

**INFLUENCE OF HEADTEACHERS' MOTIVATIONAL PRACTICES ON  
TEACHERS' INSTRUCTIONAL PERFORMANCE IN PUBLIC PRIMARY  
SCHOOLS IN KIBWEZI SUB-COUNTY, KENYA**

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Award of Master of Education Degree in Educational Administration.**

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## **DECLARATION**

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

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## **DEDICATION**

This project is dedicated to my beloved husband Joseph Matheka, my co-wife Ruth Matheka and my mother Kalondu Kimanthi.

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May the good Lord shower you all with his abundant blessings.

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## **ABBREVIATIONS AND ACRONYMS**

<b>D.C</b>	District Commissioner
<b>DQAS</b>	Directorate of Quality Assurance and Standards
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>MED</b>	Masters in Education
<b>MoE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>SMASE</b>	Strengthening Mathematics and Science Education
<b>TSC</b>	Teacher Service Commission
<b>UNESCO</b>	United Nation Educational, Scientific and Cultural Organization

## **ABSTRACT**

The purpose of this study was to determine the influence of head teachers' motivational performance in public primary schools in Kibwezi Sub-County. Four objectives were formulated to guide the study. These were; to determine the influence of involvement of teachers in decision making by head teachers, provision of conducive working environment, supervision of teachers and recognition on primary school teachers instructional performance. The study used descriptive research survey design. The target population consisted of 162 head teachers in the primary schools and 1,382 teachers working in Kibwezi Sub-County. Simple random sampling was used to sample 16 head teachers since it ensured equal chances for all schools. The study used stratified random sampling to sample 414 teachers. The study used interview guide and questionnaire, where by teachers responded to a questionnaire while the head teachers responded to an interview. The two; questionnaire and an interview guide were picked due to their convenience and low cost. Both quantitative and qualitative data analysis techniques were used. In quantitative data analysis, numeral values were used while in qualitative data analysis, frequencies and percentages were used to report the data. The study found that teachers were motivated with the decision making provided by the head teachers during formation of school rules and regulation. On discipline matters teachers were demotivated while on training teachers were demotivated. On the provision of conducive working environment by the head teachers, majority of the teachers were demotivated with the conditions of the office and staff on teaching and on learning materials teachers were motivated. Concerning supervision of teachers by the head teacher majority teachers were demotivated with checking of schemes of work by the head teachers, teachers were demotivated with recommendation for further training by the head teacher. Concerning recognition of teachers by the majority of teachers were dissatisfied with training opportunities provided by the head teacher. Majority of the teachers indicated their demotivation with certification. The study found out that teachers needed to be involved in decision making, provided with conducive working environment, supervised and recognized by the head teacher for better instructional performance. The study concluded that the head teacher and other stakeholders should come up with ways for effecting the above mentioned variables. The study recommended that the government should provide budgetary allocation to build additional classrooms to resolve the issue of overcrowding.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background to the study**

Education is viewed as a very vital tool for development. It is the main contributing factor to industrial and socio-economic development in world. The development can be realized when a society has education programs that are handled by motivated teachers. Cole (2005), argues that motivation is an important aspect of management that requires human behavior manipulated in order to harmonize individuals' goals with those of the organization. Managers have a responsibility to provide the employees with a conducive work environment to increase motivation level. Motivated workers make positive contributions in terms of higher productivity, quality of products and services to the organization (Ramayah, Jantan & Tadisina, 2001).

The knowledge of what motivates teachers' therefore is important to the head teachers. The building of motivating practices into organizational roles and the entire process of leading people must build on knowledge of motivation. Koontz (1998) concurs that the educational manager's work is not to manipulate people but rather to recognize what motivates them. Educational leaders need to find ways to keep teachers in the profession and keep them motivated. A motivated teacher is one who not only feels motivated with his or her work but is empowered to strive for excellence

and growth in instructional practice. However, the greatest challenge researchers in education and school leaders have faced is motivating teachers to high levels of performance (Frase,1992).

Uddin (2008) in Pakistan urged the government to support its teachers by meeting their requirements for better performance. Education research service members in California in the U.S.A revealed that work related practices were most important to teachers (Frase, 1989). The study also revealed two sets of practices that affect teachers' ability to perform effectively. They are the work context (the teaching environment) and work content (teaching). In general, work context such as money, status, security, class size, discipline conditions and availability of teaching materials prevent dissatisfaction but they don't have an extend motivational effect.

A study carried by Adelabu (2005) in Nigeria on teacher motivation, identified many practices which affect teachers motivation. The study classified them into three main categories namely; job context, job content and reward system. According to Adelabu (2005) teachers in Nigeria were poorly motivated. Due to low wages when compared to other countries with their low status in the society, lack of career advancement opportunities, high pupil: teacher ratio, poor work environment, inadequate fringe benefits and irregular payment of teachers' salaries. These conditions observed in Nigeria tend to look similar to the motivational practices affecting teaching profession in Kenya.



In many developing countries and particularly in Africa, employment policy in general and specifically the education employment policy have long taken into account the need to improve teachers instructional performance and other workers (Werner & Desimone,2006). According to Mbiti (1998) the head teacher is the chief executive who determines the extent to which school meets its educational objectives. Head teachers must set the tone of the school, the atmosphere of learning and the motivation of teachers. The head teacher should show personal support. This refers to showing acceptance and concern for needs of teachers.

People have employment due to many reasons which among them are the job content, company culture, caliber of colleague salary, and work environment issues Mani (2002). This motivates the workers to dedicate themselves to the work they do. Harry (2007) that people are motivated by being involved in decision making. The people at the centre of operation have knowledge both of problem and solution to them. The right kind of participation yield both motivation and knowledge both of which are valuable for instructional performance.

Working condition is a motivational practice which includes teaching materials and equipment Wasonga, (2004). Head teachers should therefore ensure that there is adequate provision of teaching materials such as textbooks and writing materials for teachers to easily perform their core duty of teaching.

A manual for heads of schools in Kenya (1987) spells out the duties of head teachers as supervisors as checking of schemes of work, lesson notes, record of work done and pupils work with actual classroom visits to inspect teachers individually. Being the supervisor, the head teacher is tasked with the responsibility of ensuring that the plans, goals and policies are implemented and to report to the directorate of quality assurance and standards (DQAS). In order to do this the head teacher is required to provide direction and support, to treat employees as responsible and mature adults and provide them with timely and clear feedback after instructional supervision. How this instructional supervision is carried out greatly influences the instructional performance of institution in examination.

Recognition is a reality despite one's age and educational level. Recognition is accompanied by responsibility and power (Cole, 1996). This implies that, people with responsibility need to work hard for their efforts to be seen and respected. Musila (2010) found out that most teachers felt motivated when they got recognition from their immediate supervisor, this influences teacher's instructional performance.

Study on effects of head teachers' motivational practices on teacher performance in Koibatek District, found out that majority of teacher's perceived recommendation by head teachers to attend seminars and workshop, enhanced their motivational levels (Ocham, 2010). It also revealed that teacher

participation in school decision making was strongly associated with teacher motivation. Mulwa (2005) noted that performance was poor in Kitui district because of the failure to cover the syllabus due to absenteeism by teachers.

The Kibwezi sub-county education officer, while addressing participants on education day held on 10<sup>th</sup> July 2015 at Kibwezi township primary school, cited some of the education challenges in the sub-county as, below average performance and lack of teacher commitment and pupils absenteeism to professional delivery among others. Data collected from Kibwezi Sub-County office on KCPE performance, Shows a declining trend for three consecutive years in Kibwezi Sub-County as indicated in the Table 1.1.

**Table 1.1: Kibwezi Sub-County KCPE Results from 2011 -2015**

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Kathonzweni	269.18	278.42	278.78	270.88	268.22
<b>Kibwezi</b>	<b>260.32</b>	<b>266.62</b>	<b>263.32</b>	<b>255.96</b>	<b>254.72</b>
Makindu	272.18	271.12	282.5	284.6	278.3
Makueni	269.73	277.60	280.46	282.09	277.6

*(Source: Kibwezi Sub-county Education Office, 2015)*

From the table, the mean score showed some improvement in 2011 and 2012 and a decline from 2013-2015. The mean score is lower than in any other Sub-County i.e. Makueni, Kathonzweni, and Makindu for the last five years.

Limited studies on motivational practices of teachers have been done in Kibwezi Sub-County. The society expects teachers to be human resource developers,

administrators and leaders, disciplinarians, role models among other roles. These responsibilities cannot be undertaken in an environment that is demotivating and does not give support for their achievement. As observed in Kibwezi Sub-County and claims from teachers, motivational practices are not fully utilized by the head teachers like decision making, conducive working environment, supervision and recognition (Sub- County Office, 2015). This is why this study will investigate if head teachers motivational practices affect the performance of teachers in Kibwezi Sub-County.

## **1.2 Statement of the Problem**

The government of Kenya is committed to the provision of quality education by motivating teachers in different ways. The government has enabled teachers to further their studies through their employer (Teacher Service Commission) granting them study leave with pay. The government has made effort to improve the teaching skills of primary school teachers in mathematics and science education project (SMASE) since 2009 by organizing seminars. The government has also made effort to motivate teachers by creating more administrative units, like departments in schools where teachers are given responsibilities as a form of promotion (Republic of Kenya, 2016).

Despite all these, the performance of KCPE in Kibwezi Sub-County has been declining as shown in Table 1.1. According to the study poor KCPE performance

could be due to lack of good motivational practices on teacher in order facilitate scoring of good grades in K.C.P.E by the pupils. Studies have be done in other places on teachers' motivational practices and instructional performance in Makindu and Makueni but not in Kibwezi Sub-County. This study will therefore investigate on the influence of head teacher's motivational practices on teachers' instructional performance in public primary schools in Kibwezi Sub-County. This study attempts to fill the gap.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of head teachers motivational practices on teacher instructional performance in public primary schools in Kibwezi Sub-County, Makueni County, Kenya.

### **1.4 Objective of the study**

The study was guided by the following objectives:

- a) To determine the extent to which involvement of teachers in decision making influences their instructional performance.
- b) To establish how provision of conducive working environment to teachers influence their instructional performance.
- c) To establish how supervision of teachers influences their instructional performance.

- d) To determine the extent to which recognition of teachers influences their instructional performance.

### **1.5 Research questions**

The study was based on the following research questions:

- a) To what extent does involvement of teachers in decision making by the head teacher influences their instructional performance?
- b) To what extent does provision of conducive working environment to teachers by the head teacher influences their instructional performance?
- c) To what extent does supervision of teachers by the head teacher influences their instructional performance?
- d) To what extent does recognition to teachers influences their instructional performance?

### **1.6 Significant of the study**

The study may provide useful knowledge on factors that teachers consider to be contributing to motivation, which would be of great significance to the educational officials in the Ministry of Education, in helping formulate for better policies for teacher.

The Teacher Service Commission (TSC) of Kenya may use findings from this study to enhance strategies to improve teacher's morale in creating more positions of responsible. This study may provide information that would help head teachers

in primary schools promote those areas that primary schools teachers identify as motivating to the teachers, which would give the teachers the morale to work harder and facilitate better pupils grades in K.C.P.E. The study would also provide useful literature to future researchers in motivation factors that tend to impact on teachers' instructional performance. It would also spur future research in the area of study.

### **1.7 Limitations of the study**

Limitations are conditions beyond control of the researcher that may place restrictions on the conclusion of the study and their application to other situation (Best and Khan,1998). The distance between the schools in the area was a challenge especially due to poor road network. The researcher made use of the motorbikes in order to reach all the targeted schools.

### **1.8 Delimitation of the study**

The study covered only public primary schools in Kibwezi Sub-County. Public schools were be deliberately selected since they operate under same guidelines given by Ministry Of Education (MoE) as opposed to private schools which operate under different management guidelines. The study delimited itself to teachers teaching in public primary schools. The study covered motivational practices, involvement in decision making, provision of conducive working environment, teacher supervision and staff recognition.

## **1.9 Basic Assumptions of the Study**

The study was based on the following assumptions:

- (i) Motivated teachers had high morale hence high achievement levels.
- (ii) The information given by the respondents was free from any external influence and biasness.

## **1.10 Definition of significant terms**

The following were the significant terms as used in the study:-

**Conducive working conditions** refers to creation of an appropriate teaching atmosphere, for instance, putting up comfortable seats, building spacious offices/classrooms and availability of teaching materials.

**Instructional performance** refers to optimum achievement of set goals in the learning process.

**Involvement in decision making** refers to the teachers' participation in critical decisions that directly affect their work and involve issues related to budget, teachers' selection, and scheduling and curriculum delivery.

**Motivational practices** refers to strategies used by the head teacher to influence individual drives among teachers towards an activity.

**Staff recognition** refers to the acknowledgement or appreciation for an employee's achievement and motivate employees to continue with good performance.

**Supervision** refers to head teacher's overseeing teachers performing their duties.



### **1.11 Organization of the study**

The study is presented in five chapters. Chapter one is introduction to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, limitations of the study, delimitation of the study, assumptions of the study and definition of significant terms. Chapter two is review of literature, summary of literature review, theoretical framework, conceptual framework and organization of the study. Chapter three is research methodology focusing on research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure, data analysis and ethical considerations. Chapter four covers data analysis interpretation and discussion of the findings, while chapter five covers summary of the study, conclusion, recommendations. Suggestions for further study have also been presented.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed the related literature that relates to motivational practices. It is subdivided into the following themes, motivational practices, involvement in decision making, provision of conducive working environment, teacher instructional supervision, staff recognition , summary of literature review, theoretical framework and conceptual framework.

#### **2.2 Motivational practices**

Motivation is internal and external factors that stimulate desire and energy in people continually interested and committed to a job or make an effort to attain a goal. Motivational practices include decision making, conducive working environment, supervision and staff recognition. Head teachers need to understand what the motivation of teachers are in order to effectively manage and grow a school that has the full support of its teachers.

Herzberg (1959) conducted a motivational study on 200 accountants and engineers employed in firms in and around Pittsburgh, Pennsylvania. He used the critical incident method of obtaining information. For analysis, he asked each employee to recall an event or a time personally experienced at work when he/she felt particularly and exceptionally good about his/her job. They were

asked to recall an event or time at work when they felt particularly or exceptionally bad about work. Further interviews were conducted to find out the nature of the events that led to the positive and negative expressions.

The findings showed that; (a) Factors that are associated with the work itself (intrinsic) tend to lead to teachers' motivation. This include; achievement, recognition, work itself, responsibility and advancement. (b) Factors that are associated with environment surrounding the work (extrinsic) tend not to lead to teachers' motivation. These include; school policy and administration, supervision, salary, interpersonal relations and working conditions. Motivators only inspire workers.

The source of motivation is both intrinsic and extrinsic. According to Hackett (1998) intrinsic motivation occurs when people engage in an activity without external incentives. It involves engaging in a behavior because it is personally rewarding. Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment.

Abraham (1954) advocated for the hierarchy of needs theory, which argues that the needs exists in a hierarchy of five levels, physiological, safety, social, esteem and self-fulfillment at the higher level. Maslow advocated that lower level needs to be advocated first before proceeding to the next.

There is also two factor theory referred to as motivation-hygiene theory advanced by Fredrick Herzberg, as cognitive theory, emphasizes on the

psychological process. The process theory is best explained in expectancy, goal and equity forwarded by Victor Vroom (1964) and developed by Porter and Lawler (1968). The theory advocates that there must be a link between effort (motivation) and reward and that the reward should be achievable and of value (worth) to a person (Armstrong 2001). This implies that when efforts and rewards are sustained, performance will be enhanced.

In this regard, this section will examine on motivational practices; decision making, provision of conducive working environment, supervision and staff recognition by the head teacher as some of the motivation practices that influence teachers' instructional performance.

### **2.3 Teachers' involvement in decision making and instructional performance of teachers.**

Employees Involvement in decision making in the school has a significant impact for the members of the organization, because it can provide guidance and direction in the act, so that the behavior of individual are in accordance with the behavior of the organization in the achievement of organizational goals (Fairman and Clark, 2010). In a school set up, Meyer and Allen (2007) noted that when teachers were involved in decision making, that is when teacher's opinions and suggestions were considered by the school administration. This increased their instructional performance since there was co-operate ownership of the school decisions.

People are motivated by being consulted on action affecting them by being “in the act most people at the centre of an operation have knowledge both of problem and solutions to them, Harry, (2007). The right kind of participation yield motivation and knowledge both of which are valuable for the enterprise success (Koontz, 2009). The teachers’ through decision making feels that they are part and parcel of the school.

#### **2.4. Head teacher’s provision of conducive working environment and instructional performance of teachers.**

According to Matheka (2004) work environment is defined as employer’s workplace, work instrument, work itself, organizational policy and organizational rules. Bhatti, Rawal and Hamid (2012), studied motivation among Primary school teachers in Pakistan. One of their objective in the study was to examine the extent to which primary school teachers in Pakistan perform their job at different working conditions. The majority of the sample was investigated through survey, focused group discussion and interviews. The respondents in the study were drawn from a larger sample from 30 primary schools in three Districts combined a sample of 300 respondents in all three Districts got the equal proportion in the study. The study findings were that the majority of primary school teachers’ in Pakistan were poorly motivated due to poor working conditions. The working environment contributes to the instructional performance. A poor fit between employees and their jobs will increase the search for alternative jobs

(Nzuve, 2010). The physical environment, for example; availability of facilities like well stocked library and adequate classroom will result into improved instructional performance.

The feeling of unhappiness at work may not be due to the work itself but the condition that surround the doing of the work (Herzberg, 1966). He referred these conditions as hygiene factors. In schools these conditions include good toilets and comfortable furniture.

## **2.5. Head teachers' supervision and instructional performance of teachers**

A study conducted in the state of Rajasthan by Ramachandran (2005) in India focused on teacher motivation and supervision. The study involved detailed interviews with 18 stakeholders, 33 teachers in 10 schools and focused group discussion guide was used in all schools. The findings were that most teachers felt poor supervision was a concern in India. Poor supervision led to poor instructional performance of teachers. School supervision is a basic component in monitoring and teaching process (Opiyo, 2004). The success of any organization depends entirely on how effective its workers are supervised. Therefore every administration needs an inbuilt supervision system to provide the cohesion and direction necessary to achieve the purpose of the organization.

Supervision is a service intended to stimulate grade, establish, improve and maintain quality standards while supporting the process of teaching and learning.

A study by Daresh and Playko (1992) revealed that supervision is areas of

checking schemes of work, lesson plans, lesson notes and administrative tools had a positive impact in instructional performance of the pupils. Supervising them may be looked at as practice of monitoring the performance of school staffing. Okumbe (2003) noted that in carrying out supervisory tasks the head teacher should have specifications of goals and targets. Campbell (1986) observed that effective supervision was a basic prerequisite for stability and improvement of instructional performance.

## **2.6. Head teachers' staff recognition and its influence on teacher instructional performance.**

According to Cole (1996), recognition is a reality despite one's age and educational level. He stressed that recognition must be sincere and need to be based on above average performance. Recognition is also accompanied by responsibility and power. This implies that people with responsibility need to work hard for their efforts to be recognized and respected. Good work done by any employee should always be acknowledged (Machari, 2002). Blasé and Kirby (1992) noted that the quickest remedy that educational managers should use to motivate teachers is by creating a more attractive work environment and intangible rewards such as recognition and praise. School management can make teachers feel valued by recognizing their achievement (Nzuve, 1999). Musila (2010) found that 67.3% of the teachers felt motivated when they got recognition from their immediate supervisor. Frase (1992) suggests that recognition is an

important motivator for teachers as it directs them on the path towards professional growth and improvement. All teachers yearn for reassurance that they are doing a good work.

Chapman (1983) in Andiwa (2003) notes that Jamaica Elementary School whose performance was high, had motivated teachers who felt that their school was held in high regard by the community and received appreciation from parents. The same teachers also assigned more importance to recognition by administrators and supervisors.

The head teachers had the responsibility of helping teachers to get motivated from the profession and to fulfill their needs and objectives. Recognition of performance is an important responsibility of the school management. It may range from spoken words of “thank you” to tangible rewards which have been used as important motivation for teachers. (Frase, 1992).

Head teachers can recognize teachers’ efforts by offering positive feedback, both publicly and privately. Weekly memos or emails and regular staff meetings are perfect forums for recognizing special contributions that teachers make. Motivation is the key to keeping the teachers focused and feeling worthy, which in turn leads to more commitment to their work, hence boosting their performance towards levels as reflected in pupils’ achievements in examination results.



## **2.7 Summary of the literature review**

The literature review showed that motivational practices played a crucial part in teachers' instructional performance. The head teacher plays a significant role in motivating his or her teachers in order to facilitate the effective functioning of the school as an organization. The teacher need the full support of the management to be motivated (Murthy, 2003).

Knowledge about the various theories of motivation and their constructive application assists the head teachers in their management tasks and thus contributes positively to motivating personnel (Smith, 2000). Musila (2010) carried out a research on the effects of motivational practices on teachers and pupils performance in KCPE in Machakos District. The effects of motivation on teachers' performance and its impact on KCSE results in Vihiga District (Kageha, 2004). Studies another motivational practices have been carried out in Kibwezi Sub-County but motivational practices such as decision making, conducive working environment, supervision and recognition of teachers have not been carried out in Kibwezi Sub-County therefore this study will seek to investigate the influence of head teachers motivational practices on teacher instructional performance in public primary schools in Kibwezi Sub-County, Makueni County.

## **2.8 Theoretical framework**

This study was based on two-factor theory. The two factor theory (also known as Herzberg's motivation hygiene theory and dual factor theory) states that there are certain factors in the work place that cause instructional performance. While a separate set of practices does not lead to motivation. This theory was developed by Fredrick Herzberg in 1959.

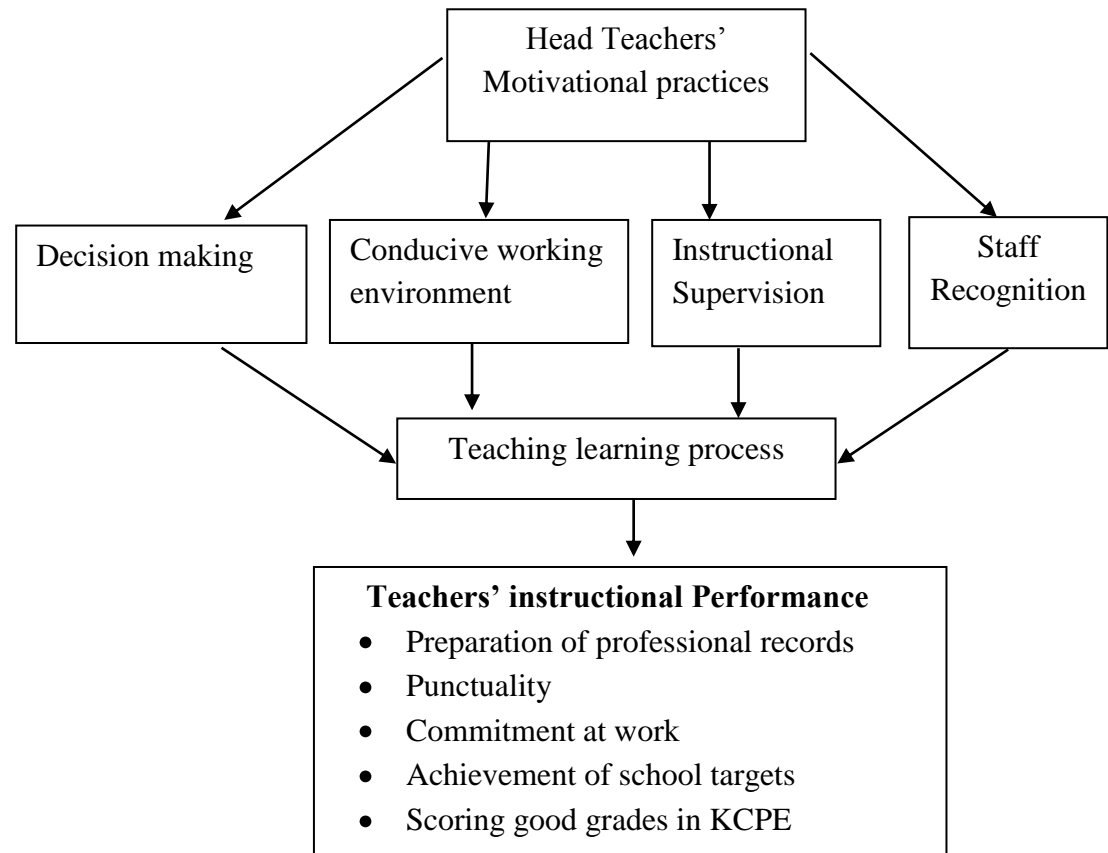
The theory suggests that certain factors in the environment do not lead to motivated employees (Cole, 2004) such factors include pay, working conditions or company policies. These factors were classified as hygiene factors. In contrast to these were motivators which induced such factors as recognition, achievement and interesting work. They are the intrinsic factors of a job. Motivators had positive effect on motivation of individual, while lack of hygiene would present demotivation (dissatisfaction) or motivate (give satisfaction) but may not enhance performance at work. According to the theory, if head teachers do not attend to motivating practices (factors), teachers will not be motivated to work but will not be demotivated either. They will perform to a certain level considered motivational but will make little or no effort to exceed this level. This study is therefore guided by the motivational practices variables, decision making conducive working environment, supervision and staff recognition. It sought to determine whether the head teacher who is the chief executive in a school,

incorporated intrinsic motivational characteristics so as to attain high level of motivation.

## 2.9 Conceptual framework

The conceptual framework on the influence of head teachers' motivational practices on teachers' performance in figure 2.1 showed the relationship between motivational practices and teachers' instructional performance.

**Figure 2.1: Effects of Head teachers motivational practices on teachers' instructional performance**



For teachers to be motivated, motivational practices outlined in the framework should be practiced reasonably. The head teacher must incorporate the motivational practices so as to attain high level of teachers' motivation. The motivational practices would promote teachers' effectiveness in teaching and as a result register high achievement by pupils in K.C.P.E.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the methodology that was used in the study. The section is composed of the research design, the target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection procedure, data analysis techniques and ethical considerations.

#### **3.2 Research design**

The study used descriptive survey research design. Kothari (2013), the main purpose of descriptive survey research design is to describe the state of the affairs as it exists at present. Descriptive survey design is appropriate for this study since it is based on the assumption that the sample shares similar characteristics with the whole population from where it is drawn (Rukwaru, 2007).

Descriptive survey design was used, it enabled data to be collected faster, enable questions to be asked personally in an interview or personal through a questionnaire about things which cannot a questionnaire about things which cannot be observed easily. It also seeks to obtain information that describes existing phenomenon by asking individual about their perceptions, attitude,

behavior of value (Mugenda and Mugenda, 2003). The method was considered most appropriate because it enable the study to collect teachers towards role of head teachers' motivational practices in influencing teachers' instructional performance.

### **3.3 Target population**

According to Mugenda and Mugenda (2003), a target population is the entire group of individuals, events or objects having common observable characteristics. The target of population for this study will include the 162 public primary schools in Kibwezi Sub-County with a population of 162 head teachers and 1382 teachers (Kibwezi Sub-County Education Office, 2015).

### **3.4 Sample size and sampling procedures**

According to Mugenda and Mugenda (2003), a sample is a representative proportion of the target population and must be able to accurately represent the population characteristics which is under investigation. According to Best and Kahn (2006), an ideal sample should be large enough to serve as an adequate representation about which the researcher wishes to generalize availability and expense in both time and money.

**Table 3.1. Sampling framework**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Percentage</b>	<b>Sampling Technique</b>
Head teachers	162	16	10	Simple random sampling
Teachers	1382	414	30	Stratified random sampling
<b>Total</b>	<b>1544</b>	<b>430</b>		

The rationale for the sample size stems from (Mugenda and Mugenda, 2003) who recommend 10 percent of the accessible population is enough for a descriptive study. This indicates that the sample size was 16 schools representing 10% of the whole population, targeting 16 head teachers. The study adopted simple random sampling to identify the head teachers. There were 600 female teachers and 782 male teachers, a sample of 180 female teachers was sampled which represented 30 percent of the population while 234 male teachers was sampled which represented 30 percent of the total population of the male teachers. All the 16 head teachers were involved making a total of 430 respondents. In order to identify the specific teachers to be included in the study, the researcher used systematic random sampling from a target population of teachers using a fixed interval. In every 20 teachers, the researcher selected the first teacher. This was repeated until all the groups were realized.

### **3.5 Research instruments**

To facilitate the study two instruments were used, an interview guide for head teachers and a questionnaire for teachers. The interview guide for head teachers was used since most of the time such personality are engaged in lots of activities and might not have time to respond promptly to the questionnaires. The interview guide for head teachers gathered information on motivational practices such as involvement of teachers in decision making, conducive working environment, supervision and recognition of teacher and their influence on instructional performance. The questionnaire had ability to collect a large amount of information in a reasonably quick space of time (Orodho, 2004).The questionnaire was divided into several sections. Section one had the question on demographic factors of the respondents. The other section of the questionnaire concentrated on reasons that teachers consider as motivational practices and instructional performance in their stations.

### **3.6 Validity of the Instruments**

Mugenda and Mugenda (2003), defined validity as the accuracy and meaningfulness of inferences, which are based on the research result. Validity according to Borg and Gall (2000) is the degree in which a test measure what it is supposed to measure. To enhance the validity of the instrument, a pre-test was conducted. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring



variables would either be discarded or modified to improve the quality of the research instruments. The pre-test helped to improve face validity and content of the instruments. The researcher sought assistance from the supervisors in order to help improve content validity of the instrument.

### **3.7 Reliability of the instrument**

Mugenda and Mugenda (2003), defined reliability as measure of the degree to which a reach instruments yields consistent results or data after a repeated trial. Test-retest method was used to obtain reliability. This technique involved administering the same instrument twice in a span of two weeks to the same group of subjects. Scores from both testing periods were then correlated. Reliability coefficient was computed by use of Pearson correlation coefficient (r) as follows:-

where:

$N$	=	number of pairs of scores
$\sum xy$	=	sum of the products f paired scores
$\sum x$	=	sum of x scores
$\sum y$	=	sum of y scores
$\sum x^2$	=	sum of squared x scores
$\sum y^2$	=	sum of squared y scores
$\sum$	=	symbol of summation.

When the value of r is equal to + 1.00, the two sets are in perfect agreement and is -1.00 when they are in perfect disagreement. A correlation co-efficient (r), of

about 0.75 is considered to be high enough to judge the reliability of the instruments (Orodho, 2004).

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

From the findings the determined correlation coefficient for head teachers interview 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**

Newby (2010), states that data collection refers to the gathering of information to prove some facts. Data collection helps to clarify facts for dissemination of accurate information and development of meaningful programmes. The researcher applied for a permit to carry out the study from National Commission for Science, Technology and Innovation (NACOSTI). The permit was then presented to the District Commissioner (D.C) and Sub-County Director Officer Kibwezi Sub-County to request his/her permission to carry out the research in Kibwezi Sub-County, Makueni County, Kenya. The researcher then presented the introduction letter to all the head teachers of the area schools in order to be permitted to undertake the study. The researcher dropped and picked the questionnaires in the 16 schools within two days in order to minimize chances of manipulating data.

Hand delivered questionnaire had a higher response rate than mailed questionnaires (Rukwaru, 2007). In the process of dropping the questionnaires in the 16 schools for teachers, the researcher interviewed the head teachers in their respective schools.

### **3.9 Data Analysis Techniques**

Data analysis is the process of systematically searching, arranging, organizing, breaking the data into manageable units, synthesizing the data, searching for patterns. After completion of data collection, data collected was reduced to numerical values. Quantitative analysis involved getting total scores for each subject in the study and presentation of statistical data in the form of frequency distribution tables. Using descriptive and inferential statistics it was to give a clear picture on the nature of influence the head teachers motivational practices had on teachers' instructional performance in public primary schools in Kibwezi Sub-County.

Tabulation for each questionnaire depending on the responses of the study units were made. The results were discussed, conclusions and recommendations made based on the study findings.

### **3.10 Ethical consideration.**

The project was cleared at the department after completion. The researcher applied for a permit to carry out the study from National Commission for Science,

Technology and Innovation (NACOSTI). The permit was presented to the County Director Office to request his/her permission to carry out the research in Kibwezi Sub-County. The researcher thanked his/her supervisors for their patience, dedication, and continued arrangement to make it possible to complete the proposal. He/she thanked all the head teachers and teachers of the schools that were involved in the study. Finally, the researcher thanked all the authors used in referencing, for what was given out in the work was based on their knowledge.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction.**

This chapter documents and presents data analysis, interpretation and discussion on responses given in the study on influence of head teachers' motivational practices on teacher instructional performance in public primary schools in Kibwezi Sub-County.

It starts with response rate, demographic data, how involvement of teachers in decision making, provision of conducive working environment, supervision and recognition to teachers influence the instructional performance of teachers.

#### **4.2 Instrument return rate**

Response rate is the proportion of the sample that participated in all the research procedures Interviews were used to collect data from 16 head teachers and questionnaires from 414 teachers. 14 of the head teachers sampled were interviewed marking a 87.5% response rate. Out of 414 teachers sampled 350 returned the questionnaire marking 84.5% return rate.

**Table 4.1 Response rate**

	<b>Sample</b>	<b>Returned</b>	<b>Percentage</b>
Head teachers	16	14	87.5%
Teachers	414	350	84.5%

According to Mugenda and Mugenda (2003), 50 percent response rate is adequate, 60 percent response rate is good and 70 percent response rate is very good.

Table 4.1 shows high rate of response shown by 87.5% (14) or head teachers and 84.54% (350) response for teachers. The commendable response rate was achieved after the researcher administered the questionnaires personally by making personal visits to the school.

#### **4.3 Demographic data of head teachers and teachers.**

The demographic information was based on gender, age, teaching experience and professional qualification. This was because the researcher sought to establish whether the above factors influenced teacher's instructional performance in public primary schools in Kibwezi sub-county.

### 4.3.1 Demographic information about head teachers and teachers

The teachers were required to tick on their own respective gender in order to find out whether gender could affect the instructional performance. The data were as represented in table 4.2.

**Table 4.2 Head teacher and teachers' gender distribution**

Gender	Head teachers		Teachers	
	f	%	f	%
Male	12	86	150	57
Female	2	14	200	42.9
<b>Total</b>	<b>14</b>	<b>100</b>	<b>350</b>	<b>100</b>

The data in table 4.2 indicates there were more male head teachers than female as indicated by 86% (12) and 14% (2) respectively. The female teachers were either not willing to take the leadership position or had not been promoted to those positions. This could affect the girl child effort to excel and hold top positions and this would affect instructional performance. The data shows that there were more female teachers as indicated by 57% (150) than the male 42.9% (200). This means that boys do not have enough male teachers that they can look up to. It is imperative to have both genders of teachers well-presented so that pupils can benefit from their strengths.

### 4.3.2 Age distribution of teachers

Teachers were asked to indicate their age in questionnaire and the findings were as shown in table 4.3.

**Table 4.3 Age distribution of teachers**

<b>Respondents age</b>	<b>Frequency</b>	<b>Percentage</b>
Below 25 years	10	2.9
26-30 years	80	22.9
31-35 years	210	60
36 – 40 years	30	8.6
Above 40 years	20	5.7
<b>Total</b>	<b>350</b>	<b>100</b>

On the teacher's age bracket, the study established that majority 60% (210) of the teachers were between 31-35 years, and minority 2.9% (10) of the teachers indicated to be below 25 years. This shows that majority of teacher's lies between 31-35 years. This indicates that at this age they are energetic enough, when motivated can teach effectively hence improve the instructional performance.

### 4.3.3 Head teachers and teachers responses on professional qualification

This was a very important variable based on the assumption that there is a high correlation between qualification and instructional performance.



**Table 4.4 Head teachers and teachers teaching qualification**

Qualification	Head teachers		Teachers	
	f	%	f	%
P1 teacher	4	29	130	39
Approved teachers	3	21	40	11.4
Diploma teachers	5	36	160	45.7
Bachelor of education	2	14	20	5.7
Masters	0	0		
<b>Total</b>	<b>14</b>	<b>100</b>	<b>350</b>	<b>100</b>

Findings in table 4.4 indicated 29% (4) were P1 head teachers, 21% (3) were approved head teachers, 36% (5) were diploma head teachers and minority 14% (2) had bachelors of education. This is a clear indication that majority of the head teachers were not aware of the importance of high professional qualifications as they are the key curriculum implementers in schools. Their qualifications could affect instructional performance. Some of the schools headed by graduate teachers performed very well. Professional qualification is important to head teachers as they are the implementers of the school curriculum and without appropriate academic qualification, such implementation may prove difficult (Okumbe, 1998).

**Table 4.5 Highest professional qualification of head teachers**

<b>Professional qualification</b>	<b>Frequency</b>	<b>Percentage</b>
P1 teacher	4	29
Approved teacher	3	21
Diploma teacher	5	36
Bachelor of Education	2	14
Masters	0	
<b>Total</b>	<b>14</b>	<b>100</b>

On the head teachers' highest professional qualifications, the study established that majority of them as shown by 36% (5) had a teaching diploma, and minority 14% (2) had Bachelor of Education. This shows that they had the adequate knowledge in regard to teachers' motivation.

Research studies by UNESCO (1997) observed that instructional performance of teachers depended on their level of qualification, training and motivation among others. In this case if the head teachers are learned, the level of instructional performance is also expected to improve. Learned head teachers will always come up with strategies to assist pupils and create an atmosphere conducive for effective delivery.

On the highest professional qualification, 45.7% indicated to be having diploma qualifications, 37% indicated that they were p1 teachers, 11.4% indicated to be approved teachers, 5.7 % indicated to be bachelor of education holders and none indicated to have reached masters level.

This shows that majority of the teachers have gone for further studies. It could be that, motivation from the head teachers is not sufficient hence low instructional performance.

#### **4.3.4 Head teacher’s workload.**

The researcher sought to know the weekly workload for head teachers and teachers. This would assist the researcher in determining whether head teachers and teachers are overworked that may hinder them from performing their duties effectively. The results are indicated in the table 4.6, head teachers and teacher’s workload.

**Table 4.6 Head teacher’s teaching workload**

<b>Workload</b>	<b>Head teachers</b>		<b>teachers</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Below 16 lessons	10	71.4%	21	6
16-20 lessons	3	21.4%	40	11.4
21-25 lessons	1	7.1%	220	62.9
26 and above lessons	0		69	19.7
<b>Totals</b>	<b>14</b>	<b>100%</b>	<b>350</b>	<b>100</b>

The table indicates that majority of head teachers 71.4% (10) had a weekly workload of 15 lessons and below and one head teacher with 21-25 lessons. This shows that majority of head teachers are not overworked since they have other duties to perform as school managers. The head teacher with 21-25 lessons per week is overworked and is not likely to perform effectively.

The table indicates that the least number 6% (21) of had a weekly workload 15 lessons and below. This is in line with the T.S.C guidelines that teachers should be fully utilized. The teachers with 16-20 lessons made a small percentage 11.4% (40) while majority 62.9% (220) of the teachers had weekly workload of 21-25 lessons and quite a number 19.7% (69) with above 26 lessons per week. The teachers with over 26 lessons per week were highly over worked and may be demoralized due to very strenuous workload. Such teachers could also suffer from work fatigue and could also lack time to undertake other important tasks like assessing, marking and giving pupils appropriate feedback. This is an indication of the understaffing situation in Kibwezi Sub-County.

#### **4.3.5 Teachers housing**

The researcher sought to find out how the teachers in Kibwezi Sub-County were housed since this contributed to teachers instructional performance. The research findings are shown in table 4.7

**Table 4.7 Teachers housing.**

<b>Category of staff</b>	<b>Frequency</b>	<b>Percentage</b>
<b>housing</b>		
School house	30	8.6
Own house	240	68.6
Rental house	80	22.8
<b>Total</b>	<b>350</b>	<b>100</b>

From the table 4.7, majority of the teachers 68.6% (240) were living in their own houses 22.8% (80) lived in rental houses while 8.6% (30) lived in school houses. This indicates that most of the teachers commuted from their homes. Few lived in rental houses simply because they come from very far and very small proportion live in school houses since they teach in boarding primary schools. The researcher found that, this was due to inadequate houses of low quality and lack of essential amenities. This finding is similar to Matheka (2004) who noted that the teachers' working conditions in rural areas were relatively poor and not conducive for the best instructional performance of the teachers.

According to Njuguna (2010), most of the teachers work in the rural areas where they basic amenities like electricity and clean water. Findings from previous studies (Mghana, 2013; Sogomo 1993; Njeri, 2014), showed that majority of

teachers were not motivated with the provision of housing in their respective schools.

#### **4.3.6 Distribution of head teachers by administrative experience.**

The study sought information on the administrative experience of head teachers.. The aim of this information was to find out if head teachers were exposed to activities of instructional supervision in their respective schools along enough to enable them carry out their role of head teachers’ instructional supervision. The results were as shown in table 4.8.

**Table 4.8: Distribution of head teachers by administration experience**

<b>Duration</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	4	28.6
6-10 years	8	57
11-15 years	2	14.3
<b>Total</b>	<b>350</b>	<b>100</b>

Table 4.8 indicates that 57% (8) of the head teachers had served in administrative experience position for 6-10 years with 14.3% (2) having been head teachers for over 10 years. This confirms that head teachers in public primary schools. In the sub county have adequate experience that would enable provide information instructional supervision effectively. Further analysis on their stay at current schools was shown in table 4.8

### 4.3.7 Duration before becoming a head teacher

Figure 4.1 shows findings on the duration on the head teacher had been in their present school.

**Figure 4.1 Duration before becoming a head teacher**

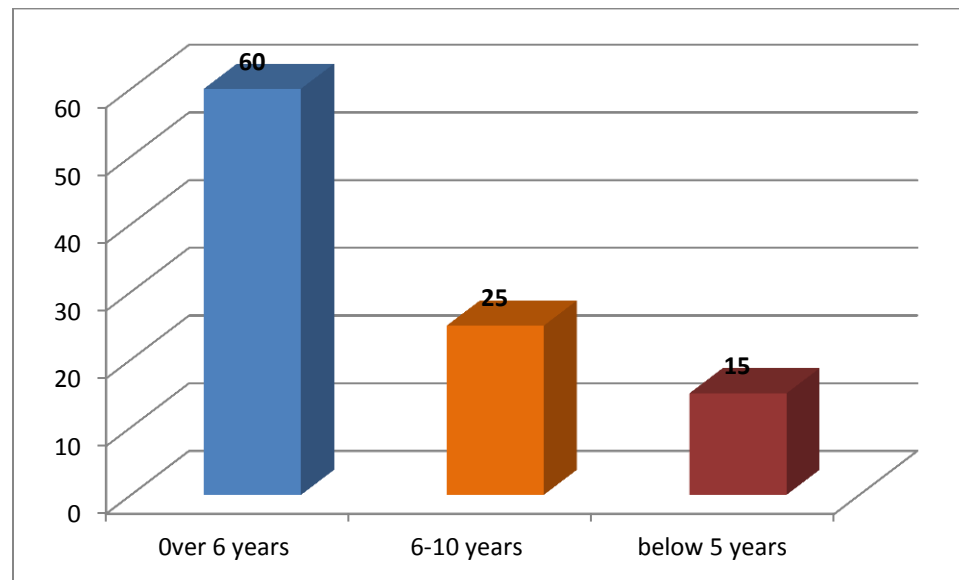


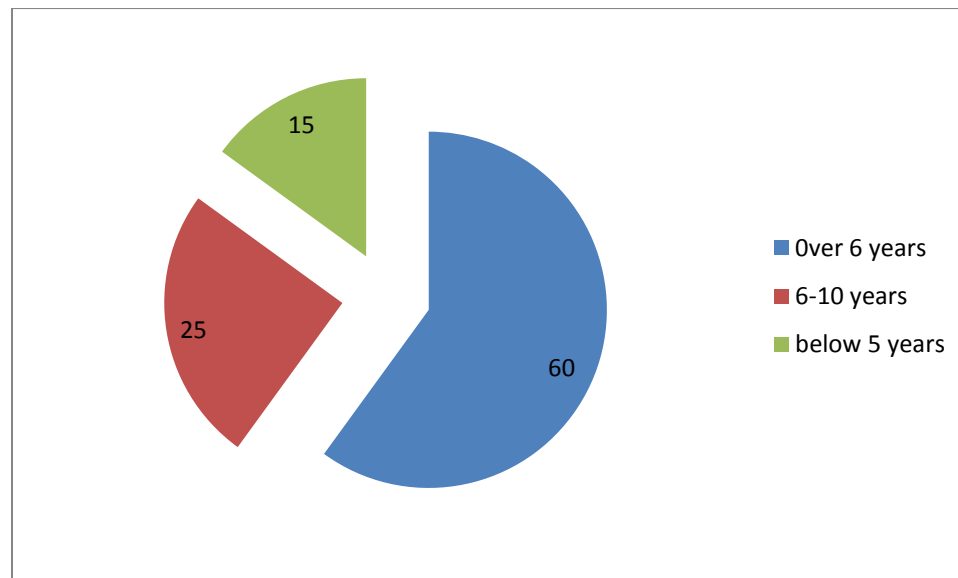
Figure 4.1 shows the duration in which the head teacher had served as teacher before becoming a head teacher. From the study (9) 60% of the head teachers indicated that they had served as teachers for over 10 years, 25% (4) of the head teachers indicated that they had served as teachers for between 6 to 10 years and 15% (2) below 5 years. This shows that before any appointment a teacher must have proved beyond reasonable doubt that he/she is capable to spearhead a school and achieve the expected performance. This concurs with the findings of UNESCO (1993) whereby it was observed that, teachers should possess sound knowledge of good level of competence, commitment and capacity to perform the

assigned tasks. This result may be attributed to the fact that TSC appoints long serving teachers to the position of head teachers.

#### 4.3.8 Teachers' marital status

In a study carried out on motivational practices among female teachers in Bangladesh by Tasmin (2006) it was observed that female teachers were more demotivated with unfavourable working conditions than the male teacher. The researcher thus wished to find out the actual scenario in Kibwezi Sub-County. Figure 4.2 contains a summary of the findings.

**Figure 4.2 Teachers' marital status.**



From the figure 4.2, majority of the teachers indicated that they were married with a few teachers indicating that they were single. According to Cole (2002), married employees are more stable in their work than young employees who keep on



looking for greener pastures. This is attributed by the fact that married workers have family responsibilities like providing food, paying school fees and clothing for their children, unlike young employees most of whom do not have responsibilities outside themselves.

#### **4.3.9 Teachers’ working experience**

Since work experience has a significant impact on workers job motivation, the researcher sought to find out how many years the teachers had worked in Kibwezi Sub-County. Table 4.9 presents a summary.

**Table 4.9 Teacher’s working experience**

<b>Teaching experience</b>	<b>Frequency</b>	<b>Percentage</b>
Below 5 years	68	19.4
6-10 years	210	60
11-15 years	58	14.9
Over 16 years	20	5.7
<b>Total</b>	<b>120</b>	<b>100</b>

From the table 4.9, most teachers have been working in Kibwezi Sub County for the age between 6-10 years. The findings showed that the majority (38.3%) of the teachers were new in the county and could probably be unsettled, thus unable to perform their jobs well. Also it may imply high turn-over of teachers in the county, teachers with an experience of between 11-18 years. These were the

teachers who had substantial working experience necessary for effective performance of the demanding teaching job. A study in the relationship between teaching professions depends highly on the motivational practices of which they indicated that the skills can be acquired through experience.

#### **4.4 Influence of teachers involvement in decision making and instructional performance**

This section presents the research objective that sought to determine how involvement of teachers in decision making affects their instructional performance. The study investigated areas such as formation of school rules and regulation, discipline matters on which teachers were involved in decision making to establish the effect on instructional performance.

Employees involvement in decision making in the school has a significant impact for the members of the organization, because it provides guidance and direction in the act, so that the behavior of individual are in accordance with the behavior of the organization in the achievement of organizational goals (Fairman and Clark, 2010).

##### **4.4.1 Head teachers' response on involving teachers in decision making.**

From the study findings it was sought that head teachers involved teachers in decision making. Respondents said they involve their teachers in decision making through discussion, appointing them as heads of department and delegating responsibilities to them. From the few points given the researcher concluded that

respondents were not fully involved in decision making by the head teachers. Therefore more ways need to be sought to motivate teachers.

The researcher specified different ways given by every head teacher and the results of the findings were presented in table 4.10

**Table 4.10 Head teachers’ response on involving teachers in decision making**

Decision making	Head teachers	
	Frequency	Percentage
School rules and regulations	8	57.343
Discussion	2	14.3
Head of department	3	21.4
Giving responsibilities	1	7
<b>Total</b>	<b>14</b>	<b>100</b>

This study found that majority 57.3% (8) of the head teachers involved teachers on formation of school rules and regulations 21.4% (3) of the head teachers appointed teachers as heads of department. 14.3% (2) involved teachers in discussion and 7% (1) of the head teachers gave responsibilities to teachers. This shows that most of the head teachers involved teachers in making school rules and regulations and few head teachers give teachers responsibilities.

#### 4.4.2 Head teachers' response on ways used to motivate teachers.

In order to assess the ways of motivating teachers on instructional performance among teachers, head teachers were requested to explain ways of motivating teachers by being interviewed by the researcher. The responses they gave were through sponsored trips, giving teachers free lunch, through words of thank you, giving them rewards like thermos, bed sheets etc. This exercise was carried out during school prize giving days. In the feedback given by the respondents, it sought that despite the poor instructional performance of teachers, head teachers took initiative to motivate their teachers where possible.

Each of the 14 head teachers gave one way of motivating teachers. Results on the findings are represented in table 4.11

**Table 4.11 Head teachers' response on ways used to motivate teachers.**

<b>Head teachers</b>		
	<b>Frequency</b>	<b>Percentage</b>
Thank you cards	2	14
Sponsored trips	3	22
Free lunch	7	50
Rewards	2	14
<b>Total</b>	<b>14</b>	<b>100</b>

Table 4.11 indicates 50% (7) of the head teachers motivate teachers through lunch, 22% of the head teachers sponsored for trips and 14% of the teachers were motivated through rewards. This shows that majority of the head teachers motivated teachers by providing free lunch. Other ways of motivation are not fully utilized by the head teachers.

#### **4.4.3 Teachers involvement in decision making**

The researcher presented data to teachers, and then they were asked to indicate their level of motivation as far as teachers' involvement in decision making was concerned. Teachers made use of the following

- (1) Extremely Motivated (EM),
- (2) Moderately Motivated (MM)
- (3) Extremely Demotivated (ED)
- (4) Moderately Demotivated (MD)
- (5) Not Applicable (NA)

Results on the findings are presented in figure 4.12

**Table 4.12 Teachers' involvement in decision making**

	EM	%	MM	%	ED	%	MD	%	NA	%
	f		f		f		f		f	
Formation of school rules and regulations	20	5.7	158	45	80	22.9	72	20.6	20	5.7
Discipline matters	32	9	154	44	71	20	77	22	16	4.6
Training	34	9.7	167	47.7	66	18.9	63	18	20	4.6

The key informants reported that the head teachers involve teachers in decision making through open forums where teachers express their concerns. One of the areas where teachers were investigated was teacher involved in decision making on formation of school rules and regulations; 43.5% (152) teachers were demotivated while 50.7% (178) were motivated. On discipline matters 53% (186) teachers were motivated while 42% (148) were demotivated. On training 37% (129) of the teachers were demotivated while 57% (201) respondents were motivated. This showed that the head teachers involved teachers in decision making.

#### **4.5 Influence of provision of conducive working environment on teachers instructional performance.**

This section presents the research objectives that sought to determine how provision of conducive working environment affects teachers' motivational levels on their instructional performance. The study investigated the teachers teaching and learning materials; classrooms; staff houses and staff room to establish their effects on teachers' instructional performance. The school heads and teachers were asked how the four factors affected their performance. Herzberg, (1966) observed that the feeling of unhappiness at work may not be due to the work itself but the condition that surrounds the doing of the work.

##### **4.5.1 Teachers response on whether head teachers provided adequate instructions materials for learning and teaching.**

The respondents said that in schools there were no adequate instructional material despite the fact that Government of Kenya is responsible for the provision of instructional materials, the head teachers through the funds given don't purchase adequate instructional materials. The parents are also reluctant to the provision of instruction materials.

##### **4.5.2 Provision of conducive working environment by the head teachers.**

Teachers responded by use of the following:

- (1) Extremely Motivated (EM),
- (2) Moderately Motivated (MM)

(3) Extremely Demotivated (ED)

(4) Moderately Demotivated (MD)

(5) Not Applicable (NA)

Results on the findings are presented on table 4.13

**Table 4.13 Provision of conducive working environment by head teacher**

	EM	%	MM	%	ED	%	MD	%	NA	%
	f		f		f		f		f	
Staff room/office space	15	4.3	135	38.6	83	23.7	87	24.9	30	8.6
Comfortable furniture	20	5.7	155	44.3	78	22.7	74	21	23	6.6
Teaching/learning materials	14	4	187	47.7	58	16.6	91	26	20	5.7
Class size	17	4.9	184	52.6	69	19.7	60	17	20	5.7

The teachers showed that the head teacher provided conducive working environment in the offices and staffroom as follows; about 38.6% (135) of the teachers were moderately motivated while the teachers who were extremely motivated made the least proportional. Majority of the teachers expressed their demotivation 48.6% (170) with the condition of the offices and staffrooms.



Teachers felt uncomfortable in most staffrooms because they were spacious enough. 43.3% (152) of the teachers were also demotivated with the conditions of the furniture provided by the head teacher.

As pertains to the teaching and learning materials, 42.6% (149) of the teachers were demotivated. 51.7% (201) of the teachers were motivated.

In a study carried out by Matheka (2004) on factors contributing to lack motivation among teachers in public secondary schools in Machakos District was noted that one way of attracting the best brains into the teaching profession was by offering better services especially remuneration and working condition.

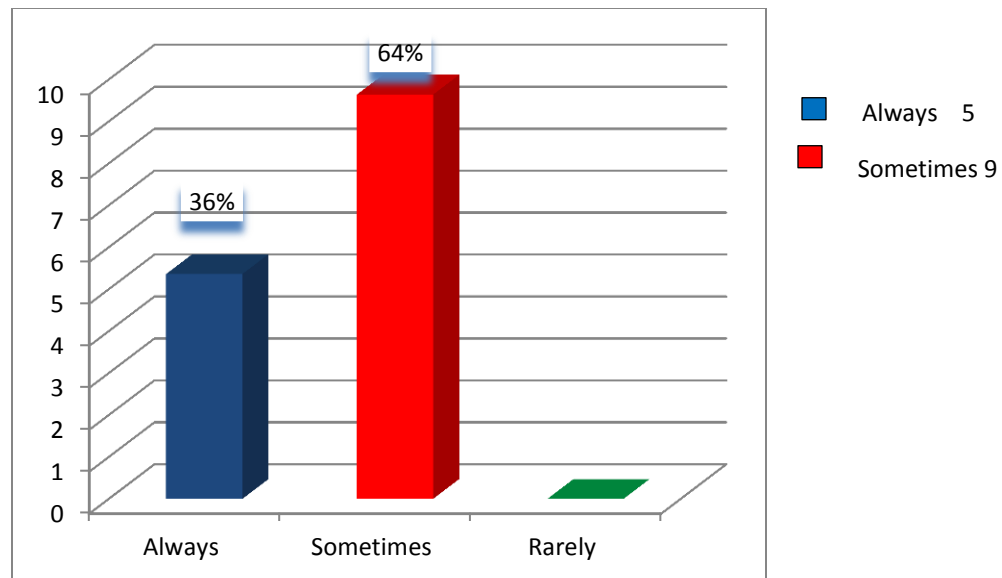
#### **4.6 Influence of head teachers supervision on teachers' instructional performance**

This section presents research objective that sought to determine how head teachers supervision motivates teachers in instructional performance. The study investigated the role of head teachers in giving feedback, checking schemes and evaluating teachers work. Campbell, (1986) observed that effective supervision was prerequisite for stability and improvement of instructional performance.

##### **4.6.1 Head teachers' response on giving feedback to teachers.**

The responses that they gave were always sometimes rarely results in the findings were presented in figure 4.3

**Figure 4.3 Head teachers response on giving feedback to teachers.**



The findings in figure 4.3, shows that majority 9 (64%) of the head teachers sometimes provided supervision to teachers on instructional performance. These findings imply that most of the head teachers provided feedback between teachers and relationship between teachers and administration through frequent interactions and consultations. This was seen to have impact on teachers' instructional performance.

#### **4.6.2 Supervision of teachers by the head teacher and instructional performance**

Teachers were given the questionnaire by the researcher. They were made to use the following:

- (1) Extremely Motivated (EM),

- (2) Moderately Motivated (MM)
- (3) Extremely Demotivated (ED)
- (4) Moderately Demotivated (MD)
- (5) Not Applicable (NA)

Results on the findings were presented on the findings in table 4.14

**Table 4.14 Supervision of teachers by the head teacher**

	EM	%	MM	%	ED	%	MD	%	NA	%
	f		f		f		f		f	
Supervision of teachers	15	4.3	85	24.3	150	42.9	78	22.3	22	6.3
Checking of schemes of work	25	7	97	27.7	123	35	110	31.4	15	4
Recommend teachers for further training	27	7.7	103	29.4	120	24.3	80	22.9	20	5.7
Punctuality	25	7	101	28.7	110	31	90	25.7	22	6.3

The key informants reported that the teachers provided supervision to teachers. Regarding to teachers' supervision 65.2% (228) head teachers were demotivated while 28.6% (100) teachers were motivated. 233 of the teachers (66%) were demotivated with supervision in checking schemes of work, 31.4% teachers were

moderately demotivated, while 34.7% (122) of teachers were motivated with supervision in checking of schemes of work.

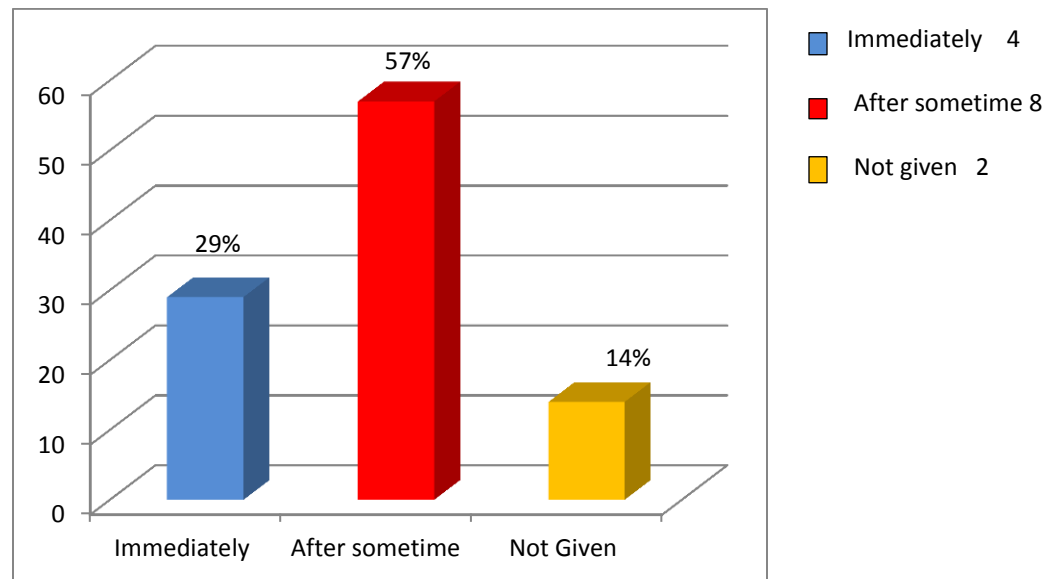
On the side of recommendation of teachers for further training 57.2% (200) of teachers were demotivated while 37.2% (130) teachers were motivated. On punctuality 35.9% (126) teachers were motivated while 56.7% (200) teachers were demotivated. This is an indication that most of the teachers were demotivated by the head teachers' supervision.

#### **4.6.3 Teachers response on how often feedback is given by the head teacher after supervision.**

The researcher presented the questionnaire to the teacher to indicate how often head teachers give feedback to teachers after supervision by indicating immediately, after sometime or not given. The findings are represented in figure

4.4

**Figure 4.4 Teachers response on how often feedback is given by the head teacher to teachers after supervision.**



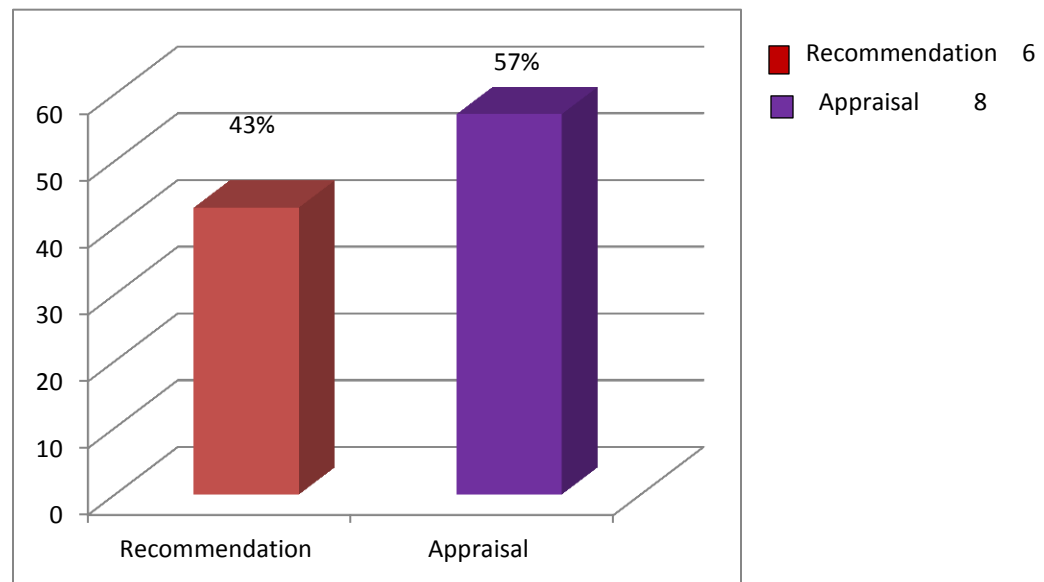
The findings in figure 4.4 shows the majority 57% (8) of teachers were given feedback after sometimes, 29% (4) of the 14% (2) of teachers were not given feedback after supervision. This is a clear indication that provision of feedback should be improved. It is very effective if it is given immediately.

#### **4.6.4 Head teachers' recommendation for promotion after teachers' supervision.**

The researcher gave the teachers questionnaires, then they had to indicate the kind of recommendations given to teachers in their respective schools. The alternative were; recommendation letter and appraisal.

The findings are presented in figure 4.5

**Figure 4.5 Head teachers recommendation for promotion after teachers supervision**



The findings in figure 4.5 shows that majority (57%) of head teachers used appraisals to recommend teachers for promotion while 43% of head teachers used recommendation letters to recommend teachers for promotion. Therefore, after supervision feedback should be given immediately for the purpose of motivating teachers.

#### **4.7 Influence of recognition for work done on teachers' motivation on their instructional performance.**

This section presents research objectives that sought to examine how the work done motivates the teachers in their instructional performance. This study

investigates teachers' recognition by the head teacher by being provided with records, thank you cards, given training opportunities etc.

#### **4.7.1 Head teachers' response on ways of recognizing teachers who excel in their work.**

The researcher interviewed the head teacher on the ways of recognizing teachers who excel in their work. Some of the responses that the researcher received are:

They recognize them through word of thank you, giving presents to the teacher, for example give wall clocks, thermos, bed sheets etc. Sponsoring them for a trip they ensure that everything is catered for, giving teachers certificates for good performance, organizing for the teachers to attend seminars and sponsoring them to improve on teaching methods and for the purpose of gaining knowledge. The head teachers recommend for further studies.

The researcher interviewed the head teachers. The researcher recorded the way to recognizing teachers that was commonly used by the head teacher. The results on the findings were presented in table 4.16

**Table 4.15 Head teachers' response on ways of recognizing teachers who excel in their work**

	Head teachers	
	Frequency	Percentage
Giving rewards	4	29
Thank you words	7	50
Sponsored trips	1	7
Sponsored seminars	2	14
<b>Total</b>	<b>14</b>	<b>100</b>

Table 4.16 indicates that 50% (7) of the head teachers recognized teachers by use of thank you words, 29% (4) of the head teachers recognized teachers by giving the rewards, 14% (2) of head teachers recognized teachers by sponsored seminars and minority 7% (1) of the teachers recognized teachers by sponsored trips. For the teachers to be well motivated they should be recognized through thank you cards.

#### **4.7.2 Teachers' response on recognition of teachers by the head teachers**

The researcher gave teachers questionnaires then told teachers to make use of the teachers to make use of the following.

Extremely Motivated (EM),

(1) Moderately Motivated (MM)



(2) Extremely Demotivated (ED)

(3) Moderately Demotivated (MD)

(4) Not Applicable (NA)

The result on the findings were presented in table 4.17

**Table 4.16 Recognition of teachers by the head teacher**

	EM	%	MM	%	ED	%	MD	%	NA	%
	f		f		f		f		f	
Training opportunities	20	5.7	130	37	80	22.9	100	28.6	20	5.7
Thank you cards / Certificate of merit	10	2.9	60	17	70	20	185	52.9	25	7.1
Reward during prize giving days	15	4.3	76	21.7	84	24	154	44	21	6
Free meals	28	8	50	14.29	92	26.3	165	47	15	4.3
Challenging opportunities	19	5.4	48	13.7	183	52.3	84	24	16	4.6

The key informants reported that head teachers gave recognition to teachers who register good grades in their subjects in K.C.P.E exams. The reward they gave included prizes such as wall clocks and utensils such as thermos flask. Other incentives included lunches and monetary rewards. 51.5% (180) teachers were

demotivated with the availability of training opportunities while 43.7% (150) teachers were motivated. On the side of thank you cards 72.9% (255) teachers were demotivated while 19.9% (70) teachers were motivated. Rewards during prize giving days 68% (238) of the teachers were demotivated while 26% (91) teachers were motivated. On the free meals 73.3% (257) teachers were demotivated while 22.3% (78) teachers were motivated. On the challenging opportunities 76.3% (267) teachers were demotivated while 19.1% (67) teachers were motivated. This was a clear indication that head teachers are not fully involved in the recognition of teachers on good instructional performance.

#### **4.7.3 Teachers' response on recognition of teachers by head teachers whose students have performed well.**

The researcher provided the questionnaire to teachers, then they were following were the alternatives; monetary rewards, trips, lunch certificate and gift vouchers.

The findings are presented in table 4.18

**Table 4.17 Teachers' response on recognition of teachers by head teachers whose students have performed well.**

<b>Head teachers</b>		
	<b>Frequency</b>	<b>Percentage</b>
Monetary rewards	50	14
Certificate	70	20
Trip	150	43
Lunch	40	11
Voucher	40	11
<b>Total</b>	<b>350</b>	<b>100</b>

According to the findings in table 4.18 majority 63% (110) teachers were recognized through lunch and certificates, 14% (50) of teachers were recognized through monetary rewards, 43% (150) of the teachers were recognized through trips while the other 11% (40) of the teachers were recognized through lunch while the other 11% were recognized by use of vouchers. It is a clear indication that teachers need to be recognized by their head teachers in order to improve in instructional performance

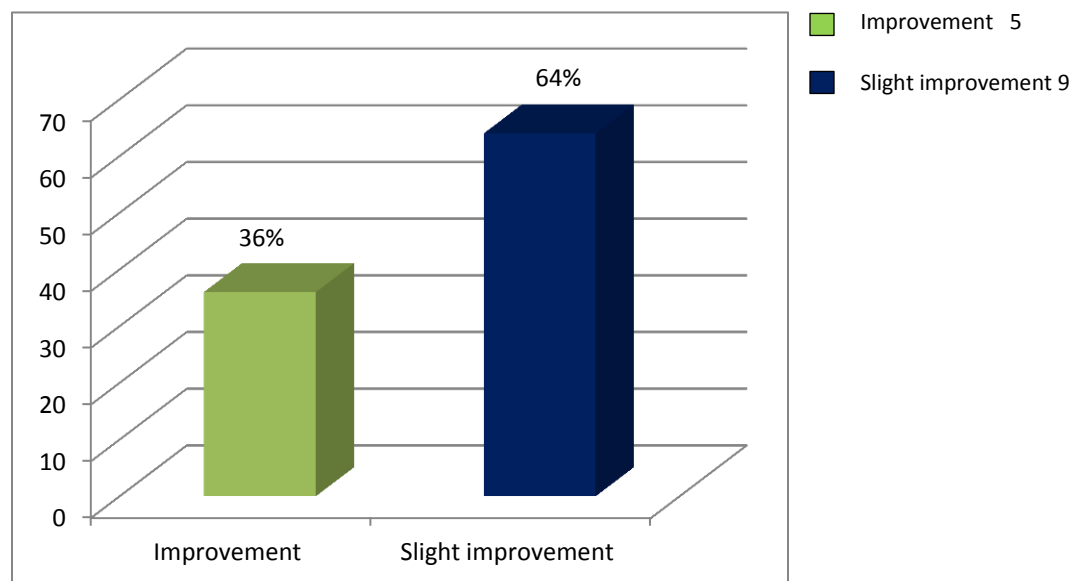
#### 4.8 Head teachers and teachers' responses on motivational practices in general

Head teachers had been using motivational practices to motivate teachers and had an influence on instructional performance.

##### 4.8.1 Head teachers response on instructional performance improvement seen after motivation.

The researcher interviewed the head teachers and the responses were improvement was sought and a slight improvement was sought. The results on the findings were presented in figure 4.6

**Figure 4.6 Head teachers response on instructional performance improvement seen after motivation.**



The study found that majority 64% (9) of the head teachers had sought slight improvement after motivation. 36% (5) of the head teachers had improvement after motivation. This is an indication that motivational practices should be over emphasized to effect on instructional performance improvement.

#### **4.8.2 Teachers response on the challenges in motivating teachers by the head teacher**

The responses are provided in the table 4.19 below

**Table 4.18 Teachers response on the challenges in motivating teachers by the head teacher**

	<b>Teachers</b>	
	<b>F</b>	<b>%</b>
Inadequate fund	210	60
Stakeholders	90	26
Lack of knowledge by head teacher	50	14
<b>Total</b>	<b>350</b>	<b>100</b>

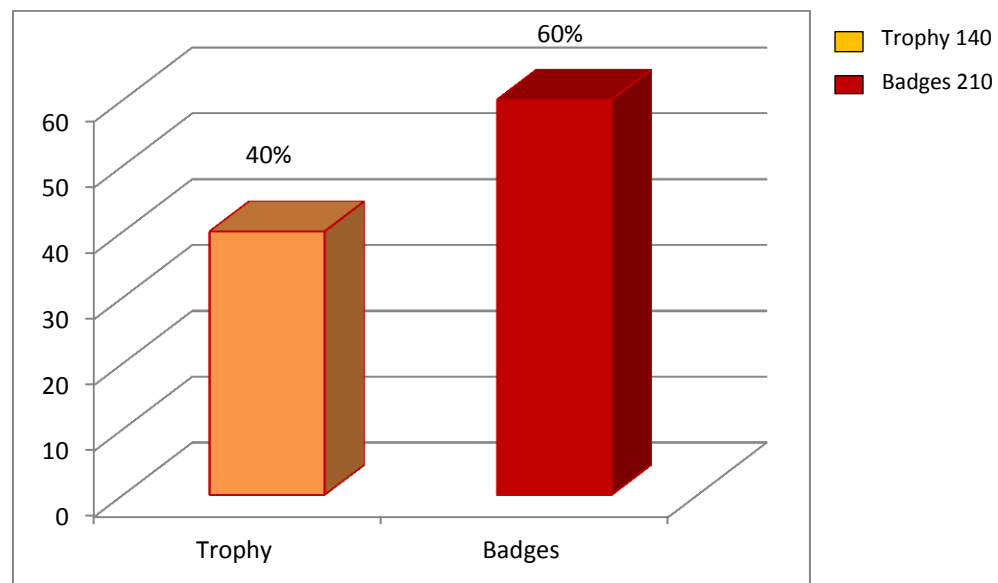
Findings in table 4.19 shows that 60% (210) represented the challenges of inadequate funds, 26% (90) represented the challenges of lack of support from stakeholders and 14% (50) represented lack of knowledge by head teachers. Inadequate rate fund is main challenge teachers' face in motivating teachers.

### 4.8.3 Teachers response on other motivational practices they need

The researcher did not give an alternative to the questions. The intention of the researcher was to get suggestions from the teacher. Therefore the teachers gave the following as other motivational practices:

Giving of trophy and budes badges. The results on the findings were presented in figure 4.7

**Figure 4.7 Teachers response on other motivational practices they need**



From the findings, majority 60% (210) of teachers suggested on badges, while 40% (140) of teachers suggested on trophy. This is an indication that badges and trophies need to be considered as motivational practices in Kibwezi Sub-County to improve instructional performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter explains the summary, conclusion and recommendations and extent to which the researcher objectives have been achieved. The study focused on the influence of head teacher motivational practices on teacher instructional performance in public primary schools in Kibwezi Sub-County, Kenya.

#### **5.2 Summary of the study**

The purpose of the study was to investigate head teachers motivational practices on teachers' instructional performance in public primary schools in Kibwezi sub-county, Kenya. Four research questions were formulated to guide the study; to explore how involvement of teachers in decision making affects teachers motivational levels, to examine how provision of conducive working environment to teachers motivate them in their instructional performance; to determine how head teachers supervision, motivates teachers in their instructional recognition of teachers work done motivated them in their instructional performance. The independent variables in the study are decision making, conducive working, environment, supervision and recognition. Whole the dependent variable is motivational practices. The conceptual framework on the study is based on Herzberg's two factor theory of hygiene factors and motivators which are

important ingredient for a teaching force. The study employed descriptive survey design.

Survey research design method was used. Two instruments an interview guide for head teachers and questionnaires for teachers were used to collect. The validity of the instrument was tested. The supervisors who assessed the relevance of the teachers' instruments had a validity of 0.7.

The target population consisted of 16 head teachers, 414 teachers. 14 Head teachers participated in the interview schedule showing 87.5% percentage return rate; 350 teachers out of 414 responded to the questionnaire representing 84.54 return rate. Descriptive statistics were used to analyze frequencies and percentage statistical package for social sciences (SPSS) window verification programme.

### **5.2.1 How head teachers' staff recognition influence performance of teachers.**

The study revealed that some head teachers appreciated the teacher' efforts through training opportunities, thank you cards, rewards, free meals, material incentives, and very few through oral praise. It also revealed that many teachers were demotivated with the level of recognition and very few were motivated.

The findings relate with the findings of Ketheka (2014) who postulates that employees recognition/recommendation letters are the foundation of success as everything in the current market environment relies on the employees recognition, which is asserted that the employee recognition.



Karanja (1984) noted that lack of recognition for work well done by teachers resulted in demotivation.

### **5.2.2 How head teachers' involvement of teachers in decision making influences instructional performance of teachers.**

Findings on involvement of teachers in decision making revealed that majority of the teachers felt motivated with the head teacher's involvement of teachers, the formation of school rules and regulations, discipline matters and training. The number of motivated teachers' respondents is slightly higher than the number of demotivated respondents. This implies that more involvement of teachers in decision making by the head teacher is still required.

### **5.2.3 How provision of conducive working environment to teacher by the head teacher influences instructional performance.**

The study revealed that most of the teachers from these schools were demotivated. With the condition of the offices and staffrooms concerning comfortable furniture 50% of the teachers were motivated while 43.3% were demotivated.

Majority of the teachers were motivated with teaching/learning and class size, but still the number of motivated teachers is slightly higher than the number of demotivated teachers.

The study revealed that schools head teachers needed to work hard in providing conducive working environment to teachers. Also the demographic information, it

was evident that most schools in Kibwezi Sub-County needed to put up staff houses for teachers in order to motivate them to work harder in their respective areas.

Secondary schools in Nairobi were highly demotivated by factors like physical facilities in that, teachers felt uncomfortable in most staffrooms because they were not spacious enough, a clear indication that it might be the case in many areas that the head teachers are not providing the requisite facilities (Njue, 2003).

Feeling of unhappiness at work may not be due to the job itself but the conditions that surround the doing of the job where he referred to these conditions as hygiene factors (Herberg, 1966). Also Gyekye (2006) indicates that physical conditions affect employee's safety. Perceptions impact upon employee commitment and motivation.

#### **5.2.4 How supervision of teacher by the head teacher influence instructional performance.**

The study revealed that majority of teachers were demotivated with the supervision provided by the head teachers. There are few teachers motivated with supervision of teachers, checking of schemes of work and recommendation for further training as compared to the number of demotivated teachers.

### **5.2.5 Teachers' response on provision of adequate instructional material for teachers instructional performance**

The study investigated the head teachers' motivational practices that they used in enhancing teachers instructional performance. From the study findings, it was established that head teachers' involvement in decision making influences teachers' instructional performance in public primary schools. Head teachers provision of conducive working environment influences teachers' instructional performance. Also head teachers give the staff a chance to update and improve their skills, knowledge and qualification in order to be adoptive to their job.

The study established that recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement, recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated, recognition as a positive impact on teacher motivation, self-esteem, confidence and sense of security, recognition of performance is an important responsibility of the school management. Good work done by any teachers should always be acknowledged, the head teachers' formal recognition programme may also be used such as employees of the month. Head teachers give praise for work well done. They also give tangible rewards to teachers for good work done and have the responsibility of helping teachers to get motivation from the profession and to fulfill their needs and objective respectively. In addition if

the working environment is conducive, teachers are allowed to participate in major decision making and that there is biasness in allocation of duties and responsibilities respectively. Therefore the head teacher relied heavily on staff recognition to increase work motivation of teachers in public primary schools. The study revealed that upgrading of professional qualification is the major avenue for promotion in Kenya, head teachers facilitate teachers' study leave aimed at upgrading professionally, the system of teacher upgrading is haphazard and erratic, head teachers facilitate promotions based on qualifications, interviews and years of service. Head teachers facilitate teachers working in remote areas who find it difficult to study respectively thus teachers professional opportunities are being used by the head teachers as a form of recognition to positively impact on teachers' instructional performance in public primary schools.

### **5.3 Summary of the study findings**

The study investigated the head teachers' motivational practices that they used in enhancing teachers instructional performance.

From the study findings, it was established that head teachers' involvement in decision making influences teachers' instructional performance in public primary schools. Head teachers involve teachers in decision making by ensuring that are involved in the formation of school rules and regulations, appointing teachers as the heads of department. This ensures that teachers participate in decision making. The head teachers also involve teachers in setting subject target.

The study established that provision of conducive environment is an important motivator for teachers as it ensures that teachers work comfortably. Provision of conducive working environment concerns availability of adequate teaching and learning materials, spacious classrooms, and spacious staffroom. Head teachers has the responsibility to ensure that teachers work in conducive environment since it makes teachers motivated.

The study revealed that supervision of teachers is the major avenue for promoting in Kenya, head teachers facilitate teachers supervision aimed at upgrading professionally. Head teachers facilitate promotion based on supervision. Head teachers supervision motivates teachers through recommendation for promotion and for further training. Teachers training to enable them performance their work effectively. This improves instructional performance. For the effective supervision teachers are given feedback immediately after supervision. This ensures that teachers respond to the recommendations immediately to improve on instructional performance.

The study established that recognition is an important motivator for teachers as it directs the teachers on the path professional growth and improvement, recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated recognition as a positive impact on teacher motivation, self-esteem, confidence and sense of security, recognition of performance is an important

responsibility of the school management, good work done by any teachers should be acknowledged, the head teachers formal recognition programme may also be used such as employee of the month, head teachers give praise for well done work, head teachers has the responsibility of helping teachers, to get motivated from the profession and to fulfill their need and objectives respectively. In addition the working environment is conducive, teachers are allowed to participate in major decision making and that there is biasness in allocation duties and responsibilities respectively. Therefore the head teachers relied heavily on staff recognition to increase instructional performance of teachers in public primary schools.

#### **5.4 Conclusions**

From the findings of the study the following conclusions are made:

On the research objective on how the head teachers involvement in decision making affects teachers in their instructional performance, the study found out that teachers should be given chance to participate in decision making such as formulation of school rules and regulations, taking departmental responsibility and through discussion. From the findings of the study when teachers are involved in decision making, the instructional performance is improved.

On the research objectives on how head teachers recognition of teachers work done motivate them in instructional performance, the study has revealed that

teachers were not well recognized by head teachers through rewards, sponsored trips, thank you word and sponsored seminars.

On the research objectives on how head teachers supervision motivates teachers in instructional performance. The study has revealed that head teachers feedback motivated teachers in their instructional performance.

On the research objectives which on how the school provision of conducive environment affect teachers in their instructional performance, the study has found out that sub county had adequately teaching and learning materials which made teachers' instructional performance easy. However, teachers were not able to execute their for having overcrowded classrooms. The study further established that staff houses is an issue within the sub county and congested staffroom space hundred teachers assistance to weak learners.

## **5.5 Recommendations**

In line with the findings and conclusions of the study, the researcher makes the following recommendations:

- i) The study recommended that the government should provide budgetary allocation to build additional classrooms to resolve the issue of overcrowding.
- ii) The study recommends that the school Board of Management (BOM) and head teachers should formulate and implement internal policies on

motivation of teachers which could enhance instructional performance which ultimately could lead to better grades in KCPE.

- iii) The study recommends that the government, Board of Management and head teachers should come up with a scheme of recognizing teachers' efforts and achievements in their line of work. This has been a concerted effort by all stakeholders to realign it with teachers' expectations. The need for immediate motivation for any good work done needs to be over emphasized.

#### **5.6 Suggestions for further study.**

Since this study explored the influence of head teachers' motivational practices on instructional performance of public primary school teachers in Kibwezi Sub-County, Makueni County, Kenya, the study recommends that.

- i) A study to be conducted on influence of head teachers motivational practices on teachers' instructional performance in other sub counties in Makueni County, Kenya, for comparison purposes and to allow for generalization of findings on the influence of head teachers.
- ii) There should be a study on influence of head teachers' motivation practices in teachers' instructional performance in private schools in Kibwezi Sub-County.



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## **APPENDICES**

### **APPENDIX I**

#### **INTRODUCTION LETTER**

University of Nairobi

P.O. Box 30197-00100,

Nairobi.

June 2016

To,

The Head Teacher,

Dear Sir/Madam,

#### **RE: PARTICIPATION IN RESEARCH.**

I am a postgraduate student at the University of Nairobi currently carrying out a research on the **head teachers motivational practices on teacher instructional performance in Kibwezi Sub-County.**

Your school has been selected to take part in the study. I am therefore requesting for your permission to gather the required information from your school. The responses are strictly meant for academic purpose and your identity will be treated with utmost confidentiality.

Yours sincerely,

Jacinta Kimanthi

## **APPENDIX II**

### **HEAD TEACHER'S INTERVIEW GUIDE**

The interview is meant to obtain information on motivational practices that influence public primary school teachers' instructional performance in Kibwezi Sub-County. Kindly respond to the question honestly and to the best of your knowledge.

1. What is your gender?
2. What is your highest professional qualification?
3. How many lessons do you teach per week?
4. Which ways do you use to motivate your teachers?
5. How do you involve teachers in decision making?
6. How are you involved in improving teachers' working conditions?
7. How do you provide supervision to teachers?
8. What kind of feedback do you provide for teachers?
9. How do you recognize teachers who excel in their work?
10. How else do you recognize the teachers' effort?
11. What is the instructional performance improvement seen after motivation?

### APPENDIX III

#### TEACHERS' QUESTIONNAIRE

You are kindly requested to fill this questionnaire that seeks to find out the head teachers motivational practices that influence performance in public primary schools. The information obtained is strictly for research purposes and will be treated with confidentiality.

For each of the item, tick (✓) the appropriate box that indicates your correct details.

#### Part I: Background Information

1. What is your gender?

Male ( ) Female ( )

2. What is your age in years?

Below 35 years ( ) 36-45 years ( )

3. What is your marital status?

Single ( ) Married ( ) any other .....

specify.....

4. For how long have you worked in Kibwezi Sub-County under the T.S.C?

Below 5 years ( ) 6 – 10 years ( ) 11-20 years ( ) over 21 years ( )

5. What is your weekly teaching workload?

15 lessons and below ( ) 16-20 lessons ( ) 21-25 lessons ( ) 26 lessons and above ( )

6. What position do you hold in the school?

Class Teacher ( ) Head of Department ( ) Deputy Head Teacher ( )

7. What are your teaching subjects?

Mathematics ( ) Kiswahili ( ) English ( ) Social Studies ( ) Science ( )

8. What is your level of education?

P 1 Teacher ( ) Diploma Teacher ( ) Bachelor Degree ( ) Masters ( )

9. Where are you housed?

School house ( ) own house ( ) Rental ( )

## **Part II: Motivational practices**

This part provides you with items related to your work. The items are divided into sub-items. Please indicate your level of motivation in each sub-item by putting a tick in the number that represents your feelings. The key of the scale is provided below.

1. Extremely Motivated (EM)
2. Moderately motivated (MM)
3. Extremely demotivated (ED)
4. Moderately demotivated (MD)
5. Not applicable (NA)

**10. Involvement of teachers in decision making by the head teacher**

To what extent are you motivated with	EM	MM	ED	MD	NA
(a) Formation of school rules and regulations.					
(b) Discipline matters.					
(c) Training					

i. Does the head teacher involve teachers in decision making in your school?

Yes ( ) No ( )

ii. Does the head teacher give responsibilities to teachers?

Yes ( ) No ( )

**11. Provision of conducive working environment to teachers by the head teachers.**

To what extent are you motivated with	EM	MM	ED	MD	NA
a) Staffroom/office space					
b) Comfortable furniture					
c) Teaching and learning materials					
d) classroom size					



i. Do you have adequate instructional materials for teaching in your school?

Yes ( ) No ( )

ii. Does the school have enough rooms for pupils?

Yes ( ) No ( )

iii. Does the head teacher appreciate teachers' performance?

Yes ( ) No

**12. Head teacher participation in staff supervision**

To what extent are you motivated with	EM	MM	ED	MD	NA
a) Supervision in your school					
b) Checking of schemes of work Recommend teacher for further training					
c) Checking of pupils books					
d) Punctuality					
e) Checking pupils' individual performance					

i. How often are you given feedback after supervision?

Immediately ( ) After sometime ( ) Not given ( )

ii. How do head teacher recommend for promotion after teachers' supervision?

Recommendation letter ( ) Appraisal ( )

**13. Recognition of teachers by the head teacher.**

To what extent are you motivated with:	EM	MM	ED	MD	NA
a) Training opportunities					
b) Thank you cards/certificate of merit					
c) Rewards during prize giving days					
d) Commitment at work					
e) Achievement of school targets					

i. How do head teachers recognize teachers whose students have performed well?

Through: Monetary reward ( ) Trip ( ) Lunch ( )

Certificate ( ) Gift voucher ( )

ii. How would you rate your recognition of teachers in your school?

Not satisfactory ( ) Slightly satisfactory ( )

Satisfactory ( )      Very Satisfactory ( )

iii.      To what extent are prize giving days in your school for recognition of teacher's efforts?

Motivate teachers ( )      Demotivate teachers ( )




14. What other motivational practices do you need to see?



15. What are the challenges in motivating teachers?

Thank you.

## APPENDIX IV

### RESEARCH PERMIT

<p><b>THIS IS TO CERTIFY THAT:</b>  <b>MS. JACINTAH NZULA KIMANTHI</b>  <b>of UNIVERSITY OF NAIROBI, 252-9036</b>  <b>nzeeka, has been permitted to conduct</b>  <b>research in Makueni - County</b>  <b>on the topic: <i>INFLUENCE OF</i></b>  <b><i>HEADTEACHERS MOTIVATIONAL</i></b>  <b><i>PRACTICES ON TEACHERS</i></b>  <b><i>INSTRUCTIONAL PERFORMANCE IN</i></b>  <b><i>PUBLIC PRIMARY SCHOOLS IN KIBWEZI</i></b>  <b><i>SUB-COUNTY, KENYA</i></b>  <b>for the period ending:</b>  <b>21st June, 2017</b></p> <p>  <b>Applicant's</b>  <b>Signature</b></p>	<p><b>Permit No : NACOSTI/P/16/09088/11875</b>  <b>Date Of Issue : 22nd June, 2016</b>  <b>Fee Received :Ksh 1000</b></p> <div style="text-align: center;">     <b>Director General</b>  <b>National Commission for Science,</b>  <b>Technology &amp; Innovation</b> </div>
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<p><b>CONDITIONS</b></p> <ol style="list-style-type: none"> <li><b>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</b></li> <li><b>2. Government Officers will not be interviewed without prior appointment.</b></li> <li><b>3. No questionnaire will be used unless it has been approved.</b></li> <li><b>4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</b></li> <li><b>5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.</b></li> <li><b>6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice</b></li> </ol>	<div style="text-align: center;">   <b>REPUBLIC OF KENYA</b>    <b>National Commission for Science,</b>  <b>Technology and Innovation</b> </div> <p style="text-align: center;"><b>RESEARCH CLEARANCE</b>  <b>PERMIT</b></p> <p style="text-align: right;"><b>Serial No. A 9718</b></p>
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## APPENDIX V



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:

**NACOSTI/P/16/09088/11875**

**22<sup>nd</sup> June, 2016**

Jacintah Nzula Kimanthi  
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 instructional performance in public primary schools in Kibwezi Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **21<sup>st</sup> June, 2017**.

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

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

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Makueni County.

The County Director of Education  
Makueni County.