

**EFFECTS OF HEADTEACHERS' MOTIVATION ON
SCHOOL ACHIEVEMENTS IN PUBLIC AND
PRIVATE SCHOOLS IN SABATIA DIVISION, VIHIGA
DISTRICT, KENYA.**

BY

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DECLARATION

This project is my own original work and has not been presented for master degree award in any other University

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This research was carried out with joy in me. It was a challenge because nothing was easy amid other vagaries of life, to God first, to my supervisor, friends who were no not only a shoulder to lean on but also rich source of fresh ideas and the will to make me go higher.

To the unwavering support and encouragement from my family which pushed my efforts towards making this work easy and successful task. To my peer and college mates, who made me feel I was not alone in this encounter, I say thank you and God bless you all.

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ABBREVIATIONS

ADEA - African Development on Education Achievements

MPET- Master Plan on Education Training

KCSE - Kenya Certificate of Secondary Education

DQUASO - District Quality Assurance and Standards Officer

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ABSTRACT

The purpose of this study was to examine the effects of motivation of headteachers on school achievement in Sabatia Division Vihiga County. The study sought to establish whether motivation of headteachers influence school achievements in examination. The study was guided by set objectives. Majority of secondary schools in Sabatia Division are experiencing a differential gap in terms of school achievement whereby private schools are performing better than public secondary schools. It is therefore sought to establish main motivation practices influencing this. The research reviewed related literature review on motivation based on objectives. A conceptual framework of interrelationship of factors influencing motivation of headteachers was also discussed.

In research methodology, the study used survey design to acquire data about the effects of motivation on headteacher on school achievement. Simple random and stratified sampling techniques were employed. Then the sample consisted of sixteen headteachers, forty five teachers, and three hundred and eighty students formed the population of the study. Data was collected using questionnaire schedules. Qualitative data was analysed infrequencies, tables, and percentages while quantitative data was organised descriptively.

The study found out that various factors influence heateachers motivation on school achievement. These included wage increase, denominations, tokens,

promotions etc. The study therefore recommended on various ways of improving headteachers motivation to influence school achievements.

The study finally suggested further research on motivation of headteachers in order to improve on school achievements.

CHAPTER ONE

1.0 Introduction

Headteachers are often at the centre of accusations and blame whenever there is poor performance in Kenya Certificate of Secondary Education (KCSE). Indeed, it's clear that the central role of Headteachers as facilitators of learning is crucial if their respective students should perform highly in the national examinations. Headteachers motivation is paramount, for its absence will invariably lead to low productivity or under achievement in national examinations.

Headteachers as schools' chief executives are charged with this daunting task of supervision of teachers in implementing total curriculum in the school in order to achieve the required results. Therefore, in improving school productivity, attention must be directed at Headteachers' motivation practices in order to enhance school achievements in K.C.S.E. National Examinations.

Kenya like any other country in the world recognises the crucial roles played by education in equipping its citizens with appropriate skills and knowledge to enhance development requirements of the society. This explains why the government since independence has consistently directed large portions of her budget to education training in order to enhance relevant skills of her labour force. This has motivated the Headteachers to fully use their skills in directing

and implementing curriculum programmes in schools in order to achieve its objectives.

Education system of late has undergone major curriculum changes. These changes have put a lot of pressure on the management of secondary schools. Headteachers being managers of secondary schools are affected by increased level of indiscipline, they carry blame when unfortunate events like strikes occurs in the school, HIV/AIDS pandemic is another challenge affecting headteachers who have to deal with teachers infected and therefore who cannot be able to perform their instructional duties well. Okumbe, (1992) observed that most headteachers are dissatisfied with their work because they are not remunerated, and promoted well. The high number of headteachers who are not motivated makes it difficult to direct schools towards attainment of school achievements in national Examinations.

This study therefore, sought to investigate whether motivation of headteachers can influence school achievement in Examination results in Sabatia, Division.

The productivity of any formal organization rests mainly on how well its manager (head teacher) performs his/her tasks. Their productivity depends on job analysis, recruitment, selection and placement. The missing aspect in most schools is the willingness of the headteachers to perform their tasks. Ngumi, (2003). Motivation of headteachers is determined by factors at personal level such as job expectations, self-esteem and personal goals compared to those of the school.

Given that headteachers behaviour is contingent on how well their interests are taken care off, attention should be directed at headteachers' motivation practices related ways of improving productivity on instructional duties and achievements of the school. In this respect, several researches have been conducted to determine various variables which influence school effectiveness, motivation, constitutes one dimension that has received considerable attention.

When employees are motivated, their productivity goes up. The headteachers being managers of learning institutions needs to be highly motivated because this will have a general attention on school achievements in national Examinations. The master plan on education training (MPET) 1997, recommends that the ministry of Education should develop and implement criteria of headteachers professional progression in order to raise the motivation. Republic of Kenya (1998) sessional paper No. 6. The document spells out that lack of headteachers progression and motivation as some of the draw backs in enabling the school to achieve its goals and objectives. In a conference organized by African development on Education Achievements (ADEA) (1995), Senegal, in conjunction with commonwealth secretariat, participants expressed the need of Headteachers to be well prepared and facilitated to support education programmes.

During the meeting perennial issues of poor Headteachers emoluments and motivation were discussed. It was emphasized that headteachers, needs to be motivated adequately so as to fully implement school academic achievements. The leadership styles of Headteacher sets the tone of the school climate learning and the motivating teachers to work. The headteacher links the school with community, therefore, determining the attitudes of students and parents towards the school achievements, he controls and maintains school standards towards achieving its goals. According to Onyango (2001), the headteachers has the following administrative tasks to perform, namely: general school management of curriculum, instruction finance and business material, physical resources, students and school community relations. The Headteacher therefore, plays a pivotal role in school administration thus, they ought to be motivated so as to relate all these factors in order for a school to achieve better Examinations results.

School achievements in KCSE national examinations in Sabatia division has continued to register differential results whereby private schools performs better in examinations as compared to results achieved in public secondary schools.

It should be noted that all this schools are located within the same environment as shown in the table below;

Table 1. KCSE School Achievement Analysis Results 2005 - 2010

School	Year						Points	Grade	% Pass	% Fail	Grad M//S
	2005	2006	2007	2008	2009	2010					
Mbale Boys	5.790	5.810	5.490	7.082	7.012	6.080	37	D+	44%	63%	C-
Vihiga Boys	5.195	5.408	4.190	5.236	6.040	5.520	35	D+	41%	65%	C-
Chango Girls	5.090	5.408	4.190	5.236	6.02	4.570	31	D	35%	59%	D+
Tigoi	5.023	5.000	3.336	4.873	5.324	3.99	30	D	38%	65%	D+
Senende	4.856	5.212	4.947	6.240	4.770	5.140	30	D	35%	65%	D+
Kilingili	4.577	4.332	4.313	5.533	3.710	4.661	26	D	30%	70%	D+
Hobunaka	4.669	4.578	4.933	3.271	3.720	5.240	25	D	30%	70%	D
Emusire	4.344	5.508	7.081	4.990	5.324	4.820	28	D	31%	69%	D
Chandumba	3.764	3.226	4.602	4.757	4.471	5.380	23	D	27%	63%	D
Musutswi	4.235	3.763	5.220	5.242	4.340	4.720	22	D	26%	63%	D
Bugina	3.481	2.604	3.575	4.960	4.91	5.020	21	D	26%	63%	D
×Mudasa Academy	8.08	7.884	7.397	8.890	10.11	9.824	49	D	58%	42%	C+
×Shalom Academy	9.912	10.123	8.027	9.123	7.890	8.000	55	C+	65%	35%	B-
×Serve Academy	9.881	8.991	7.880	8.910	8.270	9.145	49	C+	58%	42%	C+
×Elia School	9.211	9.910	8.920	9.050	8.970	8.900	52	C	61%	39%	B-
×Kaimosi Academy	10.012	8.113	7.880	9.810	8.270	8.000	55	C+	65%	35%	B

KCSE results analysis office 2010

Source: statistics examination Sabatia Division

N/B

× - Private school

% - Percentage

The researcher therefore, wondered what contributes to these deferential variations in school achievement in national Examinations in Sabatia Division. Recently the teachers service commission (TSC) attempted to train all headteachers through school management strategic programme (SMSP) sponsored by World Bank (W.B) (2008) in order to improve on school performance. Given that all headteachers currently in the division received similar training, their productivity continued to vary on school achievement between private and public secondary schools, whereby private schools registered 'better results as compared to public secondary schools in examinations.

Sabatia has a mixture of few private and public secondary schools with similar socio-economic environments but there is a differential in school achievements in national examinations between private and public secondary schools. Both schools have similar quality and building designs. It should be noted that buildings cannot therefore explain the differences in school achievements in terms of examinations. As a whole, many scholars do concur with the view that school achievement is affected by directly or indirectly by

various motivation practices under which the head teachers operates from, Head teachers in private secondary schools have good working environment, high incentives, attends seminars and workshops, exchange programmes and trips, this motivates them to work hard thus increasing high academic achievements as compared to public secondary schools who rarely conducts seminars, exchange programmes among other factors that motivates them to work and improve results. Could this differential achievements in examinations therefore, be linked with motivational practices in which individual schools operates from?. This study therefore, sought to investigate the effects of headteachers motivation on school achievement in public and private school in Sabatia division, Vihiga District with the main purpose of determining whether motivation influences school achievements in national examinations.

1.1 Statement of the Problem

Sabatia division witnessed differential school academic achievements in last four years (2005-2009) in KCSE as shown in table 1 above between private and public secondary schools.

Available data (see table 1) indicated that school achievement in private schools was above average as compared to public secondary schools. It also implied that there was achievement gap between private and public secondary schools in Sabatia division. This situation further explained that the division

was relying on a few private secondary schools which performs consistently well to raise the overall school achievement index in national Examinations.

One of the major factors which affects school achievement is motivation. This view supports that of Meltzer, (1998), who asserts that highly motivated workers process better results. Head teachers in private schools in Sabatia Division are highly motivated in the sense that most of them have been given a free hand in running and managing their schools. This is acknowledged by the fact that they attend seminars, given incentives, employing of teaching staff, education trips, exchange programmes, enrolment is low, physical facilities and resource materials are easily available, while in public secondary schools this responsibility is limited because they work as agents of the Ministry of Education, public secondary have large classes, limited physical facilities such as libraries and laboratories, they have no hand in employing of teaching staff, this motivates head teachers in private schools to work with ease and enhances good academic results in examinations in private secondary schools as compared to public secondary schools. This study sought, specifically to examine whether Headteachers' motivation influences school achievement in national Examinations in public and private schools in Sabatia division Vihiga district.

1.2 Purpose of the Study

The overall purpose of the study was to determine the effects of motivation of headteachers motivation on school achievement in public and private secondary schools in Sabatia division, Vihiga district. The study sought also to find ways of motivating head teachers so as to improve on school achievement in examinations.

1.3 Objectives of the Study

Specifically the study sought to,

- i. Establish whether school factors influences Head teachers motivation in KCSE examinations in private and secondary schools in Sabatia Division.
- ii. Determine effects of individual factors on Headteachers motivation on school achievements in KCSE examination in Sabatia division, Vihiga District.
- iii. Establish effects of contextual factors of headteachers motivation on school achievements in KCSE examinations in public and private secondary schools in Sabatia Division
- iv. To determine measures that increases the effectiveness of the Headteachers motivation on school achievements in KCSE from private and public secondary schools in Sabatia Division, Vihiga County.

- v. To establish whether parents involvement in promoting Headteachers, motivates school achievements in KCSE from private and public secondary schools in Sabatia Division.

1.4 Research Questions

The study was guided by the following research questions:

- i. What is the influence of school factors on Headteachers motivation on school achievement in KCSE from private and public schools in Sabatia Division?
- ii. Does an individual factor affects headteachers motivation on school achievement in KCSE from private and public secondary schools in Sabatia Division.?
- iii. How do contextual factors of Headteachers motivation affect school achievement in KCSE from private and public schools in Sabatia Division?
- iv. What measures can be used to increase the effectiveness of Headteachers motivation on school achievements in Sabatia Division?
- v. In what ways do parents promote Headteachers motivation on school achievements in Sabatia Division?

1.5 Significance of the Study

Having examined the factors considered in motivation of head teachers in public and private secondary schools, it is hoped that the Ministry of Education will be provoked to examine the existing motivation practices of

head teachers. It's also hoped that the study will be immediate benefit by contributing to the growing literature in participation head teachers in school education management and support related research by other researchers. Further still, it's hoped that the findings of that survey will be useful in awakening headteachers motivation on school achievement.

The suggestions made from the study showed the instrumental in leading to new orientation in formation and implementation of motivation practices policies that can enhance school achievement.

The study should lead to the improvement of strategies implementation of policies on motivation of head teachers by identifying the strengths and weakness in the implementation process. Hopefully, information and recommendations given will add policy makers who are reviewing the Education Act in formulating policies appointment to enhance motivation of head teachers of secondary schools.

Lastly, it is hoped that the entire society will benefit from the study if its findings are adapted as it will raise productivity at secondary schools by tapping head teachers leadership potential thus raising school achievements.

1.6 Limitation of the Study

The Research involved travelling and preparing research tools which required the researcher to have money to facilitate the same. The topic of research sounded sensitive and thus some respondents did not give true information for fear of being victimised.

Gathering students, teachers and headteachers during school days posed a challenge owing to the fact that most of them preferred attending to their daily school chores. Time as a resource did not favour the researcher considering that many schools were involved in the daily routine. This forced the researcher to put aside all other duties in order to complete the process within the set time frame.

1.7 Delimitation of the study

The Researcher successfully visited a few number of schools in Sabatia Division. This enabled the research to access many schools and gather enough data pertaining the area of study.

Sabatia Division has good infrastructure which enabled the researcher to access all the schools targeted regardless of prevailing weather conditions. Many respondents were literate this helped the researcher to have an easy time in administering the search instruments.

1.8 Definition of Terms

Achievement Refers to all those things done successfully in school by Head teacher using his own abilities skills and knowledge.

Performance Refers to work done and acknowledged by different bodies such as students and community.

Motivation Refers to factors which increase morale of Headteachers towards performing their duties to the best of abilities.

1.9 Organization of the Study

The study is organized into five chapters. The first chapter has the introduction that covers the background of the study, the statement of objectives of the study, research questions, significance of the study, limitations of the study, delimitations and definitions of terms.

The second chapter comprises of literature review that covers motivation practices and conceptual frame work. The third chapter deals with methodology that includes research design, target population, sample and sampling techniques, research instruments, data collection and data analysis procedures.

Chapter four, deals with analysis of data in the findings of the study and summary of research presentations. Chapter five consists of the summary, conclusions, recommendations and suggestions for further research

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature review, which begins with school factors and its influence on headteachers motivation, followed by individual factors on Headteachers motivation on school achievement , contextual factors on Headteachers motivation on school achievements, measures that can increase the effectiveness of the headteachers motivation on school achievements, and concludes with ways parents involved in promoting headteachers motivation. The conceptual frame work and related studies of headteachers motivation on school achievement in Kenya is also discussed.

2.1 School Factors and Its Influence Headteachers Motivation on School Achievements.

School inspection is a very important component in school education programmes. It's a very important work which is supposed to be carried out so as to streamline instructional methods. Inspection is a directive from the ministry of education. In this case quality assurance and standards (DQUSO) bench needs to be set in a school in order to keep an eye making sure that standards and delivering of curriculum are on board. The head teacher being the school manager is the custodian and recognised agent by the ministry to implement school curriculum. He is therefore; vested with powers to monitor, and implement school programmes in order to achieve its goals and objectives.

Some private secondary schools in Sabatia have gone an extra mile in forming quality Assurance and Standards in their respective schools. The main role is to oversee the implementation of school curriculum fully. While in most public secondary schools, this department is not fully operationalized. In this respect therefore, motivated head teachers inspects, monitors and implements school curriculum in order to achieve its objectives and goals in national examinations.

On the other hand, school Board of Governors (B.O.G), Parents Teachers Association (PTA) and the community cordial relationship with Headteachers at large motivates them to work hard because they feel they are part of them hence this imparts positively on school achievement in KCSE. Eshiwani, (1981), observed that in places where schools are in conflict with the school Headteachers, religions leaders, community, and social influence, have adverse effects on school achievement in examinations. Furthermore schools with discipline problems such as smoking, bhang, drinking and those located along the borders of school where illicit trade is taking place, achievement in examinations is affected. A good working relationship with community motivates the Head teacher to work thus influencing a school to achieve better results.

Qualified teaching staff influence school achievement in national examinations. The intellectual ability of teachers directly influences that of

students. If headteachers have a good mastery of subject matter, passes it on to their students hence making the school to achieve in examination. Most headteachers in private secondary schools in Sabatia division have been given a free hand to interview, recruit, and employ those teachers who have shown exemplary performance in national examinations. This has motivated them to develop a sense of owning, and having a grip of controlling schools. A good example is teaching staff of Mudasa Academy, where the Headteacher has employed well experienced teaching staff, from performing schools such as St. Patrick Iten, Lugulu High School while in public secondary school the Headteacher is not mandated to recruit, he only receives teachers posted to them by the Teacher Service Commission where their qualification quality, and competence has not been tested. These adversely affect schools achievement in examinations. Kathuri. (1986), asserts that a motivated Headteacher teaching experience is associated with high education outcome in examination.

Research studies done by UNESCO, (1997), observed that academic achievement depends on the level of qualification and how well one is motivated. A motivated Headteacher recognizes importance of staff training, in-serve programme training of teachers to reach out for opportunities. The Headteacher encourages teaching staff to go for further studies, these gives a staff a chance to update and improve their skills and knowledge so as to be

adaptive to their job and thus the end product is projected on school academic achievement.

Up to this end, most private schools in Sabatia have a well-established exchange programmes, visiting well performing schools, invites motivational speakers to their schools, engaging teachers in-service courses and workshops, they have well-structured academic departments which are functional. This is basically done because of a differential in class size, as well as manageable staff, and resources allocated for various programs which motivates these Headteachers, while in public secondary schools exchange programmes is a challenge due to limited resources, large size classes with limited funding. This study focused on how a motivated Headteacher can influence staff development to improve on school achievement in examinations in Sabatia Division.

2.2 Individual Factors and Its Effects on Headteachers Motivation On School Achievement.

According to Dornyei, (2001), a motivated individual is responsible in deciding to do something he is willing to sustain and how hard he is going to pursue it. The Headteachers interest is to do or carry out an action with an aim of producing school academic achievement. A motivated Headteacher is self-driven to perform extra sacrifices outside scheduled school activities. The

Headteacher is always in school with teachers, learners and other support staff in order to oversee school academic achievements. The Headteacher is a full time practitioner whose main function is very instrumental in school achievements. His professional activity involves transmission of knowledge, attitude and skills to the learners in schools. Barmby, (2008), asserts that the Headteachers perform their tasks for three main reasons: intrinsic, self-generated factors which motivate people and external factors that motivate themselves. However the main reason for choosing teaching profession as a carrier is predominantly related to intrinsic and extrinsic stimuli. Mora *et al*, (2003, In order to maintain whole hearted passion for teaching, the head teacher requires skills as well as excellence, inner strength, strong spirit and motivation. Jackson. (1999),

Indeed motivated Headteachers has a sense of professionalism, enthusiastic and totally committed to his line of duty. In this regard, his self-image is identified through signs of high morale that is closely related to high excellence in positive school achievement. His positive attitude regarding to problem solving, willing to accept responsibility and accommodating change, contributes to the effective school organization, mission, vision and goal thus leading to better schools achievement in examinations.

To this end, majority of head teachers in Private schools are well motivated as compared to public secondary schools. This makes them motivated and hence directs their energy towards achieving better results while most public

secondary schools are not well motivated, this lowers their motivation towards working and hence impacts negatively on school academic achievements.

2.3 Contextual Factors and Its Effects on Headteachers Motivation On School Achievements in Examinations.

An employee who cannot hope to receive a word of commendation or sympathy at a time of need by his employer is inhuman. Employment is one of the many types of equipment necessary for running the organization. Robbin, (1999), Promotion of Headteachers who have shown an excellent performance has an effect on school academic achievement and subsequently on the productivity of the examination results. Kiragu, (2008), in his study of headteachers views on promotion who have registered high student academic success reported that..... “Promotion makes headteachers to work harder for higher school achievement which will in turn make him get higher promotions.” Verbal praise is also an effective motivator. An effective motivated Headteachers will keep standards of performance by his staff and students in forefront of his thinking and takes regular action to correct measures so as to raise good school academic achievement.

Motivated Headteachers extends their time and energy in innovating programmes that can improve school performance. His efforts, is key to high school achievement in examinations. This is why private schools appear to have more energetic and enthusiastic staff than public secondary schools in

Sabatia Division. Headteachers seem to be performing conscientiously well because they are usually accredited with high motivation, which influences them to direct the school programmes in order to achieve its objectives.

Chubb, (1999), in a survey of the economic characteristics of high and low school achievers, argue that schools that offer higher salaries attracts more talented Headteachers who in turn does a good job .In other words, high salaries are needed to attract Headteachers to stay in schools for long-time. Fuller,(1996), Reporting on the World Bank findings on school achievement in national examinations, correlates that in the developing countries high salaries of headteachers will motivate them to try and improve school academic achievement of students.

Recognition and feedback concerns makes the headteachers feel appreciated that they are doing a good job either publically and privately makes them feel appreciated. Steyn, (2002), Recognition in form of praise and constructive feedback has a positive impact on headteachers motivation and this raises their desire to work harder in order to make a school achieve in examinations.

On the other hand, Smith, (1996), noted that headteachers terms of employment and salary scales should be well elaborated and well taken care off. This motivates them to survive the current demand of school achievements. Head teachers are productive, and their productivity is revealed

by excellent school achievement in examinations if energized and well-motivated, they carry out school activities willingly without complains. They also implement education policies towards school academic achievements.

They also propel the implementation of education policies without complains, this activates their motivation towards influencing curriculum hence gaining academic achievements.

Private schools in Sabatia Division have an elaborated motivation scheme which is strictly followed during the time of awarding them because of the exemplary performance in examinations. They are aware that their hard work will be recognized and appreciated by the authorities concerned. This makes them to work extra harder in order to achieve better school results in examinations while in public secondary schools sometimes they don't have a motivational scheme. This lowers their morale towards work because they feel that their work is not well appreciated and recognized. In the end, they don't cover the required syllabus on time, they give little assignments and they don't mark student's work regularly which finally affects school academic achievement.

2.4 Measures That Increases the Effectiveness of Headteachers

Motivation on School Achievement.

Measures that increase effectiveness on Headteachers motivation on school achievements reveals that many factors that determine motivation of the Headteachers are diverse and interactive rather than mutually exclusive. Fiddler, (1999), however, because these factors are school based and content bound, different societies involve different measures in effecting Headteachers motivation. It's necessary to distinguish between two sets of factors that increase effectiveness of motivation of Headteachers. Headteachers are provided with good quality training and given opportunities to further their training. If Headteachers work in an acceptable physical school environment and they are decently paid for their work, they feel motivated and therefore increase their productivity in academic achievement.

Positive Headteachers relationship with learners highlights a sense of professionalism, enthusiasm and self-worth and motivates them to give their best. However, many social environmental factors are enforcing negative learner attitudes which undermine the Headteachers overall enjoyment of their profession. Lack of respect and outside criticism directed to Headteachers is wanting. They feel that they don't get respect they deserve as professionals. These affect them and reduce their level of effectiveness on school programmes which undermines achievements in examination.

Headteachers have been given a free hand on administrative tasks and increasing formal demands made on teaching such as monitoring, assessment, reporting, recording and accountability. According to Keiser, (2000), empowerment is a source of motivation for Headteachers. They consider that the more they share in decision making, the greater job satisfaction hence this makes the school to achieve in examinations. Headteachers are happier when they have some measure of control over their working conditions.

Majority private secondary schools in Sabatia Division have conducive environment for working, they are being provided with necessary instructional tools needed for teaching such as enough reference materials, good feeding programmes, tokens which motivates them to work hard. Headteachers have good working relationship with the stakeholders, teaching staff and students. This has boosted their morale which has positively increased school academic achievement while in most public secondary schools working environment is limiting the Headteachers to achieve academic results. They have poor working environment i.e. they have limited reference materials, congested classrooms and even poor feeding programmes which demotivates them to work hard. Therefore, this hampers the school to achieve better results.

2.5 Parents Involvement in Promotion of Headteacher Motivation On School Achievement in KCSE Examination

Parents and other education stakeholders contribute heavily on promotion of Headteachers motivation on school achievement. Parents provide physical facilities among other contributions. Mkwanzu. (1994), and Simkins. reveals that parents' involvement in schools is a world wide phenomenon. Their involvement facilitates closer links between Headteacher, Parents and volunteers participation in school activities, exchange information and share in decision making for the benefit of students, teachers and the community. Parents are involved in provision of classrooms to their respective schools. They collect money to repair classrooms that are bad physical conditions, they also provide play grounds. Headteachers are motivated when parents pay money to maintain school play grounds. Their involvement in provision of laboratories, explains the crucial need for laboratories if schools are to achieve good results in science oriented subjects. Headteachers are then obliged when parent's constructs school houses that make the school earn an extra income for the school. Teachers are also fully accommodated in school. These facilities are crucial in the teaching and learning process to ensure acquisition of knowledge, skills and attitudes on school achievement.

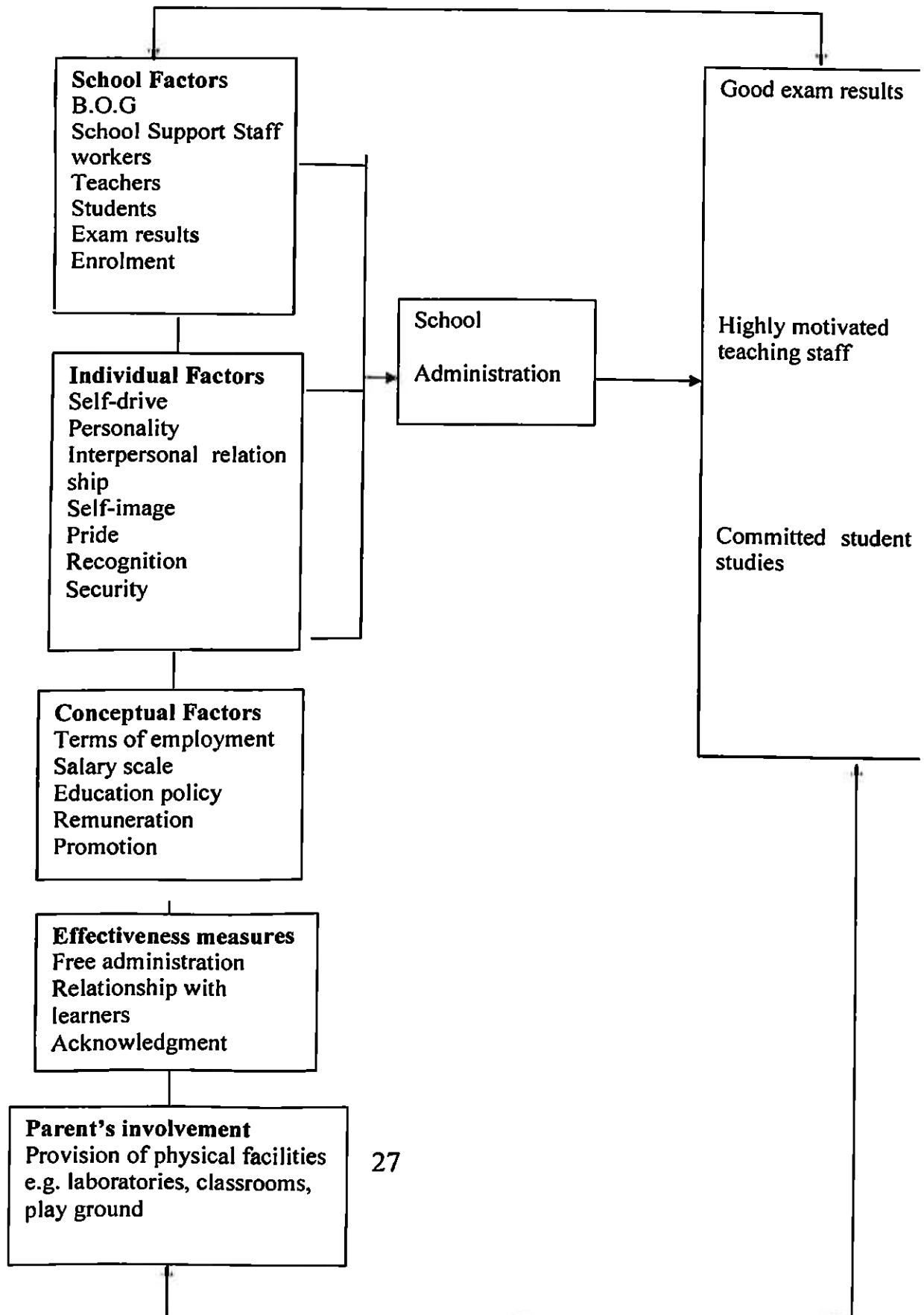
It should be therefore appreciated that "best services can only be provided through best facilities. The fact that majority of the parents are involved in promotion of head teachers motivation by provision of school facilities,

implies that Headteachers have not only embraced the link between school facilities and quality education but also current contemporary school education achievement practices in KCSE Examinations. Their involvement and positive contribution to school achievement is indispensable and commendable. Private secondary schools in Sabatia Division are well equipped with physical facilities such as laboratory, library, playing grounds, good classroom environments. These has positively enriched good learning environment and hence it has increased school academic achievement in examinations while in public secondary schools physical facilities are limited in number because of large population size and lack of funds to enhance them. This has negatively impacted on instructional learning process and thus limiting school achievements in examination.

In private schools in Sabatia Division, parents are actively involved in motivating Headteachers in order to achieve better results. They provide the necessary tools that are required for school achievement. This includes funding facilities like laboratories, library, administration block, school bus etc. This has helped in carrying out learning instruction in schools. Good laboratories has enabled private schools to carry out alot of experiments in science oriented subjects, libraries are well equipped with enough reference materials which enables students to refer and get more information on what they have learnt therefore, boosting school academic achievement while in public secondary schools parents have not provided laboratories, libraries and

other physical facilities. A few schools who have these facilities lack necessary materials needed to facilitate learning in these schools. This has greatly affected learning and therefore hampering school academic achievement.

**2.6 A Conceptual Frame Work On Effects Motivation of Headteachers
On School Achievements.**



The diagrammatic conceptual framework on effects of motivation of Headteacher and its influence on school achievement in public and private school in Sabatia division above shows interrelationship between several factors that were identified as important to the study. This includes school factors, individual factors, effectiveness measures, contextual factors, and parents involvements in headteachers motivation.

It illustrates that when all the above parameters are positively influenced, a highly motivated Headteacher will effectively carryout his duties without any blame from community, stakeholders and government. Walter, (1996), recommends that when managers are recognized and respected, it enhances better achievements than before. Bonnet, (2002), says, "When working environment is conducive, the Head teacher will be eager to work and motivate learners to work for better results.

Private secondary schools Headteachers in Sabatia Division combines well all this factors which enhance good school academic achievement .There is good working relationship with the stakeholders which positively enhances good school academic achievement, while in public secondary schools, there is a lot of interference especially the surrounding community, and sponsors of the school who always interfere with management and running of the schools. This demotivates Headteachers in line of their duty and therefore impacts

negatively to the morale of the Headteachers to spearhead academic achievements.

2.7 Summary of Literature Review

This study investigated effects of Head teachers' motivation on school achievement in public and private schools in Sabatia division, Vihiga district. The study looked at school factors and its influence on headteachers motivation and school achievement, this included individual factors, its effects on headteachers motivation on school achievements, contextual factors and its effects on headteachers motivation, measures that increases effectiveness of headteachers motivation, parents involvement in promotion of Headteachers motivation, finally it also looked at conceptual framework and relationships between headteachers motivation and school achievements.

It illustrates that Headteachers are motivated by various factors, if related well by providing necessary facilities and resources for the school .The Head teachers will combine them towards improving school performance. On the other hand as the Head teachers manages school curriculum implementation, Teachers and Students take up their responsibilities to enhance achieving school academic results. Private schools Head teachers have combined well these factors to improve on school academic achievement while majority of Public School, this has not been well received because of interference from parents, community, and even sponsors about management of schools .This

therefore affects head teachers morale hence impacting negatively on school achievement.

CHAPTER THREE:
RESEARCH METHODOLOGY

3.0 Introduction

This section covers research methodology which is organized under the following sub headings: Research design, target population, sample size and sampling, techniques, reliability, data collection procedures and data analysis procedures.

3.1 Research Design

The study used survey method of research. This was because survey design seeks to obtain information that describes existing phenomenon by asking individual about their perceptions, attitudes behaviour or values. Mugenda, (1999),

Secondly the study design was chosen because it provided a means of interpreting in depth and understanding all the issues related to motivating the headteachers in order to make a school achieve its objectives and goals. The design also openly helped the researcher to measure the outcome by asking individual people perceptions, behaviour and values in large population and its influence on school achievements in examinations. The study sought to assess the effects of motivation of headteachers on school achievement in examinations in Sabatia Division Vihiga District.

3.2 Target Population

In the study, the target population comprised of 200 students in both private and public secondary schools in Sabatia Division (400), 67 teaching staff members in private and public secondary schools (134), and (16), eleven (11) Headteachers from public and five (5) Headteachers from public secondary schools in Sabatia Division. The sample size for students in both private and public schools was 24 each (48). The total number of private schools was sixteen (16) five (5) private and eleven (11) public schools.

3.3 Sample and Sampling Procedures

In the study, the sample comprised of Five private schools and eleven public secondary schools , Three hundred and eighty students from public secondary schools, Two hundred and eighty students from private schools, A total number sixteen headteachers i.e. six from private schools and eleven from public schools were used as a simple.

The population was heterogeneous. Stratified random sampling technique was then applied to get samples of students, Headteachers and teachers. Orotho. (2005) indicates that the rationale for stratified sampling is to ensure that certain sub groups will be represented in the sample in proportion to their numbers. The method of allocation of sample size was equal allocation to ensure that the schools were equally represented without bias. Hence one

quarter ($\frac{1}{4}$) of staff members and one eight of students were selected from each school as shown below:

Table 3.1: Sampling Procedure

School	Target Population		Sample Size	
	Staff members	Students	Staff members	Students
Mbale Boys	25	60	6	8
Chango Girls	20	70	5	8
Vihiga Boys	22	70	6	8
TOTAL	67	200	17	24

3.2 Private Secondary Schools

School	Target Population		Sample Size	
	Staff members	Students	Staff members	Students
Mudasa Academy	25	60	6	8
Shalom Academy	20	70	5	8
Elian School	22	70	6	8
TOTAL	67	200	17	24

3.4 Sampling of the Schools

The study is based in Sabatia division, Vihiga district. It focused on motivation of five Headteachers in private and eleven Headteachers in public secondary school and its effects on school achievements in examinations. Sabatia Division consists of five private schools and eleven public secondary

schools. The schools were sampled into teachers, students and headteachers as Nachmias. (1996). Pointed out, sampling ensures that different groups of population are adequately represented in the sample so as to increase the level of accuracy.

3.5 Research Instruments

The study used three questionnaires as a research instrument. One was filled by the Head teachers, the second set by the Teachers and the third set by the Students. The information about demographic of the respondents was also sought under section A of the questionnaire on the other hand section B comprised of generally on motivation of Head teachers on school achievements.

Open ended and structured questions were administered. These were to enhance the respondents to effectively answer the questions and also enable the researcher to gather more adequate information about Headteachers motivation on school achievements.

3.6 Pilot Study

A pilot study was conducted in both selected public and private schools. This was to enable the researcher to pre-test the instruments in order to ascertain the clarity of the questionnaire to respondents and also be able to identify

possibilities of problems the respondents can encounter while filling the questionnaires.

3.7 Instrument Reliability

The test-retest method was used to determine the reliability of the instrument. The researcher administered the questionnaires to there respondents i.e. Headteachers, students and teachers. Twice to the same group of respondent at two different times and computed the correlations scores. Nachmias and Nachmias. (1996), The instruments was then administered twice (after a week) to a selected sample of study. This was done so as to check whether the responses were consistent.

Pre- testing made it possible to detect deficiencies such as unclear directions insufficient space to write responses, clustered questions that are difficult to answer. After the test-retest, the instruments were then discussed thus necessitating adjustments for feasibility. Vague items were rephrased so as to convey the same meaning to all subjects, while those that were not necessary were discarded altogether. The questions in the questionnaire was be separated into two sets of odd numbers (private secondary schools) for one set and even numbers for (Public Secondary Schools) each of the two sets will be treated separately and scored accordingly.

The two sets were then correlated and this was taken as the reliability. This correlation was computed with the help of SPSS for window software.

3.8 Instrument Validity

Validity of the instrument concerned to whether the statements, questions or indicators (the content of the instrument) adequately represented the property being measured. Nachmias, (1996), After constructing the instruments, each statement was reviewed to assess the extent to which it was related to what it was measured. The instruments were given to supervisors to go through and check the content coverage, and clarity of the questions. Items that were vague or unnecessary were discarded or modified to improve the quality of the instruments and its validity.

3.9 Data Collection Procedure

Authority to conduct the research was obtained from the Ministry of Higher Education Science and Technology. The researcher then reported to the DEO for permission to visit secondary schools targeted in the study. Each school in the sample was visited to make appointment with the Headteacher for the administration of the research instruments. The questionnaire were then personally administered on the date agreed upon by the Headteacher and the researcher.

3.9.1 Data Processing and Analysis Techniques

After data collection, the researcher used description statistics such as frequency distribution tables and percentages. The processing was done by statistical package for the social science (SPSS) windows version 7 programme. The data was generated by use of open – ended questions and observation was analysed and presented basing on themes and sub categories. The categories were then coded and converted into percentages.

The result was then followed by data analysis, discussion recommendation and conclusion was made, then it was established whether objectives of the study was achieved.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis and interpretation of the data collected. The data which was collected from eleven public secondary schools and five private schools respectively were studied and discussed. This chapter is therefore important in that it helped the researcher to come up with concrete results concerning the effects of head teacher's motivation on school achievements in public and private schools in Sabatia division, Vihiga district in Kenya.

The data was summarized in form of frequencies and percentages as recommended by scholars in the methodologies discussed in chapter three. The organization was based on the research objectives that guided study.

4.1 Methods of Data Analysis

The frequencies in section A were summed up according to the demographic representation and then converted to percentages. The data in section B and recommendations were presented in the order of the most prevalent to the last prevalent. The Likert scale of five was used to allocate the score for each item in section C with the highest score being five and the lowest being one. The

scores of one and two were summed up to indicate below average, scores of three to indicate average and scores of four and five were summed up to indicate above average on each item.

4.2 Instrument Return Rate

Questionnaires were administered to the 64 staff members out of a population of 134 thus 17 staff members from each secondary school both private and public schools. Out of the 64 questionnaires 34 questionnaires were returned thus 17 from public and 17 from private schools giving 54.68% return rate. An interview schedule was administered to the sample of 48 students out of a population of 400 thus 24 students from private schools and 24 from public schools out of 200 students from each category respectively and 16 Headteachers in the sample were interviewed giving a 100% return rate.

4.3 Demographic Information of the Staff Members and the Students

The staff members were requested to give information concerning their gender, age, profession, qualifications and their responsibility in the schools. On the other hand, the students gave information on their gender, age and the periods they have stayed in their respective schools. The staff members' gender is tabulated in table 4.1.

Table 4.1. The Staff Members' Gender

Gender	Frequency		%	
	Private	Public	Private	Public
Male	8	9	47.05	52.95
Female	9	8	52.95	47.05
TOTAL	17	17	100.00	100.00

It is evidenced from the table above that the majority of the staff members in private schools, 52.95 percent were females and 47.05 percent were males while in the public schools 52.95 percent were males and 47.05 percent females were giving total of 100 percent.

From the table above, female teachers in public schools are more than male teachers in public schools. This therefore might have contributed to school academic achievement in that most of the private schools are well staffed and therefore their workload is manageable thus, improving on school achievements as compared to public schools who have limited staff teachers' enrolment.

On the other hand, male teachers in public schools are more than female teachers in private schools. This therefore means that male teachers are well spread in terms of workload and hence covering the required syllabus is easy thus increasing the chances of finishing the workload early enough. This allows room for revision and improving on students academic achievements.

Table 4.2 Teachers Age in Years.

Age in years	Frequency		%	
	Private	Public	Private	Public
18-25	4	2	23.53	11.76
26-35	5	6	29.41	35.29
Above 35	8	9	47.05	52.94
TOTAL	17	17	100.00	100.00

From the table 4.2 above, the information indicates that majority of the staff members from the public schools are above 35 years of age with 52.44 percent while the counterparts from private schools who are above 35 years old had 47.05 percent 35.29 percent from the public schools are aged between 26 - 35 years old while in the private schools, 29.41 percent indicated the staff members of 26-35 years of age. The youngest staff members had least percentage with 23.53 percent from private schools while 11.76 percent of the youngest staff members are from the public schools.

The statistics above about teacher's age of shows that age is a contributory factor on school achievement. Teachers who are above 35 years were the majority in public schools have enough experience in teaching and the mastery of the content. This allows them to teach with confidence thus improving on school achievement as compared to private schools who have less experience

and mastery of content thus limiting to achieve higher in national examinations.

Table 4.3 Staff Members' Professional Qualification on School

Achievement

Qualification	Frequency		%	
	Private	Public	Private	Public
Diploma	9	3	52.94	17.65
Graduate	7	10	41.17	58.82
Post Graduate	1	4	5.89	23.53
TOTAL	17	17	100.00	100.00

The information in table 4.3 reveals that in public secondary schools, graduate teachers are the majority with 58.82 percent while 52.94 percent of the staff members in private schools are diploma holders. 41.17 percent of the staff members from private schools are graduate teachers while 23.53 percent of the staff members from public schools are post graduate holders and 17.65 percent of the public secondary schools teachers are diploma holders while 5.89 percent of the private school staff represents post graduate staff.

The statistics above shows that Diploma holders in private secondary schools are the majority as compared to the public secondary schools. This therefore shows that teachers qualified to teach in schools are more than those qualified in public secondary schools hence chances of teaching and achieving good

academic results are high as compared to public secondary schools. On the other hand, graduate qualified teachers in public are more than graduate qualified teachers in private schools. This therefore means that teachers in public schools are more qualified than those in private schools which impacts positively on school achievement in examinations.

Table 4.4 Location of the School According To Staff Members

Location	Frequency		%	
	Private	Public	Private	Public
Rural	3	6	17.65	35.29
Urban	14	11	82.35	64.71
TOTAL	17	17	100.00	100.00

According to table 4.4 above, majority of the private schools are located in the urban centres with 82.35 percent respondents followed by 64.71 percent located in the urban as 'indicate by the public schools' staff members. 35.29 percent of the respondents 'indicated that public schools are located in the rural while 17.65 percent of the respondents 'indicated private schools are located in the rural areas.

Information provided above indicates that most private schools are located in urban centres which are accessible in terms of technology, infrastructure i.e. transportation as compared to public schools who are located in the rural areas

with limited infrastructure such as roads, technology. This therefore means that most private schools are accessible to technology which is vital in instructional practice as compared to public schools. Movement from one institution to another looking for information is easier in private schools than in public schools in rural areas. This therefore increases school academic achievements in that it is easier to reach information easily and use it in teaching students hence improving on school academic achievement.

Table 4.5 Category of the School According To the Staff Members

Category	Frequency		%	
	Private	Public	Private	Public
District Boarding	12	0	70.59	0.0
District Day	5	0	29.41	0.0
Provincial	0	17	0.0	100
TOTAL	17	17	100.00	100.00

According to table 4.5 above, majority of the staff members indicated that all public schools where research was conducted belonged to the provincial category with 100 percent while 70.59 percent of the staff members indicated the district boarding schools. 29.41 percent of the private staff members indicated the district day schools while none of the private staff member indicated provincial schools, hence none of the public staff indicated both district boarding and district day category.

Table 4.6 Gender of the Students in School According To Staff Members

Gender	Frequency		%	
	Private	Public	Private	Public
Boys	2	5	11.76	29.41
Girls	1	4	5.88	23.53
Mixed	14	8	82.35	47.06
TOTAL	17	17	100.00	100.00

Table 4.6 above shows that 82.35 percent of the students in private schools were learning in mixed schools, 47.06 percent of the staff members indicated that the students were learning in the mixed public secondary schools and 23.53 percent learnt in public secondary schools while 11.76 percent of the students were in private boys' secondary schools. 5.88 percent of the staff members in private school indicated that girls' schools offered education to girls.

From the above statistics it is evidence that mixed private schools are more than mixed public schools. This therefore implies that learning and sharing of information in private mixed schools is higher as compared to public schools. Students have a wider range of getting information and therefore improving on school achievements.

Table 4.7 Staff Members Teaching Experience

Experience (in years)	Frequency		%	
	Private	Public	Private	Public
1-5	10	0	58.82	0
6-10	4	4	23.53	23.53
11-15	2	6	11.76	35.29
16-20	1	4	5.88	23.53
21-25	0	3	0	17.65
TOTAL	17	17	100.00	100.00

From the given table 4.7 above, majority of the private school teachers had taught for a period of 1-5 years constituting of 58.82 percent while 35.29 percent of the respondents in public schools indicated that they had taught for a period of between 11-15 years. 23.53 percent of the respondents from both private and public schools had taught for a period of between 6-10 years hence 23.53 percent of the respondents in public schools indicated that they had taught for a period of between 16-20 years 17.65 percent of the respondents from public schools indicated that they had taught for a period of between 21-25 years. None of the respondents in public had taught for a period of 1-5 years and none also indicated in private schools that they had taught between 21-25 years.

The statistics above on teaching experience reveals that private schools have more experienced teaching staff as compared to teaching staff in public schools. Experience therefore is a vital factor in teaching. The more experienced one is the higher input on productivity because of the mastery of the content. Therefore, highly experience teaching staff in private secondary schools contributes heavily to good school academic achievement as compared to teaching staff experience in public secondary schools.

Table 4.8 Staff Members Subject Combinations

Experience (in years)	Frequency		%	
	Private	Public	Private	Public
ENG/LIT	2	3	11.76	17.65
KISW/LIT	1	2	5.88	11.76
CRE/GEOG	1	1	5.88	5.88
CHEM/PHYSICS	1	2	5.88	11.76
HIST/KISW	3	1	17.65	5.88
CHEM/MATHS	1	2	5.88	11.76
BUSINESS /MATHS	2	1	11.76	5.88
MATHS/ECONOMICS	1	1	5.88	5.88
KISW/GEOG	3	1	17.65	5.88
MATHS/SCIE	2	3	11.76	17.65
TOTAL	17	17	100.00	100.00

The information got from table 4.8 above indicates that majority of the staff members in private schools taught history/Kiswahili and Kiswahili geography 17.65 percent each while in the public schools majority of the staff members had a subject combination of English/literature and maths/science with 17.65 percent each. Kiswahili/Literature, chemistry/physics and chemistry/maths were the next in the public schools with 11.76 percent each awhile in private schools, English/Literature, Business/Maths and maths/science had 11.76 percent each. The rest of the staff remained with 5.88 percent each in both private and public schools.

In the table above shows that subject combination is very important in instructional of practice of teaching. Good subject combination allows a teacher to make a choice of his own subject which he feels comfortable with. This therefore gives individual teacher to teach the subject well because he likes the subject. This is seen in both private secondary schools and public secondary schools and hence allowing teachers to perform better in their subject combination thus improving school achievements.

Table 4.9 Head of Departments Appointed T.S.C

Department	Frequency		%	
	Private	Public	Private	Public
Humanities	6	2	35.29	11.76
Languages	5	5	29.41	29.41
Sciences	2	8	11.76	47.06
Applied	4	2	23.53	11.76
TOTAL	17	17	100.00	100.00

From the table 4.9 the information indicates that majority of the staff members with 47.06 percent in public schools were in science department while 35.29 percent in private schools were in Humanities. Both private and public schools registered 29.76 percent in languages each and 23.53 percent in private schools were appointed in applied sciences. 11.76 percent from private schools and human and applied sciences respectively.

From the information in the table above, it is evidence that private schools appoint head of departments while in public secondary school appointment is done by the Teachers Service Commission. Appointments of head of departments in both private and public secondary schools motivates to work hard because they feel appreciated with the work that they are doing in schools and hence improves the school achievement in examinations.

Table 5.0 Special Wage Increase Given To Teachers According To Staff Members

Department	Frequency		%	
	Private	Public	Private	Public
Yes	8	4	47.06	23.53
No	4	2	23.53	11.65
Not sure	5	11	29.41	64.71
TOTAL	17	17	100.00	100.00

The information got from table 5.0 above indicates that 64.71 percent staff members in public schools were not sure whether there was an increase of motivational wages given to them while 47.06 percent in private school indicated that the wages were given to them annually. 29.41 percent of the respondents in private schools indicated that they were not sure while 23.53 percent of the respondents in private schools didn't get the wages while 23.53 percent indicated that they were given wages form public schools. Only 11.65 percent indicated that they never got wages in public schools. This could show why the majority of the private schools Headteachers are motivated since they are given special wage increase.

Statistics from the table above shows that most teaching staff in private schools are highly motivated by special wage increase given to them as compared to those in public schools. The wage increase illicit teachers to work even harder in order to enhance school achievement in school national

examinations in private schools while in public secondary school was increase is sometimes pegged on continuous negotiations prompting them to strike and this therefore impacts heavily on their morale and motivation thus affecting school achievement.

Table 5.1 Motivation of Teachers, Students and Support Staff Members in Schools'

According To the Headteachers.

Motivation	Frequency		%	
	Private	Public	Private	Public
Teachers	12	8	70.59	47.06
Students	4	4	23.53	23.53
Support staff members	1	3	5.88	17.65
TOTAL	17	17	100.00	100.00

From table 5.1 above majority of the private school Headteachers 70.59 percent indicated that teachers were mostly motivated followed by public school teachers with 47.06 percent. Students were the next to be motivated both from private and public schools with 23.53 percent of the Headteachers from both private and public schools indicating the same percentage. The last in the rank of motivation were the support staff members with 17.65 percent Headteachers in the public schools against 5.88 percent in the private schools.

The fact that more teachers were motivated in private schools than public schools might have contributed to the high motivational spirits of the Headteachers in private schools than in public schools.

In the table above it shows that in private schools teaching staff is highly motivated by their headteachers as compared to public schools. In private secondary schools therefore teachers are highly motivated because motivation comes directly from the principal on the agreement with the management of the institution. This is contrary to the majority of public secondary schools who waits for the Board of Governors or Parents Teachers Association to approve the motivation kit for the teachers.

Therefore, private school teachers continue to perform better in terms of examinations as compared to public secondary schools because they are demotivated in most cases.

Table 5.2 The Quality Of The Furniture In The Headteachers Office According To The Staff.

Type of Furniture	Frequency		%	
	Private	Public	Private	Public
High quality	15	16	88.24	94.12
Middle quality	1	1	5.88	5.88
Low quality	1	1	5.88	0.0
TOTAL	17	17	100.00	100.00

From the table above, majority of the respondents in public schools 94.12 percent indicated that high quality furniture we every necessary in the Headteachers offices followed by 88.24 percent in the private schools indicating the same quality of the furniture. Only 5.88 percent of the respondents in both private and public schools indicated middle quality furniture. This shows that a comfortable environment created by majority of private schools gives a conducive atmosphere for the teachers to work as compared to public schools.

Good working conditions created in majority private schools enables teachers to feel free while working which finally impacts positively on improvement on school achievement in examinations as compared to public secondary schools.

Table 5.3 Recognition of Headteachers as a Motivational Factor

Recognition level	Frequency		%	
	Private	Public	Private	Public
High Recognition	11	13	64.71	76.47
Middle Recognition	4	2	23.53	11.76
Low Recognition	2	2	11.76	11.76
TOTAL	17	17	100.00	100.00

From the table above 76.47 percent of the respondents in the public schools indicated that the Headteachers are motivated when their positions are highly recognised followed by 64.71 percent of the respondents from the private schools. 23.53 percent of the respondents in private schools admitted that middle level recognition was valued by the Headteachers while 11.76 percent in public schools valued the same recognition. In the last rank in both private and public schools was low recognition with 11.76 percent each from all the sampled schools.

Statistics above shows that recognition of Headteachers plays a vital role in motivating them to work. The figures also show that recognition is highly noticed in public secondary schools compared to private secondary schools. Recognition is therefore a good motivational factor in improving of academic achievement in schools.

Table 5.4 How Headteachers Work With Stakeholders to Achieve School Goals and Its Objectives.

Stakeholders	Frequency		%	
	Private	Public	Private	Public
Teachers	6	5	35.29	29.41
Students	3	2	17.65	11.76
B.O.G	3	6	23.53	35.29
Community	4	4	23.53	23.53
TOTAL	17	17	100.00	100.00

From the table above, the information indicated that 35.29 percent of the teachers in private schools and the board of governors from public schools worked better with the Headteachers to achieve the school's goals and its objectives. Community in both private and public schools were at par with 23.53 percent each while the students in private schools recorded 17.65 percent and 11.76 percent of the students in public schools respectively. This could explain the strengths and motivation of the Board of Governors (B.O.G) in public schools and teachers strengths in private schools in their relationships with the Headteachers motivation.

The table above gives us information about the relationship between the Headteachers and the community. It shows that good working relationship improves results in schools. Most Headteachers in private schools have a good

working relationship with the stakeholders as compared to public secondary schools. This relationship impacts positively towards school academic achievement.

Table 5.5 T.S.C Retirement Benefits Keeping Headteachers on Their Jobs According To The Headteachers and Staff.

Retirement benefits	Frequency		%	
	Private	Public	Private	Public
To be given at the age of 60	9	6	52.94	35.29
To be given at the age of 55	8	10	47.06	58.82
To be given at the age of 50	0	1	0	5.88
TOTAL	17	17	100.00	100.00

From the above table 5.5, 58.94 percent respondents from private schools indicated that retirement benefits should be given at the age of 55 while 52.94 percent indicated that the retirement benefits should be given at the age of 60 years. 47.06 percent from public schools indicated that it should be given at the age of 55 and 35.29 percent said that retirement benefits should be given at the age of 60. 5.88 percent in private schools indicated that he retirement benefits should be given at the age of 50 years and lastly none of the

respondents in public schools indicated that he benefits should be given at the age of 50 years. This shows that the private school Headteachers wanted to go home at 55 years so as to continue with their private undertakings while in public schools, the Headteachers wanted to go home at the age of 60 so as to complete their remaining tasks like paying school fees of their younger children.

The information provided in the table above indicates that retirement benefits plays an important role in motivating Headteachers and teachers in both private and public secondary schools. It also shows that retirement benefits should be given different levels of retirement. This will motive both Headteachers and teachers to improve school academic achievement in examinations.

Table 5.6 How Pride In One's Work Is An Important Reward Towards School Achievements in Examinations According To the Headteachers and Staff.

Pride	Frequency		%	
	Private	Public	Private	Public
Very important	15	15	88.24	88.24
Fairly important	1	1	5.88	0
Not important	0	0	0	5.88
TOTAL	17	17	100.00	100.00

From the table above, 88.24 percent of the respondents both in private and public schools indicated that the pride in one's work was very important while only 5.88 percent of the respondents in private schools indicated that it was fairly important. The same percentage of 5.88 percent in public schools indicated that it was not important while none of the respondents in public schools said it was fairly important and also in private schools no respondent indicated that it was not important. This result indicates that the majority of the Headteachers in both private and public schools enjoyed the pride as a reward as a motivational factor towards the national examinations.

The statistics above shows that pride is an important motivator towards school achievement in examinations. In both private and public secondary schools, Headteachers and teaching staff feels a sense of belonging to their individual

schools, culture and traditions of the schools. This is transferred to the students and therefore they work towards school academic achievements.

Table 5.7 How Headteachers' Job Can Be Made More Stimulating By Salary Scale Improvement.

Job Stimulation	Frequency		%	
	Private	Public	Private	Public
High salary scale	16	17	94.12	100
Average salary scale	1	0	5.88	0
Low salary scale	0	0	0	0
TOTAL	17	17	100.00	100.00

From the table above, majority of the respondents in public schools indicated that high salary scale could lead to stimulation of the Headteachers as a motivational factor with 100 percent while 94.12 percent in private schools followed the suit only 5.88 percent of the respondents in private schools indicated average salary scale was a motivating factor while no respondent indicated the interest in low salary scale. This finding indicates that most of the Headteachers would work together and motivated with high salary scale.

The information above indicates that salary, recognition, incentives among other benefits is stimulating factors which enables the Headteachers in private

and public secondary schools to remain on job. This stimulates them to work towards academic achievements. On the other hand low salary scale demotives Headteachers in their job and therefore this leads to low morale in improving academic achievement in school.

Table 5.8 The Quality Of The Relationship In The Informal Work Group Is Vital According To the Headteachers And Staff.

Relationship At Work With	Frequency		%	
	Private	Public	Private	Public
Teachers	10	9	58.82	52.94
Support staff	2	4	11.76	23.53
Community	5	4	29.41	23.53
TOTAL	17	17	100.00	100.00

From the table 5.8 above, majority of the respondents 58.82 percent in private schools indicted that the good relationship quality at work would work better with the teachers while 52.94 percent in public schools indicted the same. 29.41 percent of the respondent sin private schools said that the quality of work would do better with the community while both public and private schools scored the same percentage at 23.53 percent in working with both support staff and the community. Private schools scored 11.76 percent with the respondents in public indicting the relationship with the support staff. This

finding levels both private and public schools Headteachers to work qualitatively with the teachers better than the rest of the stakeholders.

In the figure above, it is indicated that a quality relationship in the informal work group is vital. In private schools good working relationship with support staff and the community plays an important role in school achievements while in public schools good working relationship with the Headteachers has hampered school academic achievements.

Table 5.9 How Individual Incentives and Bonuses Improves Headteachers Instructional School Achievements in Examinations

Incentives and bonuses	Frequency		%	
	Private	Public	Private	Public
Material rewards	2	3	11.76	16.5
Cash hand-outs	5	5	29.41	29.41
Tuition cash	4	6	23.53	35.29
Tokens from seminars	5	3	29.41	17.65
Responsibility allowance	1	0	5.88	0
TOTAL	17	17	100.00	100.00

From the table above, majority of the respondents in public schools 35.29 percent indicated that tuition cash was very motivating while 29.41 percent in both public and private indicated that cash hand-outs was motivating towards achievements in examinations. The same percentage 29.41 percent also indicated by the respondents in private schools tokens form seminars were very necessary incentives for school achievements in examinations only 5.8 percent of the respondents in private schools indicated that there was need for responsibility allowance while none of the respondents public indicated the same. This could tell the reason why most of the Headteachers value incentives and bonuses as a motivating factor in the achievements in the examinations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the findings of the study concerning the effects of Headteachers motivation on school achievements in private and public schools in Sabatia division, Vihiga district in Kenya. It also presents the conclusion and recommendations of the study and hence gives suggestions.

5.1 Summary of the Study

The purpose of this study was to determine the effects of motivation of Headteachers motivation on school achievements in public and private secondary schools in Sabatia division, Vihiga district in Kenya. It was further meant to find out ways of motivating Headteachers so that they can increase school achievement in examinations. The research which was conducted in this division comprised sixteen secondary schools of which eleven of them were public secondary schools and the other Five were private secondary schools. The three public schools consisted of Mbale Boys' High School, Chango Girls High School ,Tigoi,Senende Boys,Kilingili, Hobunaka, Emusire, Chandumba Musutwi, Bugina Vihiga Boys' High School. The Five private schools included Mudasa Academy, Shalom Academy , Elian Secondary School. Kaimosi Academy, Serve Academy.

Five research objectives were formulated to guide the study. Research objective one was to identify the influence of school factors on Headteachers motivation on school achievement in KCSE from private and public secondary schools in Sabatia division, Research objective two was to determine how individual factors affects Headteachers motivation on school achievement in KCSE from private and public secondary schools in Sabatia division, Research objective three was to examine how contextual factors of Headteachers motivation affects school achievement in KCSE from private and public schools in Sabatia division, Research objective four sought to investigate the ways in which measures ³⁹ : taken to increase the effectiveness of the Headteachers motivation on schools achievement in KCSE in private and public secondary schools in Sabatia division, Research objective five was to examine the parents involvement to improve the Headteachers motivation on schools achievement in KCSE. in private and public secondary schools in Sabatia Division in Vihiga District.

The literature review dealt with the Headteachers motivation on school achievement in public and private schools in Sabatia beginning with school factors and its influence on Headteachers motivation, followed by individual factors on Headteachers motivation on school achievement, contextual factors on Headteachers motivation on school achievements, measures that increase the effectiveness of the Headteachers motivation on school achievement and the parents involvement in promoting the motivation of Headteachers

motivation on school achievement. The study employed a descriptive survey. The sample consisted of seventeen out of seventy staff members constituting a quarter of the total staff members and twenty four out of two hundred students constituting one eighth of the total number of students. The method of allocation was to ensure that the population size was reflected in the sample size.

5.2 Study Findings

The study findings revealed the following:

- i) The staff members from both private and public schools stressed the importance of motivating the headteachers for successful performance in school in order to achieve best K.C.S.E results.
- ii) The students on the other hand recommended that for the Headteachers to be motivated there need to be proper arrangement at school, students to be reminded of their excellence in academic and recognising students.
- iii) Involvement of Board of Governors (BOG) and Parents Teachers Association (PTA) in the day running of the school is important for the school to school academic achievement.
- iv) Formation of group discussions improves school academic achievements

- v) The students also stated that the need of meeting Headteachers, teachers and guiding and counselling committees should be enhanced so as to give directions in their daily routine.
- vi) Headteachers used various methods in handling challenges facing schools which include punishments, guiding and counselling, involving of parents in matters of students discipline, withdrawal of privileges and expulsions to increase the school academic achievement in examinations.
- vii) The Headteachers considers wage increase as a motivating factor to perform well in examinations.
- viii) Good results from students are achieved by support of teachers, good working conditions, forming good working relations with the other students and teachers.
- ix) Pride as a form of reward in examination achievement, salary increase, incentives, permanent and pensionable employment by the Teachers Service Commission (TSC) is a motivation factor in academic achievements in academic results.

5.3 Conclusions

The purpose of this study was to determine the effects of motivation of Headteachers on schools achievement in private and public secondary schools in Sabatia Division Vihiga District. The study investigated ways of motivating Headteachers so that they could increase the school achievement in examinations. The study came out with various strategies of the Headteachers motivations which included special wage increase given to the good results of the students depended entirely on the co-operation between the staff, the students and the board of governors, the Headteachers valued good working conditions for their motivation, recognition was largely valued by the Headteachers in academic achievements, working hard to develop a friendly working conditions among teachers, students, Board of governors and community to achieve school goals and its objective, T.S.C retirement benefits were found to be important factors in keeping Headteachers on their jobs, pride in one's work was considered to be an important reward towards school achievement in examinations, salary increase, individual incentives and permanent and pensionable employment was very important as a motivating factor in both private and public schools.

5.4 Recommendations

In the light of the research findings and conclusions, the study wishes to make the following recommendations:

- That the Headteachers should be given special wage increase so that they could perform well in schools. This could differentiate between them and their deputy Headteachers or assistant teachers.
- The Headteachers should seriously work on the co-operation between the teaching staff, support staff, students, the BOG and the community in order to achieve their objectives in academic performance as a way of their motivation.
- There should be a good working conditions and enough provision of qualitative furniture and learning resources like computers, overhead projectors and print media for a good motivation.
- Individual incentives, cash rewards, tuition funds and material rewards should be given to the Headteachers, teachers and students in order to arouse their interests in their working places and by so doing, the Headteachers are motivated for the better achievement of their goals.
- There should be an improvement of the teachers' employment to beef up understaffing in schools and to improve the working conditions for the Headteachers motivations.
- The deputy Headteachers should be promoted to be the Headteachers while the assistant teachers to be promoted to be the deputy

Headteachers and head of departments and heads of subjects in schools for effective motivation.

- The government should constantly organise for workshops, seminars and inductions so that new policies and curriculum review are done to the Headteachers and hence equip them with the current trends in education and update them with the new skills in education.
- Better salaries should be used as a motivator. These salaries should however be pegged on individual Headteachers, teachers productivity. Increment of Headteachers salaries should be done on the ground that he/she has improved in his subject.
- Proper criteria and procedures in promoting Headteachers and Teachers should be recommended for promotion on merit. This would encourage them to work hard believing that their hard work will be rewarded accordingly.
- Special ceremonies (parties) for all Headteachers and Teachers. This could be done on termly basis or annually. During such ceremonies parents could be invited to see what Headteachers, Teachers and Students are doing.
- Letters and certificates of appreciation. This should be given to Headteachers and Teachers who achieve meritorious achievements in their subjects.

- Verbal praise. Good performance by Headteachers should always be followed by word of praise and thanksgiving to Headteachers and Teachers.
- Headteachers and Teachers need proper staff rooms and space to do their work. They also need reference books. This motivates them to work harder.

5.5 Suggestions for Further Research

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research.

- i. The role of parents and board of governors in management of schools to promote the motivational standards of the Headteachers.
- ii. The role of the government in providing the free secondary educational funds and the role of this fund in the motivational aspect to the Headteachers in order to achieve the academic performance of the students in examinations.
- iii. A national study which should look into the harmonization of salaries, allowances and special wages for the Headteachers to match those of the high ranked civil servants with an intention to promote Headteachers motivational standards in secondary schools.
- iv. The role of parents and stakeholders in providing the housing systems in private and public secondary schools with the view to promote Headteachers motivation in achievement of good results in academic field.

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APPENDICES

APPENDIX I

HEADTEACHER QUESTIONNAIRE

Dear Respondent,

I would like to request you to kindly fill in the following questions. The information obtained will be treated with confidence and shall be used solely for this purpose of research. The result of the research will go a long way in improving the Headteacher's motivation on school achievement in KCSE Examinations in Sabatia Division Vihiga District.

SECTION A

Please indicate the correct respond by ticking on one of the options. Kindly respond to all questions.

1. Indicate your age in years _____
2. Please indicate your gender (sex) Male Female
3. Indicate your highest academic qualification using a check mark (√)
 - a) Diploma
 - b) BA with PGDE
 - c) B.S.C. with PGDE
 - d) BED
 - e) MED
 - f) MA/M/SC
 - g) Others Specific

4. Indicate your administration experience as a Headteacher

1-5 6-10 11-15 16-20 Over 20

5. Where is your school located?

Rural Urban

6. What is the category of your school?

District day boarding District/Day boarding Provincial

7. Indicate the gender of the student in your school.

Are they boys Girls Mixed

8. What is your teaching experience

1-5 6-10 11-15 16-20 21-25

9. What is your subject combination?

Major subject _____

Minor subject _____

Others (specific) _____

PART II

INSTRUCTIONS

Complete each item in this section by indicating a check mark (✓) for appropriate score against each item using the scale below

1. Strongly agree (SA)

2. Agree (A)

3. Moderate Agree (MA)

4. Disagree (D)

5. Strongly Disagree (SD)

10. Special wage increase should be given to H/T who perform well

--	--	--	--	--
11. Head teachers need to reminded that their good results depends on well teachers, students support staff are motivated.

--	--	--	--	--
12. Head teachers value good working conditions example good chairs, offices

--	--	--	--	--
13. Head teachers value recognition for standard school achievement.

--	--	--	--	--
14. Head teachers ought to work hard to develop a friendly working conditions among teachers, students, BOG and community in order for them to achieve school goals and its objectives.

--	--	--	--	--
15. The TSC retirement benefits are important factors in keeping Head teachers on their jobs

--	--	--	--	--
16. Pride in one's work is actually important reward towards school achievements in examinations.

--	--	--	--	--
17. Head teachers job can be made more stimulating by salary scale improvement

--	--	--	--	--
18. The quality of the relationship in the informal work group is vital

--	--	--	--	--
19. Individual incentives and bonuses would improve Headteachers instructional school achievements in Examinations.

--	--	--	--	--
20. Terms of employment plays a vital role in Head teacher motivation towards school achievements in Examinations.

--	--	--	--	--
21. Attending seminars and courses would improve Head teachers performance in school.

--	--	--	--	--
22. Job security is important factor to many Head teachers motivation towards school achievement in Examinations.

--	--	--	--	--

PART III

23. List three aspects that you consider most important in motivating and satisfying teachers in your school.

(a) _____

(b) _____

(c) _____

24. State three most aspects you consider dissatisfying head teachers of schools.

(a) _____

(b) _____

(c) _____

25. In the spaces provided below, suggest ways or strategies that could be adapted to motivate head teachers schools to improve their job satisfaction to remain in profession

(a) _____

(b) _____

(c) _____

26. Do you remunerations promote head teachers of motivation to effectively carry out administrative tasks?

Yes

No

Give specific areas

(i) _____

(ii) _____

(iii) _____

27. In your own opinion do head teachers implement education policies.

Yes

No

Give reason for your choice

(i) _____

(ii) _____

(iii) _____

Thank you and May God bless your responses.

APPENDIX II

TEACHER QUESTIONNAIRE

Dear Respondent,

I would like to request you to kindly fill in the following questions. The information obtained will be treated with confidence and shall be used solely for this purpose of research. The result of the research will go a long way in improving motivation head teachers school achievement's in Examinations in Sabatia Division Vihiga District.

SECTION A

Please indicate the correct respond by ticking on one of the options. Kindly respond to all questions.

1. Indicate your age in years

2. Please indicate your gender (sex) Male Female

3. Indicate your highest academic qualification using a check mark (√)

- a) Diploma
- b) BA with PGDE
- c) B.S.C. with PGDE
- d) BED
- e) MED
- f) MA/M/SC
- g) Others Specify

4. Where is your school located?

Rural

Urban

5. What is the category of your school?

District day boarding

District/Day boarding

Provincial

6. Indicate the gender of the student in your school.

Are they boys

Girls

Mixed

7. What is your teaching experience

1-5

6-10

11-15

16-20

21-25

8. What is your subject combination?

a) Major subject _____

b) Minor subject _____

c) Others (specific) _____

9. By means of a check mark (✓) indicate if you have H.O.D appointed by TSC in respective department in your school. Kindly indicate the gender by use of M for male and F for female.

a) Human - Gender M F

b) Languages - Gender M F

c) Sciences - Gender M F

d) Applied - Gender M F

PART II

SECTION I

Complete every item in this section by means of check mark (✓) to appropriate score against each item using the scale below

- 1. Strongly agree (SA)
- 2. Agree (A)
- 3. Moderate Agree (MA)
- 4. Disagree (D)
- 5. Strongly Disagree (SD)

1	2	3	4	5
SA	A	MA	D	SD

- 10. Special wage increase should be given to teachers who perform well
- 11. Better job description would be helpful so that teachers know exactly
What is expected of them.
- 12. Teachers needs to be reminded that their promotions depend on their
Performance in school.
- 13. Teachers value working in good conditions
- 14. Teachers do value recognition for better performance in school
Achievements.
- 15. Teachers ought to develop a good interpersonal relationship for
enhance good school achievements.
- 16. Teachers job can be made more stimulating through promotion,
remuneration and recognition.
- 17. Pride in ones work is actually important reward that enhances
good results in examination

18. Individual incentives and bonuses would improve teachers instructional Performance in Examination.
19. Visibility of teachers is vital in academic achievement
20. Teachers generally like scheduling their own work and job related discussions with minimal supervision
21. Job security is an important factor to many teachers and its influence on school achievements.
22. Attending seminars and courses would improve teachers performance in Examination

SECTION III

The following statement is designed to reveal your overall feeling about your job in general. By means of a check mark (✓) choose the appropriate score using its scale below

Extremely satisfied ES

Satisfied S

Moderately satisfied MS

Slightly Satisfied SS

Not at all Satisfied NS

23. All in all how satisfied would you say you are with your B.O.G/ PTA towards school achievements in Examinations.

5	4	3	2	1
ES	S	MS	SS	NS

24. List three aspects found in your current school that you consider motivating

1. _____
2. _____
3. _____

25. State three individual factors consider de-motivating school achievement in Examinations.

1. _____
2. _____
3. _____

26. If the spaces below suggest ways or strategies that could be adapted to motivate teachers improve School achievements in Examinations.

1. _____
2. _____
3. _____

27. If you were promoted, would you advance to school leadership immediately?

Yes

No

Please use a check mark (✓) to indicate your appropriate choice

Give reasons for your choice

1. _____
2. _____
3. _____

28. What obstacles have prevented you from being motivated in school?

1. _____
2. _____
3. _____

APPENDIX III

STUDENTS QUESTIONNAIRE

Dear Respondent,

I would like to request you to kindly fill in the following questions. The information obtained will be treated with confidence and shall be used solely for this purpose of research. The result of the research will go a long way in improving Headteachers motivation on School achievement in Sabatia Division Vihiga district

SECTION A

Please indicate the correct respond by ticking on one of the options. Kindly respond to all questions.

1. Indicate your age in years

2. Please indicate your gender (sex) Male Female

3. Where is your school located?

Rural Urban

4. What is the category of your school?

District day boarding District/Day boarding Provincial

5. What is the gender of the students in your school?

Are they boys Girls Mixed

6. For how long have been in your schools?

1 year 2 years 3 years 4 years

7. Which is your subject combinations

Humanities Sciences Languages Other specify

PART II

Complete each item in this section by a means of a check mark (✓) to appropriate score against each item among the scale below

- 1. Strongly agree (SA)
- 2. Agree (A)
- 3. Moderately Agree (MA)
- 4. Disagree (SD)
- 5. Strongly Disagree

1	2	3	4	5
---	---	---	---	---

SA	A	MA	D	SD
----	---	----	---	----

8. Proper arrangement at school would help students to know exactly
What is expected of them in Examinations

--	--	--	--	--

9. Students need to be reminded their excellence in academic depends on
teachers.

--	--	--	--	--

10. Students value good school enrolment in order to achieve good
examination results.

--	--	--	--	--

11. Students value being recognized and motivated for them to
raise their academic results.

--	--	--	--	--

12. Learning can be made more interesting by involving school support staff, and BOG/ PTA. □ □ □ □ □
13. Many students are self-driven to working hard in order to achieve Academic excellence in school. □ □ □ □ □
14. Students incentives and recognition would improve school achievement in Examinations. □ □ □ □ □
15. Students meetings with Head teachers, Teachers, support staff, BOG, PTA is vital in School achievements in Examinations. □ □ □ □ □
16. Students generally like doing their class work on their own With minimal supervision from Head teachers, Teachers. □ □ □ □ □
 Attending classes regularly improves students Achievements in examinations. □ □ □ □ □
17. Discussion groups and interpersonal relationship with students improves school achievements in exams. □ □ □ □ □

PART III

18. List three important factors that you consider vital in motivating you to achieve your academic results.
- a) _____
- b) _____
- c) _____

19. State three factors that you consider as limiting you or school from achieving good results.

- a) _____
- b) _____
- c) _____

20. In the spaces provided below suggest ways or strategies that could be adapted to motivate you to remain in school

- a) _____
- b) _____
- c) _____

21. Do head teachers and teachers in your school assist you in doing academic work

- a) _____
- b) _____
- c) _____

Give the specific areas where they are assisting you

- a) _____
- b) _____
- c) _____

22. In your own opinion, are ready to advance with your studies?

Yes No

Give reasons for your answer

- a) _____
- b) _____
- c) _____

Thank you and May God bless you for responding to this questionnaire

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Our Ref: **NCST/RCD/14/012/1067**

Date: **26th July 2012**

Arthur Lisimba
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of headteachers' motivation on school achievements in public and private schools in Sabatia Division, Vihiga County,*" I am pleased to inform you that you have been authorized to undertake research in Sabatia District for a period ending 30th September, 2012.

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Sabatia District.