality of education. It further observed that poor remuneration terms and conditions of service had resulted in low teachers' morale. Koech Commission recommended improvement of the working environment of the teachers, better terms of service to boost teachers' morale, commitment and promotion be based on proven merit and experience.

According to Cole (1996), recognition as a motivational practice is a reality despite one's age and educational level. Cole stressed that recognition must be sincere and need 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. Murage (2000) noted that recognizing the teacher's effort through promotions and other incentives which are comparable to workers in other professions can help reduce teacher's dissatisfaction.

The challenge of rewarding employees has long been recognized as an integral part of managing leisure-service organization (Cole, 2007). Flynn (1998) argued

that monetary reward programs keep high spirits among employees, boosts up their morale and create a linkage between performance and motivation of the employees.

According to Muhoro (2013) the success of any organization entirely depends on the ability of managers to provide a rewarding and motivating environment for its employees. Rewarded employees are more productive happier, and stay with the organization longer. One of the primary tasks a manager faces is to find out what motivates their staff. By understanding employee needs, managers can understand what rewards to use to motivate them.

According to Mani (2002) student outcomes depend greatly on teacher quality, governments, local politicians and school managers need to foster teachers' continuous professional development in order to cope effectively with ongoing changes and improve the quality of education. Strengthening internal school conditions to promote teachers' professional development is considered an important prerequisite for addressing a continuous stream of changes in their environments. Employees are satisfied and motivated to do their work if they see a path available to move up in ranks and be given more responsibilities along with higher compensation (Sogomo, 1993).

Assignment of responsibilities another motivational practice, is an essential part of delegation. Chapman (2005) notes that subordinate's responsibility which is a key attribute of delegation, predicts job satisfaction. Also people who take

responsibility for the jobs assigned to them by their supervisors, have an opportunity to learn how to work with their bosses, hence leading to job satisfaction. The granting of freedom to act by superior is evidence of confidence in the subordinate. Okumu (2006) in his study about delegation and its effects on management of secondary schools in Kampala District found out that effective delegation has positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance and management of schools.

In Subukia Sub-County, teachers appear to be less satisfied with their jobs as evidenced by occasional truancy, indiscipline and drifting away from the teaching profession as compared to other neighboring sub-counties (Subukia Sub-County Education Office 2015). Information obtained from Subukia Sub-County CDE's office indicates that there is high turnover of teachers in public primary schools. For example in 2015, four teachers resigned while in the same year 59 letters were received in the sub county educational office from teachers seeking transfers to other districts within the district and also to other counties (Subukia Sub County Education Office, 2015). These are signs of lack of job satisfaction (Julius, 2013). It is such a situation that prompted the researcher to conduct a study to establish the influence of head teachers' motivational practices on teachers' job satisfaction in public primary schools in Subukia Sub-County.

1.2   Statement of the Problem

Motivation of teachers is fundamental in teaching job satisfaction debates. In recognition to teachers' plight, the Kenya government has made efforts to motivate teachers by creating more administrative units like Department in schools where teachers are appointed to lead as a form of promotion (Republic of Kenya, 2013). The government has also enabled teachers to further their studies through their employer, Teachers Service Commission (T.S.C) granting them study leave with pay. The government has also allocated funds for teachers training, to improve school infrastructure and purchase of learning and teaching materials. Despite these and other motivational factors, there has been deteriorating standards of professional conduct that indicate lack of motivation, including serious misbehavior (in and out of work), poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices.

Most studies have concentrated in internal efficiency of schools but only a few have looked at the issues of motivation and job satisfaction of teachers. It is such a situation that prompted the researcher to conduct a study to establish the influence of head teachers' motivational practices on teachers' job satisfaction in public primary schools in Subukia Sub-County. Table 1:1 shows performance for Kenya

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certificate of primary education (KCPE) in public schools in Subukia Sub-County compared to other sub- counties in Nakuru County.

Table 1.1 K.C.P.E performance in Nakuru County

Sub-County	2011	2012	2013	2014	2015
Nakuru North	262.99	268.99	268.95	272.68	278.24
Nakuru	274.20	260.12	265.29	266.51	269.86
Gilgil	254.26	261.78	259.91	257.74	257.04
Njoro	232.19	238.96	237.26	243.21	245.36
Subukia	234.54	242.70	235.20	231.23	231.13

Source: CDE's Office (2016)

Table 1.1 shows discrepancy in KCPE performance in public schools in Nakuru County. Such inconsistency called for the need to investigate the influence of Head teachers' motivational practices on teachers' job satisfaction in Kenyan public primary school with special reference to Subukia, thus the investigation on Subukia Sub-County.

1.3   Purpose of the Study

The purpose of the study was to investigate the influence of head teachers' motivational practices on teachers' job satisfaction in public primary schools in Subukia Sub-County.

1.4   Objectives of the Study

The following objectives guided the study.

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(i) To examine the influence of staff recognition by head teachers on teacher job satisfaction in public primary schools in Subukia Sub-Location.

(ii) To establish how head teachers use of monetary rewards influences job satisfaction of teachers in public schools in Subukia Sub-County.

(iii) To examine the influence of teachers professional advancement opportunities on teachers job satisfaction in public schools in Subukia Sub-County.

(iv) To examine the influence of assigning responsibilities to teachers job satisfaction in public schools in Subukia Sub-County.

1.5 Research Questions

The following research questions guided the study:

(i) To what extent does staff recognition by head teachers' influence job satisfaction of teachers in public primary schools in Subukia Sub-County?

(ii) How does the use of monetary records influence job satisfaction of teachers in public schools in Subukia Sub-County?

(iii) To what extent do teachers' professional advancement opportunities influence job satisfaction in public schools in Subukia Sub-County?

(iv)   How does assigning responsibility influence job satisfaction of teachers in public schools in Subukia Sub-County?

1.6   Significance of the Study

The findings of the study were expected to be used by the head teachers who were to use the findings to improve teachers' job satisfaction. The findings were expected to assist the Ministry of Education (MOE) and Teachers' Service Commission (TSC) to improve teacher's remunerations and retirement benefits. The findings were also expected to be used by educational policy makers and KEMI to improve the policy on training of head teachers. Lastly, it was to provide scholar data to further studies on motivation.

1.7   Limitation of the Study

It was possible that some head teachers did not give honest information for fear that they will be exposing negative qualities of their schools. The researcher however assured the respondent that findings were only to be used for academic purpose but not for policy decisions. Also, some of the teachers, due to fear of victimization by their respective heads of institutions and other stakeholders would provide inadequate information. To overcome this, the researcher gave assurance of confidentiality of their identities.

Some respondents were expected to bring back the questionnaires a bit late. Nevertheless, the researcher was able to brief the respondents before the exercise begin and assured them of confidentiality.

1.8 Delimitation of the Study

This study was confined to public primary schools is Subukia Sub-County excluding the private schools in the sub county since the influence of head teachers motivational practices of teachers' job satisfaction in these schools was dependent upon other factors. The study delimited itself to public schools only and covered the teachers employed by the Teachers Service Commission since they were all under one employer. The study also delimited itself to principals who had served for over three years in their present position since they have had adequate time to interact with their teachers. The public primary schools were targeted since they are performing poorly in Kenya Certificate of Primary Education as shown in table 1.1. The study was also delimited to motivation practices leaving out other factors that affect performance since motivation is the major factor that influences performance.

1.9 Basic Assumptions of the study

The study was used based on the following assumptions.

(i)   The information given by the respondents was free from any external influence and biasness

(ii) The head teacher and teachers were honest and gave truthful responses to the questions in the study instruments.

1.10 Definition of Significant Terms

Job Satisfaction refers to Boundless (2016) defines job satisfaction as the level of contentment a person feels regarding his or her job. This feeling is mainly based on an individual's perception of satisfaction. Job satisfaction can be influenced by a teacher's ability to complete required tasks, the level of communication in an institution, and the   treats teachers.

Monetary Rewards refer to cash money teachers get after good work done to encourage them and achieve institutional goals and objectives**.**

Motivation refers to the internal and external factors that stimulate desire and energy in teachers to be continually interested and committed to teaching to make an effort to attain institutional goals.

Performance refers to the mean score especially the one on the KCSE examination in public schools in Subukia Sub-County.

Staff Recognition refers to the acknowledgement for the employee's effort and motivates staff to continue with good performance.

1.11 Organization of the Study

This study has five chapters. The first chapter is introduction covering background to the study, statement of the problem, purpose of the study, limitation of the study, delimitation of the study, assumption of the study, definition of significant terms and organization of the study. The second chapter deals with review of

literature which covers the concept of job satisfaction, recognition of teachers as motivational practice, monetary rewards and teacher's job satisfaction, profession advancement opportunities and teachers' job satisfaction, assigning responsibilities and teacher's job satisfaction, summary of review of literature, theoretical perspective and conceptual framework.

The third chapter covers the research methodology which entails research designs, target population, sample size sampling procedures, instruments validity and reliability, data collecting procedures, data analysis techniques and ethical considerations. The fourth chapter covers data analysis, interpretation and discussion of findings and the fifth chapter gives the summary of the study, conclusions, recommendations, and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This part discussed concepts of job satisfaction, recognition of teachers as a motivational practice, staff development program, monetary rewards, professional advancement opportunities, assigning responsibilities, summary of review of literature, theoretical and conceptual framework.

2.2 Concept of job satisfaction

Locke and Lathan (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important and frequently studied attitude. While Luthan (1998) posited that there are three important dimensions as job satisfaction: these are job satisfaction is an emotional response to a job situation, it is often determined by how well employers meet or exceeds expectation and it represents several related attitudes which are most important characteristics of a job about which people have effective response .

Job satisfaction of the teacher depends on the economically, social and cultural conditions in a given country (Ebru, 1995). A teacher who cannot get a sufficient wage will be faced with the problem of maintaining his or her family's life. This

makes the teacher dissatisfied. Job satisfaction is present where there is motivation.

Job satisfaction is so important in that its absence often leads to reduced organizational commitment (Levinson, 1997, Moser, 1997). Lack of job satisfaction is the predictor of quitting a job (Alexander, Lichtenstein and Hellmann, 1997; Jam, 1997). Sometimes workers may quit from public to the private sector and vice versa. At other times the management is from one profession to another that is considered a greener pasture.

2.3 Staff recognition and job satisfaction

According to Frase (1992) recognition is necessary motivation for leaders as it directs them on the path towards professional growth and improvement. According to Nzuve (1999) head teachers need to recognize achievement by praising and communicating individual success, reporting on progress made and also by explaining the organization's results and achievements. Recognition is one of the most important and effective incentive for improved performance, since it improves status. All teachers yearn for re-assurance that they are doing a good job. This will improve performance hence achieving good results. Positive feedback both publicly and privately, weekly memos or emails and regular staff meetings are perfect forums for recognizing special contributions that teachers make.

A study done by Muralidharan and Venkatesh (2009) in India on motivation noted that 27 factors that were significant for a high level of teacher motivation. School

motivation was found to affect teacher motivation i.e. teachers with high level of motivation indicated they received recognition for a job well done by the school administrators. Macharia's (2002) study in Kenya noted that good work done by employees should at all times be acknowledged. A formal recognition program may also be used such as employees of the month, term or year.

2.4 Monetary rewards and teachers job satisfaction

Incentive is something that triggers a particular course of action. When incentives is offered for meeting specific goals, the employee is likely to expand more energy and effort into the job and thereafter the incentive will be given to the employees as a reward when the goal is met (Aheya & Shukla, 2007). Incentives are useful mechanisms to induce positive attitudes and motivate employees (Robins 2003). The existence of both financial reward and recognition has been found to have a significant influence on knowledge workers. According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contributed to a problem with employee retention.

In the Latin American Regional Study, Vegas and Ilana (2005) found that both teacher wage levels and structure generate various incentives and disincentives. Higher absolute wages and competitive relative wages appear to attract more qualified candidates to the teaching profession and may also result in more motivation and less teacher turnover. The salary structure can be designed to

reward and encourage specific choices such as teaching in specific areas or staying in the profession.

Money is a major extrinsic reward in the organizational reward system. A great number of employees especially those of low-income give more importance to reward in terms of money. Cenzo and Robbins (1998) monetary reward system plays an important role but it invites the complex potential reinforces. According to Lewis (1998) a monetary reward is a challenging task for the heads but still money rewards have their own importance. Akinwunmi (2000) and Ejiogo (1983) found that what the typical low-income earning teacher yearns is a size able salary increase and they concluded that the payment of a living wage would significantly enhance their commitment and performance.

A study by Oshagbemi (2000) in United Kingdom showed a statistically significant relationship between pay and rank of employees and their level of job satisfaction. The study of Grace and Kahalsa (2003) at Massachusetts higher education institutions identified professional development and salary packages as the most important job satisfaction factors.

2.5 Professional Advancement Opportunities and Teachers' Job satisfaction

Drafke and Kossen (2002) postulate that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current work places, or enhance the chance of finding alternative employment. They maintain that if people feel

they have limited opportunities for career advancement, their job satisfaction may decrease. In his study, Dehaloo found out that teachers were not convinced concerning the selection aid process of teachers for promotion. Similarly, Mhozya (2007) explored job satisfaction of primary teachers in Botswana and found that a significant number of teachers were not satisfied with the way of promotions.

Employees are satisfied with current job if they see a path available to move up in ranks and be given more responsibilities along with higher compensation (Sogomo, 1993). The level of job satisfaction among teachers increases with the professional grade levels (Wasonga 2004). Studies carried out points out that employment policies laid down by the Teacher's Service Commission (T.S.C) on how certain issues should be undertaken have been neglected, one being that of upward mobility for teachers. In Pakistan, teachers have to acquire additional qualification in order to be promoted especially women teachers working in remote areas who find it very difficult to study (Hrading, Michael, Atkinson 2005). In Kenya teachers complain that the system of teacher upgrading is haphazard and erratic as teacher who live in remote areas have virtually no chance of being visited by an inspector even the sub-county quality and standards officer (SCQASO) a prospects (KSSHA 2008). Attempts have been made in some countries to introduce performance system but to date, they have been unsuccessful. Appraisal chance in pay structures, most teachers see little point in taking new appraisal system seriously (Musikanga 2005).

The staff development program encompasses activities efforts and aims of the school that contribute to personal and professional growth of the individual employees so that they may perform better and with greater satisfaction (Drake and Rose, 1994).

Swai, Mutavangu and Shami (2004) in their study on motivation in Tanzania noted that in order to promote the issue of professional development among teachers, the Ministry of Education announced that all grade B/C teachers would be given 5 years to upgrade their qualifications to grade A. Failure to do so would lead to dismissal. However, most of these teachers have only be able to enroll on an in-service distance learning program which is poorly resourced and most have struggled to find the time to meet course requirements. Consequently, dropout rates have been high and pass rates low which is demoralizing for teachers. Swai, Mutavangu and Shami (2004) studies further observed that 30% of teachers are not happy with the opportunities for upgrading their professional qualifications. Teachers want to have professional development but it is demotivating when opportunities and resources to do so are limited.

In a study done by Devaney Shen & Schea (2003), teachers' empowerment is a source of motivation. They consider that the more they share in decision making the greater their job will be hence their job performance, quality of work and the higher their self-esteem will be, more teachers see that they have choice on how they complete their working environment. Automatic top leadership tends to quell

teacher motivation and morale. When teachers are not given the opportunity to voice their views and opinions and to participate in making decisions or matters that affect them, they become dissatisfied with their profession (Cole, 2002). The head teacher must also recognize the importance of staff training in a school and support in service education and training, reach out for opportunities for staff development and encourage the teacher to go for further studies.

2.6 Assignment of responsibilities and teachers job satisfaction

Assignment of responsibilities is an integral part of delegation. Chapman (2005) indicates that people can take responsibility for the jobs the supervisor does not have time to do once they have learnt how to work with the manager. It transfers work to people whose skills in a particular area are better than the supervisor's, thus saving time. Transfer of responsibility develops the staff, and can increase their enjoyment of their jobs. The granting of freedom to act by superior is an evidence of confidence in the subordinate. The subordinate responds by developing a constructive sense of responsibility (Rao & Narayana, 1987).

Delegating work to the specialists who possess the detailed knowledge for realistic decision making makes tasks to be performed quickly and efficiently. Musaazi (1988) points out that it is generally recognized that the organizational man desires self-esteem and needs fulfillment. These in turn motivate people to contribute more towards objectives of the organization they work for. Delegation therefore gives people the freedom to direct their own activities, to assume responsibility

and thereby satisfy their ego needs. Teachers develop a sense of participation in the running of their school when they are given some voice in the decisions which affect them in their day-to-day work.

Okumu (2006) in his study about delegation and its effects on management of secondary schools in Kampala District found out that effective delegation has positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance and management of schools. Delegation of authority is therefore very important in school management and should be well understood by head teachers as well as by the teachers especially its process, benefits and how to make it work to the benefit of the educational system. In addition, most problems the educational systems nowadays undergo such as, insubordination, truancy and poor academic performance and so on are probably the result of poor supervision and improper delegation of duties.

Ruremire (1999) in his study about instructional leadership and academic standards in secondary schools-Kabale District discovered that good delegation saves time, develops teachers' confidence thus motivating them to perform well. He further discovered that once teachers have learnt how to work with the head teacher, they can perform better the jobs the head teachers cannot have time to do.

2.7 Summary of Literature Review

The literature review shows that head teachers motivational practices play a crucial part in teachers' job satisfaction. Studies done by Scafdi, Sjyoquistb and Stinebrickner (2007) have argued that better salary is good, but is not enough to attract good teachers. Staff development programs, job recognition, monetary rewards and professional advancement are necessary to provide job satisfaction. Several studies also done by Maina (2003), Muhoro (2013) and Wambasi (2014) have shown that, the above practices might promote satisfaction among teachers while lack of them may make them dissatisfied. These factors affect teachers in different parts of the world but the extent to which they affect the teachers in Subukia Sub-County has yet to be established hence the rational for this study.

2.8 Theoretical Framework

This study was based on Herzberg's motivation–hygiene theory (1966). According to Herzberg, factors that make employees feel good about their work are different from factors that make them feel bad about their work. Thus the theory considers job satisfaction and dissatisfaction as independent phenomena.

Herzberg argues that intrinsic motivators and extrinsic motivators have an inverse relationship. This is to say that intrinsic motivators tend to inspire motivation when they are present, while extrinsic motivators tend to reduce motivation when they are absent. This is because of expectation. Extrinsic motivators (e.g., salary, benefits) are expected and so will not increase motivation when they are in place,

but they will cause dissatisfaction when they are missing. Intrinsic motivators (e.g., allowing an employee to take on a task outside of their normal work duties), on the other hand, can be a source of additional motivation. If management wants to increase employees' job satisfaction, they should be concerned with the nature of the work itself—the opportunities it presents employees for gaining status, assuming responsibility, and achieving self-realization.

The motivation–hygiene theory of motivation is applicable to this study because variables like staff recognition, monetary rewards, professional advancement and professional development of teachers may improve motivation among teachers. When head teachers recommend teachers for promotion, motivation is likely to increase. However, if teachers feel that they deserve to be recommended for promotion but the head teacher fails to do so teachers motivation is likely to decrease. On the other hand head teachers who recognize teacher's efforts and reward such efforts are likely to promote teacher's motivation. Head teachers support to teacher's professional development may also increase the level of motivation among teachers while lack of support may make them demotivated. Head teachers can therefore apply hygiene and motivational factors to improve teacher's motivation.

2.9 Conceptual Framework

A conceptual framework is a model of presentation which shows the relationship of the variables independent and dependent graphically, or diagrammatically

(Orodho, 2004). Figure 2.1 shows the relationship between motivational practices and teachers job satisfaction.

Figure 2.1 Conceptual framework

Recognition		Teachers' job satisfaction

Recognition
- Praising and communicating individual success
- Reassuring teachers that they are doing a good job
- Regular staff meetings

Monetary rewards
- Cash rewards for good performance
- Time off pay

Professional advancement
- Opportunities for career advancement
- Teachers promotion
- Teacher qualifications upgrading

Assigning responsibility
- Head teachers transfer of responsibility to teachers
- Granting teachers freedom to act

Teaching and learning

Teachers' job satisfaction
- High performance of students
- Improved teachers skills
- Teachers commitment at work

The conceptual framework shows the influence of head teacher's motivational practices on teachers' job satisfaction. It also calls for a fair balance to be struck between employees input (hard work, skill levels, tolerance and enthusiasm) and employees outputs (salary, benefits and intangibles such as recognition). This would increase teacher motivation depicted as commitment, punctuality, presence on duty and achieved targets. All these factors would impact directly on the kind of teaching and learning hence positive impact would be good KCPE results and negative impact would be poor KCPE results.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section focused on the following sub-topics on the methodology of the study; research design, target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

According to Kothari (2008) a research design refers to the plan, structure and strategy of investigation conceived so as to obtain answers to research questions. The study applied descriptive research design. It is a scientific method which involves observing and describing the behavior of a subject without influencing it in anyway. The reason as to why descriptive survey research design was used is because the researcher was not in a position to manipulate variables and also the use of questionnaire which was one of the instruments to use for data collection. The design was therefore appropriate for examining the nature of relation among variables identified as such as staff recognition, monetary rewards professional advancement opportunities and assigning responsibilities.

3.3 Target population

According to Borgand Gall (1989) target population means all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research study. The target population for the study was 44 head teachers and 500 teachers in 44 primary schools Subukia Sub-County (Researcher 2016).

3.4 Sample Size and Sampling Techniques

Sampling is the technique of selecting appropriates number of subjects from defined population (Kothari, 2008), Kombo and Tromp, (2006) describes a sample as a set of respondents selected from a larger population for observation and analysis and is chosen in a systematic way. In Mugenda & Mugenda (2003) states that 10% - 30% of the accessible population is enough for descriptive study. Table 3.1 presents the sample size of head teachers and teachers.

Table 3.1 Sample size

Respondents	Target population	Target sample	Percentage
Head teachers	44	13	11.1%
Teachers	500	104	88.9%
Total	544	117	100%

According to table 3.1, the sample size comprised of 30% of the 44 head teachers in primary schools Subukia Sub-County thus 13 head teachers. Eight teachers were

sampled from the 13 primary school to constitute 21% of the 500 teachers thus 104 teachers. The study in total consisted of a sample of 117 respondents. Simple random and stratified sampling was used. Simple random sampling ensured that each element within the assessable population has an equal chance of being selected, Ayoo (2002). To cater for gender 3-4 teachers from the majority gender and 1-2 teacher from the minority gender were picked that is stratified sampling.

3.5   Research instrument

The study used questionnaires tools for data collection. A questionnaire as tool for collecting data enables the researcher to obtain a large quantity of data inexpensively from a wide range of participant's sometimes spread extensively in a geographic space. In this case the respondents were given enough time to think about the questions and were therefore expected to give well thought answers (Kothari, 2008).

The research instruments that was be used in this study included the head teacher questionnaire with both closed and open-ended questions and teachers' questionnaire also with both closed and open-ended questions. Head teachers' questionnaire had two sections. Section one covered the background information and section two head teachers' motivational practices on job satisfaction. Questionnaire for teachers had two sections. Section one covered the background information and section two got teachers opinions on the influence of head

teachers' motivational practices on head teachers' job satisfaction by public primary school in Subukia Sub-County.

3.6   Validity of the Instrument

Validity indicates the degree to which an instrument measures what it is supposed to measure. That is the extent to which differences found in the measuring instrument reflect true differences among those who have been tested Kothari (2004). Through piloting, the instruments were pre-tested in order to allow the researcher to improve their validity as well as familiarize with data collection process. Content validity was used to check the representation of the research questions in the questionnaires. The items that were found inadequate were discarded while some were modified. Secondly the researcher sought assistance from the supervisor in order to help improve content validity of the instrument. According to Mugenda & Mugenda (2003), a pre-test comprises of between 1 to 10 percent of the target population. Therefore, the pilot study was done in four public primary schools representing 10% of the 44 public schools in Subukia Sub-county where five head teachers and eight teachers will be interviewed.

3.7   Reliability of the Instrument

Mugenda and Mugenda (2003) define reliability of the research instrument as its level of internal consistency over time. Reliability therefore means a research instrument gives consistent results or data after repeated trial. Reliability was tested through test-retest method. This technique involved administering the

questionnaires twice within a period of two weeks after which the scores in the two sets were correlated. The researcher used Pearson's moment co-efficient approach to determine the co-efficient of correlation using the formula shown.

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

Where

$\sum x$ = the sum of score in x distribution

$\sum y$ = the sum of score in y distribution.

$\sum$ = summation symbol

$\sum x^2$ = the sum of square scones in x distribution

$\sum xy$ = the sum of products of spilled x and y scones.

n = the total number of subjects.

From the findings, the determined correlation coefficient for head teachers and teachers' questionnaires were 0.725 and 0.743 respectively. According to Mugenda and Mugenda (2003) a coefficient of 0.60 or more simply shows that there is high reliability of data. In this case the instruments used in data collection were deemed highly reliable.

3.8   Data Collection Procedures

The researcher obtained a permit from National Commission of Sciences, Technology and Innovation (NACOSTI) before visiting the field. The researcher also visited the Sub-County education office to alert the Education Officers on the collection of data. A visit to the participating schools was required for administering the instrument. The researcher administered questionnaires in person and assured the respondents confidentiality. Questionnaires were collected immediately they were filled.

3.9   Data analysis technique

Analysis of the data is the process of bringing order and meaning to the raw data collected (Best & Khan 2004).The results of the questionnaires was checked for completeness as preparation for analysis. Data was then coded and entered into the computer for analysis using statistical package for social Sciences (SPSS) version 21.0 by encoding responses from questionnaires. The study produced data that required quantitative analysis. Frequencies, percentages and means were used to report the data.

3.10 Ethical considerations

According to Mugenda and Mugenda (1999) ethical considerations are important for any research. In this study, the research ethics was reviewed by Ethics Board to ascertain ethical guidelines for conducting the research so that ethical values were not violated. Such issues included proper conduct of the researcher during the

research process, avoidance of plagiarism and fraud, confidentiality and privacy of the information obtained from the respondents, avoidance of physical and psychological harm to the respondents, obtaining voluntary and informed consent from the respondents and dissemination of the findings, these values were strictly adhered to.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the study findings which have been discussed in line with the study objective themes and sub-thematic areas as follows: Questionnaires return rate, demographic characteristics (gender, age, position held by the respondents, highest level of education, and length of service). The chapter discusses themes from objective one to objective four. The data was analyzed using descriptive statistics where mean, frequencies and percentages guided the researcher to interpret the data.

4.2 Questionnaire Return Rate

The target respondents were the head teachers and the teachers of primary schools in Subukia Sub-County. To this end, 13 head-teachers and 104 teachers were targeted, totaling to 117 respondents. Out of the 117 questionnaires distributed to the targeted sample, 105 questionnaires were returned. 12 questionnaires were not returned with the targeted respondents citing misplacement of the questionnaires. It is out of these questionnaires' responses that the presentation of the general information and data analysis was done. This response rate was good and adequate. According to Babble (1995), a response rate of 70% and above was satisfactory for data analysis. A return rate of 89.7% was realized as presented in Table 4.1.

Table 4.1 Questionnaire Return Rate

Questionnaire	No. of questionnaires	Percentage
Returned questionnaire	105	89.7
Questionnaires not returned	12	10.3
Total	117	100

From Table 4.1, it is evident that the targeted respondents responded positively to the questionnaires that were distributed to the schools in Subukia Sub-County with the researcher able to get a feedback from 89.7 % of the questionnaires. However it is also vital to acknowledge that the misplaced questionnaires (10.3%) would have brought a slight change.

4.3 Demographic characteristics of respondents

Personal information of the respondents was based on gender, age, education level, length of service.

4.3.1   Distribution of respondents by gender

This intended to find out the influence of head teachers' motivational practices on teachers' job satisfaction basing on their gender. According to the findings on gender of the respondents, majority of the head teachers were 6 male while there were only 4 female. On the other hand, there were 35 male teachers and 60 female teachers. This is to mean that in overall 64 respondents were female representing (61.0%) while the remaining 41 respondents were male representing (39.0%). This

shows that there were more female teachers than their male counterparts in Subukia Sub-County. This was vital since male head teachers tend to apply different motivational practices as compared to their female counterparts. Table 4.2 shows the distribution of respondents by gender.

Table 4.2 Distribution of respondents by gender

Gender	Frequency	Percentage
Male	41	39.0
Female	64	61.0
Total	105	100

From Table 4.2, it is quite evident that more teachers in Subukia Sub-County were female. Nevertheless, the fact that there were more male head teachers shows that male head teachers had more influence on motivational practices on teachers' job satisfaction in the sub-county.

4.3.2   Distribution of Respondents by Age

Distribution of respondents by age was also vital to find out the influence of head teachers' motivational practices on teachers' job satisfaction. From the findings of the study, all the 10 head teachers were between the ages of 40-50 years. As for the teachers, 22 teachers were below 30 years, 42 teachers were between the age of 30-40, 26 teachers were between the ages of 40-50 while only 5 teachers were above 50 years. According to the findings therefore, majority of the teachers (42)

were of the age category of 30-40 years representing 40.0%. Those of age category of 40-50 years were 36 representing (34.4%). Those of ages below 30 years were 22 teachers representing 20.9% while those of age category above 50 years were 5 teachers representing 4.7%. Table 4.3 presents this discussion.

Table 4.3 Distribution of respondents by age

Respondent/age bracket	Frequency	Percentage
Below 50 years	22	20.9
30-40 years	42	40
40-50 years	36	34.4
50 years and above	5	4.7
Total	105	100

From Table 4.3 It can be concluded that teachers of age bracket 30-40 were more influenced by head teachers' motivational practices on job satisfaction. However since there is also a slight majority (34.4%), it can also be concluded that age brackets 40-50 were also influenced positively by the motivational practices.

4.3.3   Level of education

To analyze the education level of the respondents, the researcher asked the head teachers and teachers to tick their education level provided in the questionnaire. This was important since motivational practices employed by management also influenced the teachers' levels of job satisfaction depending on their education

levels. In this case the levels provided were certificate, diploma, Bachelor's degree and Master's Degree and above as presented in table 4.4.

Table 4.4 Distribution of respondents by education level

Education level	Frequency	Percentage
Certificate	36	34.3
Diploma	46	43.8
Bachelor's degree	21	20.0
Master and above	2	1.9
Total	105	100

Table 4.4 shows the distribution of respondents by their education level. From this it can be depicted that majority of the teachers had enough knowledge of how to handle job satisfaction with regards to the motivational practices offered by the school heads. Head teachers too were well acquitted with the motivational practices that they would offer their teachers.

From the findings of the study, it was depicted that majority of the head teachers (5) had obtained diploma, 4 had obtained bachelor's degree while 1 head teacher had masters degrees. Findings on education level of the teachers depicted that 36 teachers had certificates, 41 teachers had obtained diplomas 17 had bachelor's degrees while 1 teacher had masters. It can therefore be summarized that majority of the respondents (46) representing 43.8% had obtained diplomas, 36 teachers

representing 34.3% had certificates, 21 teachers had bachelors' degree representing 20.0% while only 2 head teachers (1.9%) had masters degrees.

4.3.4 Teachers Grade

The study in this part aimed at inquiring the grade of teachers. This would enhance in determination of the capacity of human resource in terms of qualification which also means that their productivity is high as presented in table 4.5.

Table 4.5 Teachers' Grade

Teacher's guide	Frequency	Percentage
P1	26	27.4
ATSIV	10	10.5
Diploma	41	43.2
Graduate	18	18.9
Total	95	100

From table 4.5 majority of the teachers were diploma holders while a few were ATS IV. This finding shows that all teachers had undergone TSC training requirement.

4.3.5 Length of Service in the Teaching Profession

The head teachers and teachers were further asked of the number of years they had served in the teaching profession. In this case the researcher established whether the teachers had over time been satisfied with jobs in the teaching professions in

relation motivational practices that their school heads had provided. Table 4.6 shows the years of professional experience that the head teachers and teachers had.

Table 4.6 Length of Service in the Teaching Profession

Service period	Frequency	Percentage
Below 1 year	11	10.5
2-5 years	29	27.6
6-10 years	42	40.0
11-19 years	11	10.5
20 years and above	12	11.4
Total	105	100

From the data collected on the length of service of the head teachers and teachers, 3 head teachers and 39 teachers had a worked in the teaching profession for between 6-10 years representing 40.0%. On the other hand 29 teachers had worked in the profession for between 2-5 years representing 27.6%, 11 teachers had worked for between 11-19 years representing 15.5%, 7 head teachers and 5 teachers had worked for 20 years and above while only 11 teachers had teaching experience of below 1 year. This implies that most head teachers and teachers in the schools had vast experience in the profession and were therefore not new to motivational practices and job satisfaction.

4.3.6   Head Teachers Managerial Course Attendance

The researchers also sought to find from the head teachers whether their head-teachers had attended managerial courses. This was important because managerial courses are positively related to motivational practices that in the long run influence teachers' overall job satisfaction. Table 4.7 shows the findings on the responses on head teachers' managerial course attendance.

Table 4.7 Head Teachers Managerial Course Attendance

Head teacher managerial course attendance	Frequency	Percentage
Yes	8	80
Not sure	1	10
No	1	10
Total	10	100

From the findings above, it is evident that majority of the head teachers had adequate managerial skills to execute motivational practices which influence teacher job satisfaction positively. When the researchers asked whether the head teachers had attended managerial course, majority of the head teachers 8 denoted "Yes" (80%), 1 head teacher was not sure representing 10% while 1 head teacher representing 10% that had not attended the managerial course. This implies that most school heads were qualified and were therefore able to handle job satisfaction of the teachers in their respective schools.

4.3.7 Punctuality of Teachers on School Activities

The researcher sought to find out the levels of commitment in to the activities of their school by asking how punctual the teachers are in the activities of their respective schools. In this case the researcher asked how frequent the teachers are always late in the activities of the school. Table 4.8 shows the responses with regard to the question.

Table 4.8 Punctuality of Teachers on School Activities

Lateness in school activities	Frequency	Percentage
Frequently	1	10
Rarely	7	70
Never	2	20
Total	10	100

From the findings on the punctuality of teachers, it was noted that majority of the teachers were always punctual on the school activities. When asked how late they often were in attending to the school activities, 7 head teachers representing 70% noted that the teachers were rarely late in attending to the activities of the school. 1 teacher representing10% noted that they were frequently late, 2 head teachers representing 20% stated that they were never late while none of the head teachers argued that they were very frequently late. This shows that the levels of motivation

in performing their jobs in their respective schools was high, an aspect that can be related to job satisfaction.

4.4 The Influence of Head teachers' Motivational Practices on Teachers' Job Satisfaction

This section intended to find the influence of head teachers' motivational practices on teachers' job satisfaction. According to Locke and Lathan (1976), Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important and frequently studied attitude. On the other hand, Luthan (1998) posited that there are three important dimensions as job satisfaction: these are job satisfaction is an emotional response to a job situation, it is often determined by how well employers meet or exceeds expectation and it represents several related attitudes which are most important characteristics of a job about which people have effective response . That is why this section aims at analyzing the influence of head teachers' motivational practices of teachers' job satisfaction. Ebrru (1995) asserts that Job satisfaction of the teacher depends the on the economically, social motivational practices employed by their head-teachers. The researcher therefore asked questions related to the four independent variables; staff recognition, monetary rewards, teachers professional advancements, assigning responsibilities.

4.4.1 The Influence of Staff Recognition on Teachers' Job Satisfaction

This section intended to find out how staff recognition influence job satisfaction among the teachers in the schools of Subukia Sub-County. Frase (1992) reckons that recognition is necessary motivation for leaders as it directs them on the path towards professional growth and improvement. On the other hand, Nzuve (1999) asserts that head teachers need to recognize achievement by praising and communicating individual success, reporting on progress made and also by explaining the organization's results and achievements. Recognition is therefore a vital aspect of improving performance. The researcher therefore asked questions related to staff recognition. The table 4.9 shows the responses on the influence of staff recognition on teacher's job satisfaction.

The researcher started by asking whether the levels of staff recognition by of the teachers by the head teachers were high, then sought to inquire whether teachers also receive public recognition from fellow teaching colleagues, whether teachers who perform well are publically recognized by the head teachers, whether the board of management also recognizes the efforts put by teachers who perform well and finally whether the head teachers recognize the efforts put by teachers and recommend them for promotions.

Table 4.9 Influence of Staff Recognition on Teachers' Job Satisfaction

Aspects of Staff Recognition	Responses					Mean
	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)	
The levels of staff recognition by the teachers by the head teachers are so high.	37	43	0	17	8	2.4
Teachers who perform well are publically recognized by the head teachers.	28	32	25	17	3	2.3
Teachers also receive public recognition from fellow teaching colleagues.	8	13	12	47	25	3.6
The board of management also recognizes the efforts put by teachers who perform well.	33	29	11	18	14	2.5
The head teachers recognize the efforts put by teachers and recommend them for promotions.	25	39	0	22	18	3.1

Table 4.9 shows from the five statements on the influence of staff recognition on teachers' job satisfaction. From this table, only two statements scored a mean of 3.0 and above with the other three statements scoring below 3.0. The mean score of the responses ranged from M= 2.4 to M= 3.6 To this end the higher the figure above the mean, the lower the degree of positivity towards job satisfaction and

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lower the figure, the higher the degree of positivity towards job satisfaction. This therefore means that there was an overall positive response by the teachers with majority agreed that staff recognition by the head teachers had positively influenced their levels of job satisfaction. In this case, it can be concluded that the head teachers in Subukia Sub-County highly acknowledged the use of staff recognition as a motivational practice.

In this case majority of the teachers (2.4) agreed that the levels of staff recognition by of the teachers by the head teachers were high. (2.3) also agreed that teachers who perform well were publically recognized by the head teachers and (2.5) also agreed that the board the board of management of the schools also recognized the efforts put by teachers who perform well. However, majority (3.6) felt that teachers did not receive adequate public recognition from fellow teaching colleagues. Furthermore, majority (3.1) felt that despite the efforts by the head teachers to recognized the teachers publicly they had not made recommendations for them to be promoted. Table 4.10 shows the scale of frequency on staff recognition.

Table 4.10 Scale of Frequency on findings on Staff Recognition

Scale	Frequency	Percentage
7-16	9	8.6
17-26	42	40.4
27-35	54	51

From Table 4.10, it is evident that majority of 5 head teachers and 49 teachers (54) representing 51% agreed and strongly agreed with the five aspects of staff recognition. On the other hand, 3 head teachers and 39 teachers representing 40.4% indicated average level of the influence staff recognition on job satisfaction. Only 2 head teachers and 7 teachers representing 8.6% indicated disagreed and strongly disagreed. It can therefore be concluded that the head-teachers in Subukia Sub-County had done tremendous work in promoting job satisfaction as a motivational practice. Nevertheless there was still much to be done since some respondents felt that the head-teachers had not recommended them for promotion as a result of the good performance that the best teachers had done.

The researcher sought to get the recommendations of the respondents on what head-teachers should do to improve job satisfaction. In this case, majority expressed the need to use cash as a way of recognizing teachers who had performed very well. There were also suggestions that the head-teachers also needed to recognize them by recommending to the ministry for promotions as a way of motivating them. A few also felt the need to be offered educational field trips as a way of motivating them.

4.4.2 The Influence of Monetary Rewards on Teachers' Job Satisfaction

This intended to find out how remuneration or money as a motivational practice had influenced job satisfaction of teachers in Subukia Sub-County. Cenzo and Robbins (1998) assert that monetary reward system plays an important role in

motivating the teachers and thus improves job satisfaction. As far as the influence of this practice for head-teachers is concerned, Lewis (1998) noted that a monetary reward is a challenging task for the heads but still money rewards have their own importance. In this case the researcher asked questions related monetary rewards. Table 4.11 shows the summary of findings on monetary rewards.

Table 4.11 Influence of Monetary Rewards on Teachers' Job Satisfaction

Responses aspects of monetary rewards	Responses					Mean
	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)	
Teachers are well motivated with monetary rewards offered to them by the school management.	2	25	0	50	28	3.7
Monetary rewards are based on performance and merit	5	50	22	39	29	3.7
Head teachers don't really see the importance of offering monetary rewards to the teachers.	28	10	25	9	8	2.4
Teachers do not really need monetary rewards since they are satisfied with their salaries	28	20	21	12	9	2.4

Table 4.11 shows from the four statements on the influence of monetary rewards on teachers' job satisfactions that were put across to the respondents. From this

table, two statement scored a mean of 3.0 and above with the other two statements scoring below 3.0. The mean score of the responses ranged from M= 2.4 to M= 3.7. This was to determine whether; teachers were well motivated with monetary rewards offered to them by the school management, monetary rewards were based on performance and merit, head teachers did not really see the importance of offering monetary rewards to the teachers and whether teachers did not really need monetary rewards since they are satisfied with their salaries. To this end, the higher the figure above the mean, the lower the degree of positivity towards the effects on based performance and the lower the figure above the mean, the lower the degree of positivity of the motivational practice towards job satisfaction. In this case, most teachers felt that the use of monetary rewards as a motivational practice did not really have a positive impact on the teacher's levels of job satisfaction.

This implies that majority of the teachers did not agree that head teachers used monetary rewards as a motivational practice to influence their levels of job satisfaction. This is because when asked on whether teachers were well motivated with monetary rewards offered to them by the school management, majority of the respondents (3.7) disagreed and strongly disagreed with the statement. When asked whether monetary rewards were based on performance and merit, majority of the teachers also strongly disagreed with the statement. On the hand when asked whether the head teachers did really see the importance of offering monetary rewards to the teachers, majority of the teachers (2.4) agreed with the statement

and whether teachers did really need monetary rewards since they are satisfied with their salaries, majority of the head teachers (2.4) agreed with the statement. This implies that teachers did not really appreciate the use of monetary rewards as a motivational practice thus there was need for head-teacher in the schools in Subukia Sub-County to improve on this practice. In this case monetary rewards were not fully exploited as a motivational practice by the head-teachers.

These sections were based on the fact that the higher the figure above the mean score (3.0) the higher the degree of disagreement with the statement and the lower the figure the higher the degree of agreement with the statement. In this case therefore, two statements were above the mean score. Table 4.12 show the scale of frequency on findings on monetary rewards.

Table 4.12 Scale of Frequency on findings on Monetary Rewards

Scale	Frequency	Percentage
7-16	8	7.6
17-26	40	38.1
27-35	57	54.3
Total	105	100

From Table 4.12, 5 head teacher and 52 teachers representing 54.3% disagreed and strongly disagreed with the statements on monetary rewards. 3 head teachers and 37 teachers representing 38.1% indicated average level of influence of monetary

rewards on teachers' motivation while only 2 head teachers and 6 teachers representing 7.6% agreed and strongly agreed. It can therefore be concluded that most of the teachers were to a large extent satisfied with their salaries, the head-teachers were not really keen on using monetary rewards to motivate the teaching staffs in their respective schools.

On the recommendations on what the head-teachers should do to improve job satisfaction through monetary reward, most of the head teachers and teachers felt the need to improve on the nature of rewards given to the teachers both monetary and non-monetary rewards. Some cited the need to use ICT materials rewards as rewards to be used by head-teachers while other cited the need to improve on the package of financial rewards.

4.4.3 Influence of Teachers' Professional Advancements on Teachers' Job Satisfaction

This section sought to find out how teachers' professional advancement influences job satisfaction. According to Drafke and Kossen (2002) people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current work places, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease. To get the influence of professional advancement of teachers' job satisfaction, the researcher sought to ask questions related to

professional advancement. Table 4:13 shows the summary of the findings on the influence of professional advancement on teachers job satisfaction.

Table 4.13 Influence of Teachers' Professional Advancements Teachers' Job Satisfaction

Aspect of philanthropic initiatives	Responses					
	1 (SA)	2 (A)	3 (N)	4 (D)	5 (DS)	Mean
The head teachers allow the other teachers to further studies	44	49	8	4	0	1.7
Teachers who have gone back to further their studies feel satisfied their jobs and teach better	29	44	0	17	15	1.8
Teachers are more motivated when they are given opportunities to further their studies	37	51	17	0	0	1.8
There is a good working relationship between the head teachers and the teachers when the teachers are given opportunities to further their studies.	22	24	34	14	11	2.7

Table 4.13 shows four statements on the influence of teachers' professional advancements teachers' on job satisfaction. From this table, all the four statements

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scored below the mean of 3.0. The mean score of the responses ranged from M= 2.7 to M= 2.7. To analyze these findings, the researcher used the mean score (3.0). In this case the higher the figure above the mean score, the higher the degree of disagreement and the lower the figure (below the mean score), the lower and the degree of agreement. From the findings, the head-teachers had done very well in allowing the teachers in their respective schools do further their studies. Nevertheless they still needed to work on improving their relationship with their teachers since this was still wanting. This is because majority of the head teachers (2.7) were not very sure whether the use of professional advancement strategy as a motivation strategy had improved the working relationship between them and the teachers in their schools.

All in all, there appears to be an overall feeling of job satisfaction resulting from the opportunities that the teachers were being given to advance their studies. This is because when asked whether the head-teachers allowed the other teachers to further their studies, majority of the respondents (1.7) strongly agreed and agreed. Furthermore, when asked whether the teachers were more motivated when they are given opportunities to further their studies, majority (1.8) strongly agreed and agreed. In addition, when asked whether teachers who have gone back to further their studies feel satisfied their jobs and teach better, majority of them (2.4) strongly agreed and agreed. Table 4.14 presents frequencies and percentages on professional advancement as discussed.

Table 4.14 Scale of Frequency on findings on Professional Advancements

Scale	Frequency	Percentage
8-18	54	51
19-29	33	32
30-40	18	17
Total	105	100

From Table 4.14, 4 head teachers and 50 teachers representing 51% had a positive response on the influence of professional advancements on job satisfaction. On the other hand 3 head teachers and 30 teachers representing 32% were moderately satisfied with how the head teachers had used professional advancement as a way of motivating their teachers. Only 3 head teachers and 15 teachers representing 17% were not fully satisfied with the efforts by the head-teachers in providing their teachers with professional advancement opportunities.

On the recommendations on what the head teachers should do to improve on the professional advancements of the teacher, most teachers cited that head-teachers should allow them further their studies by taking paid educational leave while some cited the need for the school to sponsor short educational courses. Only a few cases cited the need to have trainings for teachers on key topics within the school.

4.4.4 Influence of Assigning Responsibilities on Teachers' Job Satisfaction

To find out the influence of assigning responsibilities on teachers' job satisfaction, the researcher sought to ask questions that were related to delegation of responsibilities to teachers by the head-teachers. Table 4.15 shows the responses from the influence of assigning responsibilities on teachers' job satisfaction.

Table 4.15 Influence of Assigning Responsibilities on Teachers' Job Satisfaction

	Responses					
	1 SA	2 A	3N	4D	5DS	Mean
Aspects of assigning responsibilities						
The head-teachers delegates some of his or her responsibilities to the his subordinate staff	49	34	14	5	3	1.8
The teachers feel more motivated when assigned responsibilities to perform	41	28	0	19	17	2.4
The head-teachers grant the teachers more freedom to make their own decisions.	40	52	0	10	3	1.9
The teachers feel more satisfied when handing responsibilities assigned to them by their head teachers.	46	38	0	11	10	2.1

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Table 4.15 shows four statements on the influence of assigning responsibilities on teachers' job satisfaction. From this table, all the four statements scored a mean that was below 3.0. The mean score of the responses ranged from M= 1.8 to M= 2.4. To analyze these findings, the researcher used the mean score (3.0). In this case the higher the figure above the mean score, the higher the degree of disagreement and the lower the figure (below the mean score), the lower and the degree of agreement. From the findings, the head-teachers had tremendously done well on delegating of responsibilities to the teachers. When asked whether the head-teachers delegated some of their responsibilities to their subordinate, majority of the teachers (1.8) agreed and strongly agreed with the statement. When asked whether the teachers felt more motivated when assigned responsibilities, majority of the teachers (2.4) agreed and strongly agreed. Nevertheless a slight minority did not agree with this statement. On the other hand, majority (1.9) agreed and strongly agreed when asked whether the head-teachers grant the teachers more freedom to make their own decisions. A slight majority (2.1) also agreed and strongly agreed when asked on whether the teachers felt more satisfied when handing responsibilities assigned to them by their head teachers. Table 4.16 presents the scale of frequency on findings on assigning responsibilities as discussed.

Table 4.16 Scale of Frequency on findings on Assigning Responsibilities

Scale	Frequency	Percentage
5-10	18	17.4
11-15	54	51.4
16-20	33	31.2
Total	105	100

From Table 4.16, majority of the 5 head teachers and 49 teachers representing 51.4% had a relatively positive response when asked about the influence of assigning responsibilities on teachers; job satisfaction. On the other hand 3 head teachers and 30 teachers representing 31.2% slightly satisfied with the influence of delegation. Only 2 head teachers and 16 teachers 17.4% strongly disagreed and agreed with the statement.

On recommendations on what the head-teachers should do to improve assigning responsibilities to teachers, most teachers and head teachers felt the need to allow more delegative roles with limited supervision so as to allow the teachers gain experience in leadership. Others also felt the need to involve teachers in decision-making at school level.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of study, conclusions and recommendations of the study on the influence of head teachers' motivational practices on job satisfaction of public primary school teachers in Subukia Sub-County Kenya.

5.2 Summary of the study

The purpose of the study was to investigate the influence of head teacher motivational practices on job satisfaction of public primary school teachers in Subukia Sub-County. The study was guided by the following objectives:

i)   To examine the influence of staff recognition by head teachers on teachers' job satisfaction in public primary schools in Subukia Sub-County.

ii)   To establish how head teachers use of monetary rewards influences job satisfaction of teachers in public primary schools.

iii)   To examine the influence of teachers' professional advancement opportunities on teachers job satisfaction in public primary schools.

iv)   To examine the influence of assigning responsibilities on teachers' job satisfaction in public primary schools.

The study used descriptive research design. The target population of this study was 44 head teachers and 500 teachers from 44 schools. The sample size for head

teachers was 13 and 104 teachers where simple random and stratified sampling was used. Questionnaires were used as instruments for data collection for the study which had opened ended and closed ended questions. A pilot study was conducted in 4 schools to determine instrument validity of the questionnaires. Tests re-test method was used to determine the reliability of the instrument. From the findings, the determined co-relation co-efficient for teachers and head teachers were 0.725 and 0.743 respectively. Therefore, the instruments used in data collection were deemed highly reliable. Data collected was both quantitative and qualitative in nature. Descriptive data analysis statistics such as percentage, means and frequencies were used to report the data. The mean was used as the most efficient measure of central tendency. Statistical package for social sciences was used for effective analysis of data.

It is clear from the findings that motivational practices employed by the head-teachers in Subukia Sub-County had helped to improve the levels of job satisfactions of the teachers to a large extent. Nevertheless, it was also established that they need to improve on how to use some of the motivational practices considering that their appeared to be negative responses regarding their influence. For instance, the use of monetary rewards and public staff recognition was still wanting. According to Nzuve (1999), all teachers yearn for re-assurance that they are doing a good job since this will improve performance hence achieving good results. On the hand, Akinwunmi (2000) and Ejiogo (1983) argue that what the typical low-income earning teacher yearns is a size able salary increase and they

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concluded that the payment of a living wage would significantly enhance their commitment and performance.

From the findings of the study, it was also found that there was still need for the head-teachers to improve on their relationship with the teachers since the respondents argued that this was still wanting. Nevertheless, the head teachers and the general school management had done very well to allow the teachers to advance their studies. This is a key motivation practice and failure to exploit it may lead to low job satisfaction. According to Swai, Mutavangu and Shami (2004) teachers want to have professional development but it is de-motivating when opportunities and resources to do so are limited.

On the influence of assigning responsibilities, the study found out that the head-teachers had done extremely well to delegate their duties to their sub-ordinate staff. According to Okumu (2006), delegation gives people the freedom to direct their own activities, to assume responsibility and thereby satisfy their ego needs. Furthermore, teachers develop a sense of participation in the running of their school when they are given some voice in the decisions which affect them in their day-to-day work. This was well done in primary schools in Subukia Sub-County because when asked whether the head-teachers delegated some of their responsibilities to their subordinate, majority of the respondents (1.8) agreed and strongly agreed with the statement.

5.3 Conclusions of the study

Based on the study, it was concluded that staff recognition has a positive impact on teacher motivation and job satisfaction. Recognition programme such as employee of the month may be used as a way of recognizing teachers. It is the head teacher's responsibility to help teachers get satisfaction from the profession and to fulfill their needs and objectives. Teachers are motivated by the monetary rewards which amount to job satisfaction. The study established that as much as the teachers were to a large extent satisfied with their salaries the head teachers were not really keen on using monetary rewards to motivate the teaching staff in their respective schools.

Majority of head teachers used teacher's professional advancement opportunities to increase teachers' job satisfaction in public primary schools. The study showed that upgrading of professional qualification is a major avenue for promotion in Kenya. Thus head teachers should facilitate teachers study leave aimed at upgrading them professionally. The study also concluded that head teachers assigned responsibilities which promoted teacher's motivation.

5.4 Recommendations of the study

From the findings of the study, the researcher wishes to give some recommendation as follows:

(i) Head teachers should use a variety of motivational practices to improve teachers' job satisfaction. They should also recommend teachers for

promotion and mobilize parents by involving Board of Management so as to get resources.

(ii) Board of Management and parents should support the head teacher in teachers' motivation financing. This can be realized through mobilization of parents, politicians and other well-wishers to provide these funds for the incentives and rewards.

(iii)TSC should improve teachers' remunerations and retirement benefits.

(iv)Teachers training, universities, MOE and KEMI should train teachers and head teachers on motivational practices.

5.5 Suggestions for Further Research

This study was done in schools in Subukia Sub County Kenya. The researcher suggests that similar studies should be repeated in other sub counties in Kenya with the aim of investigating the factors that influence teacher's job satisfaction.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

University of Nairobi

Department of Educational, Administration and Planning

P.O. Box 30197-00100,

Nairobi.

30th June 2016

To the Head teacher,

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a post graduate student at the University of Nairobi, undergoing a master of education Degree course in Administration and planning Department.

Currently, I am carrying out a research on "**the influence of head teachers' motivational practices on teacher job satisfactions in Public Primary schools in Subukia Sub-County"** as part of my Degree requirement.

Kindly assist by completing the questionnaire to the best of your ability. Your identity will be treated with confidentiality while information will be used for purpose of the study only.

I am looking forward for your cooperation.

Yours faithfully,

Alice Waweru

APPENDIX II: HEADTEACHERS QUESTIONNAIRE

The aim of this questionnaire is to get information on the influence of head teachers' motivation practices on teachers' job satisfaction. Your responses will be used for the purpose of the study only. Your identity will be treated wills be treated with confidential. Therefore you should not write your name. Kindly co-operate as much as possible. Tick one response as appropriate or fill the space provide.

Section A: Background Information

1. What is your gender?   Female ( )   Male ( )

2. What is your age (in years) Below 30 years   ( ) 30-40 years ( )

     40-50 years (   ) above 50 years ( )

3. How long have you worked? In years. Below 1 year (   )   2-5 years ( )

   6-10 years (   ) 11-15 years ( ) 20 years and above (   )

4. What is your level of education? _____

5. Have you attended any managerial' course?

   Yes ( )   No ( )

6. How frequent are teachers late for different activities?

   Very frequently (   )   frequently (   ) rarely (   )   Never (   )

Section B: Influence of staff recognition on teachers' job satisfaction

Think of the present state of staff recognition of teachers in your school. Basing on your opinion tick (√) one cell for each statement provided in the table below.

Table: State of staff recognition of teachers

Aspects of Staff Recognition	1(SA)	2(A)	3(N)	4(D)	5(SD)
The levels of staff recognition by of the teachers by the head teachers are so high.					
Teachers also receive public recognition from fellow teaching colleagues.					
The board of management also recognizes the efforts put by teachers who perform well.					
The head teachers recognize the efforts put by teachers and recommend them for promotions.					

Give two suggestions on what the head-teachers should do to improve job

satisfaction through staff recognition

_____

_____

Section C: Influence of monetary rewards on teachers' job satisfaction

Think of the present state of monetary rewards of teachers in your school. Basing

on your opinion tick (√) one cell for each statement provided in the table below.

Aspects of Monetary Rewards	1(SA)	2(A)	3 (N)	4 (D)	5 (SD)
Teachers are motivated with monetary rewards offered by the school management.					
Monetary rewards are based on performance and merit					
Head teachers don't really see the importance of offering monetary rewards to the teachers.					
Teachers do not really need monetary rewards since they are satisfied with their salaries					

Give two suggestions on what the head-teachers should do to improve job satisfaction through monetary rewards.

_____

_____

Section D: Influence of teachers' professional advancement

Think of the present state of professional advancement of teachers in your school. Basing on your opinion tick (√) one cell for each statement provided in the table below.

Aspects of Teachers' Professional Advancement	1(SA)	2 (A)	3 (N)	4 (D)	5 (DS)
The head-teachers allow the other teachers to further their studies.					
Teachers who have gone back to further their studies feel satisfied their jobs and teach better					
Teachers are more motivated when they are given opportunities to further their studies.					
There is a good working relationship between the head-teachers and the teachers when the teachers are given opportunities to further their studies.					

Give two suggestions on what the head-teachers should do to improve job

satisfaction through Professional advancement.

_____

Section E: Influence of assigning responsibilities

Think of the present state of delegation of duties and responsibilities to teachers in

your school. Basing on your opinion tick (√) one cell for each statement provided

in the table below.

Aspects of assigning responsibilities	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)
The head-teachers delegates some of his or her responsibilities to the his subordinate staff					
The teachers feel more motivated when assigned responsibilities to perform					
The head-teachers grant the teachers more freedom to make their own decisions.					
The teachers feel more satisfied when handing responsibilities assigned to them by their head teachers.					

Give two suggestions on what the head-teachers should do to improve job

satisfaction through Professional advancement.

APPENDIX III: TEACHERS' QUESTIONNAIRE

The questionnaire is designed to gather information about yourself and influence of head teachers' motivational practices on teachers' job satisfaction in Subukia Sub-County. The information you give shall be used for study purposes only. Kindly do not indicate your name or that of your school. Please tick where appropriate ( ).

Section A: Background details

1. What is your gender? Male ( ) Female ( )

2. What your level of education? Med (   ) BED (   ) Diploma in Ed (   )

   Certificates ( ) Others (Specify)………………………………………

3. What is your professional experience in years? ……………………...

   Below 1 year () 2-5 years (   ) 6-10 years ( ) 11-15 years ( )

4. What is your current grade?

   P1 (   )   ATSIV (   )   Diploma (   )   Graduate (   )

Section B: Influence of staff recognition on teachers' job satisfaction

Think of the present state of staff recognition of teachers in your school. Basing on your opinion tick (√) one cell for each statement provided in the table below

Aspects of Staff Recognition	1(SA)	2(A)	3(N)	4(D)	5(SD)
The levels of staff recognition by of the teachers by the head teachers are so high.					
Teachers who perform well are publically recognized by the head teachers.					
Teachers also receive public recognition from fellow teaching colleagues.					
The board of management also recognizes the efforts put by teachers who perform well.					
The head teachers recognize the efforts put by teachers and recommend them for promotions.					

Section C: Influence of monetary rewards on teachers' job satisfaction

Think of the present state of monetary rewards of teachers in your school. Basing on your opinion tick (√) one cell for each statement provided in the table below.

Aspects of Monetary Rewards	1(SA)	2(A)	3 (N)	4 (D)	5 (SD)
Teachers are well motivated with monetary rewards offered to them by the school management.					
Monetary rewards are based on performance and merit					
Head teachers don't really see the importance of offering monetary rewards to the teachers.					
Teachers do not really need monetary rewards since they are satisfied with their salaries					

Give two suggestions on what the head-teachers should do to improve job satisfaction through monetary rewards.

_____

Section D: Influence of teachers' professional advancement

Think of the present state of professional advancement of teachers in your school. Basing on your opinion tick (√) one cell for each statement provided in the table below.

Aspects of Teachers' Professional Advancement	1(SA)	2 (A)	3 (N)	4 (D)	5 (DS)
The head-teachers allow the other teachers to further their studies.					
Teachers who have gone back to further their studies feel satisfied their jobs and teach better					
Teachers are more motivated when they are given opportunities to further their studies.					
A good working relationship between the head-teachers and the teachers when the teachers go given opportunities to further their studies.					

Give two suggestions on what the head-teachers should do to improve job satisfaction through Professional advancement.

_____

Section E: Influence of assigning responsibilities

Think of the present state of delegation of duties and responsibilities to teachers in your school. Basing on your opinion tick (√) one cell for each statement provided in the table below.

Aspects of assigning responsibilities	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)
The head-teachers delegates some of his or her responsibilities to the his subordinate staff					
The teachers feel more motivated when assigned responsibilities to perform					
The head-teachers grant the teachers more freedom to make their own decisions.					
The teachers feel more satisfied when handing responsibilities assigned to them by their head teachers.					

Give two suggestions on what the head-teachers should do to improve job satisfaction through Professional advancement.

THANK YOU FOR YOUR TIME, PARTICIPATION AND COOPERATION

APPENDIX IV: LETTER OF AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@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:

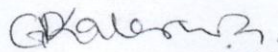NACOSTI/P/16/74952/11964

4th July, 2016

Alice Wanjiru Waweru
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of headteachers' motivational practices on teachers' job satisfaction in public primary schools in Subukia Sub-County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **4th July, 2017.**

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

GODFREY P. KALERWA MBA, MKM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. ALICE WANJIRU WAWERU
of UNIVERISTY OF NAIROBI, 53-100
Subukia,has been permitted to conduct
research in Nakuru County

on the topic: INFLUENCE OF
HEADTEACHERS' MOTIVATIONAL
PRACTICES ON TEACHERS' JOB
SATISFACTION IN PUBLIC PRIMARY
SCHOOLS IN SUBUKIA SUB-COUNTY,
KENYA

for the period ending:
4th July,2017

Applicant's
Signature

Permit No : NACOSTI/P/16/74952/11964
Date Of Issue : 4th July,2016
Fee Recieved :Ksh 1000

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 9854

CONDITIONS: see back page

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