

**INFLUENCE OF HEAD TEACHERS' MOTIVATIONAL PRACTICES ON
TEACHERS' JOB PERFORMANCE IN PUBLIC PRIMARY SCHOOLS
IN NYANDARUA CENTRAL SUB-COUNTY – KENYA**

Kageche Felistas Wambui

**A research Project Submitted in Partial Fulfillment of the Requirements for
the Award of Master of Education Degree in Educational Administration**

University of Nairobi

2016

DECLARATION

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

.....

Kageche Felistas Wambui

E55/63661/2013

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

.....

Dr. Ursulla Okoth

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

.....

Dr. Mercy Mugambi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this project to my later father John Kageche, brother Isaac Wanyoike, friend Lucy Githinji, My husband Peter Kariuki and children Martin Gatune, Maureen Nungari and Winnie Njoki for their support and encouragement.

ACKNOWLEDGEMENT

I sincerely thank the Almighty God through his grace I was able to undertake and complete this study. I am deeply indebted to my supervisors Dr. Ursullar Okoth and Dr. Mercy Mugambi for their valued advice, continuous guidance, constructive criticism and their patience and encouragement.

I appreciate my husband Peter Kariuki, son Martin Gatune and daughters Maureen Nungari and Winnie Njoki for their encouragement and moral support.

I sincerely thank my colleagues at Kawamaitha Primary School, MED friends such as Emma, Alice, Beatrice, Onesmus, Mukhone, sylvia and Caro for their moral support.

In addition, I wish to thank all the head teachers, teachers and pupils of the primary schools who were my respondents for their support, co-operation and willingness to provide the required data for my study.

I thank Christine Muhonja for typing and editing the work whenever called upon to do so.

Although it isn't possible to mention by name all the people who assisted in one way or another to make my work a success, to you all I say thank you and may God bless you in a big way.

ABSTRACT

The purpose of this study was to investigate the influence of head teachers' motivational practices on teacher's job performance in Nyandarua Central Sub-County. The objectives of the study were: to determine how head teachers participation in teacher professional development, to establish the extent to which participatory leadership strategies influence teachers job performance, to determine the extent to which head teachers recognition of teachers for work well done influence teachers job performance and to examine the extent to which working conditions influence teachers job performance. The research design used was descriptive survey design. The sample size comprised of 15 primary school head teachers, 75 standard 8 teachers and 225 standard 8 pupils. Simple random sampling was used to select the head teachers, teachers and pupils who participated in the study. The instruments used were questionnaires for class 8 teachers, interview guide for head teachers and focus group discussion guide for standard 8 pupils. Data collected was both qualitative and quantitative in nature. Quantitative data was analyzed using descriptive statistics such as frequency, mean and percentages whereas qualitative data was analyzed thematically. The results of the data were analyzed using tables. The study revealed that some head teachers involved their teachers in decision making process in their respective schools. It also revealed that some teachers disagreed that head teachers shared responsibilities or delegated duties to their teachers. The study also revealed that recognition is an important motivator and majority of the respondents agreed that good work is often acknowledged through praise or word of mouth and rarely tangible rewards were given. The study revealed that there is need to improve on the working conditions to motivate the teachers since majority felt that this was wanting. The study concluded that head teachers needed to motivate their teachers so that they further their studies, and attend training and seminars as this would assist them to update themselves with changing knowledge and skills. There was also the need to involve teachers in decision making since schools are managed effectively when those affected by the organization decision are involved in decision making process. Head teachers needed to do more on acknowledging good work done by teachers in order to motivate and improve their self-esteem, confidence and sense of security, head teachers needed to make working conditions more friendly and conducive to the teachers. The following recommendations were made; the head teachers to adopt a multifaceted approach of motivational practices in enhancing teacher job performance in primary schools through promoting teachers recognition and working conditions, the government through the ministry of education to conduct regular training for the head teachers on motivational strategies to equip them with skills and knowledge needed in their managerial role. The following suggestions were made for further studies; a similar research study on teacher job performance in private schools in the same area, a research to be done to investigate the role of training and development on teacher job performance.

TABLE OF CONTENTS

Content	Page
Title page.....	i
Declaration	ii
Dedication.....	iii
Acknowledgement	iv
Abstract.....	v
Table of contents.....	vi
List of tables	ix
List of Figures.....	x
List of abbreviations and acronyms	xi

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the Problem.....	7
1.3 The purpose of the study.....	9
1.4 Objectives of the Study.....	9
1.5 Research questions.....	10
1.6 Significance of the study.....	10
1.7 Limitation of the study.....	11
1.8 Delimitation of the study	11
1.9 Basic assumptions of the study.....	12
1.10 Definition of significant terms	12
1.11 Organization of the study.....	13

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	14
2.2 Concept of motivation and Job performance	14
2.3 Head teacher's participation in teacher professional development and teachers' job performance	16

2.4 Participatory leadership strategies between head teachers and teachers and job performance	18
2.5 Head teacher’s Staff Recognition and Teachers’ Job Performance	20
2.6 Head teacher’s provision of working condition and teacher’s job performance	21
2.7 Summary of related studies.....	22
2.8 Theoretical frame work.....	23
2.9 Conceptual Framework.....	25

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	27
3.2 Research design	27
3.3 Target Population.....	27
3.4 Sample size and sampling procedure.....	28
3.5 Research instruments	29
3.6 Validity of the Instrument.....	30
3.7 Reliability of the instrument	30
3.8 Data collection procedure	31
3.9 Data analysis techniques.....	32
3.10 Ethical Considerations	32

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	34
4.2 Questionnaire Return Rate.....	34
4.3 Demographic characteristics of respondents	35
4.3.1 Gender of Head Teachers and teachers.....	35
4.3.2 Distribution of Respondents by Age.....	37
4.3.3 Highest Education Level of the Head-teachers and Teachers.....	38
4.3.4 Length of Service of the Head-teachers and Teachers.....	40
4.3.5 Head Teachers Managerial Course and Teachers Professional Course Attended ...	41

4.4 Head teacher’s participation in teacher professional development and teacher performance.....	43
4.5 Influence of head teachers’ participatory leadership strategies and job performance teacher.....	45
4.6 Influence of head teachers’ recognition on teacher and job performance	47
4.7 Influence of working conditions on teacher job performance	49
4.8 Teachers’ Responses on the Influence of Head teachers’ Motivational Practices on Teachers; Job Performance.....	50
4.9 Teacher Job Performance Indicators.....	54

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	57
5.1 Introduction.....	57
5.2 Summary of the Study	57
5.3 Summary of the study findings.....	58
5.4 Conclusions of the Study	60
5.5 Recommendations.....	61
5.6 Suggestions for Further Research	62
REFERENCES	63

APPENDICES

Appendix A: Introduction Letter	67
Appendix B: Teacher’s Questionnaire.....	68
Appendix C: Head Teacher’s Interview Guide.....	70
Appendix D: Focus group discussion guide for standard eight pupils	74
Appendix E: Authorization Letter	75
Appendix F: Research Permit.....	76

LIST OF TABLES

Table 1.1 Nyandarua County K.C.P.E performance (2012-2014).....	6
Table 1.2 Nyandarua Central KCPE Zonal performance	8
Table 3.1 Sample Size.....	28
Table 4.1 Questionnaire Return Rate.....	35
Table 4.2 Distribution of respondents by gender.....	36
Table 4.3 Distribution of Head-teachers and teachers by Age	37
Table 4.4 Distribution of Head-teachers and Teachers by Education Level	39
Table 4.5 Length of Service of the Head-teachers and Teachers	40
Table 4.6 Head Teachers Managerial Course and Teachers Professional Course Attended.....	42
Table 4.7 Head teachers' Participation in Teachers' Professional Development and Job Performance	44
Table 4.8 Head teachers' Participatory Leadership Strategies and Teachers' Job Performance	46
Table 4.9 Head teachers Recognition of Teachers and Job Performance	48
Table 4.10 Influence on working conditions on teacher job performance	50
Table 4.11 Teachers' Responses on the Influence of Head teachers' Motivational Practices on Teachers; Job Performance	52
Table 4.12 Teacher Job Performance Indicators.....	54

LIST OF FIGURES

Figure 2. 1 The relationship between head teachers' motivational practices and their influence on teachers' job performance	25
--	----

LIST OF ABBREVIATIONS AND ACRONYMS

E.F.A	Education for All
F.G.D	Focused Group Discussion
K.C.P.E.	Kenya Certificate of Primary Education
MOEST	Ministry of Education Science and Technology
MSS	Mean Standard Score
NCESS	National Centre for Education Statistics
PDM	Participative Decision-Making
RoK	Republic of Kenya
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Motivation is key for teachers to tap their full potentials and post good quality grades in national exams as well as upholding the tenets of the code of conduct and ethics (Gikuhi,2006).According to physiological psychologists motivation is a force that determines the direction of the person's behavior, level of effort and performance in an organization (Gareth,J.&Linske,L.2001).Motivation is the willingness to exert high level of effort to achieve organizational goals conditioned by ability to satisfy some individual needs.

Organizations and institutions, schools inclusive need motivated employees because motivated people are productive. For managers to be effective, they need to understand what motivates employees within the context of the roles they perform as what motivates employees keep on changing. Performance is the behavior aspect that defines the way in which organizations, teams and individuals get work done. Performance can be both good and bad. Good performance involves being punctual at work, co-operating with colleagues and in overcoming problems, having control over emotions, commitment and being regular at work among others while poor performance involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much

complaints, unwillingness to accept the delegated duties and having no control over emotions hence strikes (Cole,2002).

According to sociologists, school environments are reward scarce and often seem to work against teachers' best efforts to grow professionally and improve learning. As such educational administrators need to devise ways and means of keeping teachers motivated. A motivated teacher is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice. However school leaders and researchers have faced challenges of motivating teachers to high levels of job performance. A survey conducted by the National Centre for Education Statistics (NCESS) in Washington as quoted by Moroa, (2013) found out that teacher compensation including salary benefits and supplemental income showed little relation to long term satisfaction with teaching as a career. The research confirmed that staff recognition, parental support, teacher participation in school decision making, influence over school policy and control in the classroom were the factors strongly associated with teacher satisfaction.

Studies conducted by members of education research service in California as quoted by Sobe, (2013) revealed that work related factors most important to teachers were those that allowed them to practice their craft-successfully. The study further revealed that two sets of factors that affect teachers' ability to perform effectively were: work context factors (teacher environment) and work

content factors (teaching). Work context factors such as money, status, security, class size, condition of work, availability of teaching materials among others prevented dissatisfaction but did not extend motivational effect to the teachers.

Research studies done in Chicago as quoted by Robbins (2003) showed that workers with high levels of job satisfaction and performance had more attendance levels than those who did not. Therefore attendance indicators are a characteristic of good job performance. Robbins, (2003) indicated that employees who are unsatisfied with the job had more absenteeism rate than those with job satisfaction who had high attendance levels. The findings concluded that employees' job satisfaction and performance are correlated.

A study carried out by Ige (2014) in Nigeria revealed that teachers often feel proud when working in a decent and comfortable environment. Working conditions were described as the most impoverished of all sectors of the labour force. Facilities in most schools were dilapidated and inadequate and although there were efforts of Education Trust Fund (ETF) and the Universal Basic Education Board the level of improvement were not adequate. He recommended greater attention should be made to improve work related conditions of teachers, improve quality of education and improve on supply of teaching learning materials and general classroom conditions to improve student learning. The environment was to be made more attractive and friendly through renovation of dilapidated buildings and planting of flowers at strategic places.

In Tanzania standard seven final examinations were done poorly because teachers in the rural areas led a pathetic life and this demoralized them despite their professional qualifications. The classrooms were overcrowded and teachers could not attend to pupil's academic needs effectively (Kitogo, 2009).

In Uganda a study conducted by Nairuba (2004) noted that in organization, employees require constant consultation with one another through seminars, workshops, in formulating rules and regulations and family friendly policies which can result into a happier staff, reduced staff turnover and reduced frequent absenteeism at the work place. Interaction with colleagues is an important source of motivation. In schools, teachers interact when formulating rules and regulations, performing weekly duties, co-curricular activities teaching, enforcing discipline and in performing other duties assigned to them.

Republic of Kenya (2005), Sessional Paper No.1 on policy framework for education training and research, the government of Kenya identified teacher resource as important in the teaching learning process. It recommended remuneration, rewarding good performance, provision of opportunities for progression by ensuring professional support from advisors, appointments of well trained and motivated head teachers who can provide professional leadership. The MOEST (2006) recognizes the fact that continuous improvement in quality of education service entails continuous skill upgrading for serving teachers. As search there is need to provide adequate opportunities for practicing teachers

beyond pre-service training. The government is committed to improving teacher performance through good remuneration. This is contained in T.S.C Circular No. 21/2012 where the government agreed to harmonize teacher's salaries with those of civil servants. The government has also provided instructional materials through free primary education.

Studies conducted in Kenya by Kageha (2008) and Orina (2008), Ocham (2010), Masengo (2010), reveal that motivation of teachers plays a great role in their job performance and that there is a great correlation between motivation and teacher performance. The studies also revealed that high performing schools have teachers with high intrinsic motivation. School administrators need to put in place appropriate motivational practices such as staff recognition, staff development, shared leadership strategies, teacher support, feedback, monetary incentives, letters of recommendations, supervision, among others. These practices enable teachers to achieve meaningful job performance (Akyeampong, 2007).

Education in Kenya is exam- oriented and quality of education is seen in terms of number of students passing national exams (Ocham, 2010). She adds that educators and the general public have often expressed concern over the factors that influence students' performance in exams and that proper management of teachers is important for its absence will invariably lead to low productivity on the part of the teacher.

Nyandarua County comprises of 7 sub-counties namely Nyandarua West, Nyandarua South, Kinangop, Mirangine, Nyandarua North, Kipipiri and Nyandarua Central. Academically the former Nyandarua District now Nyandarua County used to lead in K.C.P.E. when it started. In fact it's the only one that has ever lead K.C.P.E. for four consecutive years, however, its nowhere in the top performing counties. In fact the Sub-County Director of Education report (2014) in Nyandarua South during education day revealed that in 2013 K.C.P.E. ranking, the County was ranked position 39 out of 47 Counties in Kenya. There may be motivational issues causing the poor academic performance hence the researcher's concern. Nyandarua Central despite its low enrollment has been performing dismally for a number of years as per table 1.1

Table 1.1 Nyandarua County K.C.P.E performance (2012-2014)

Sub County	Entry	M.S.S 2014	M.S.S 2013	M.S.S 2012
Nyandarua West	2592	268.75	271.49	271.24
Nyandarua South	2908	258.57	254.92	256.40
Kinangop	3250	253.16	258.10	265.14
Mirangine	1887	251.92	257.27	254.48
Nyandarua North	2957	250.80	251.90	254.74
Kipipiri	3247	241.93	246.99	248.34
Nyandarua Central	1823	237.41	230.35	234.90

Source: Education office Nyandarua South Sub-County (2015).

Table 1.1 shows that Nyandarua Central Sub-County has obtained MSS below 250 in the years considered. It is against this flagging revelation that the researcher is prompted to study the influence of head teacher's motivational practices on teachers' job performance in Nyandarua Central Sub-County since performance of pupils is the yard stick through which teachers are judged.

1.2 Statement of the Problem

A problem statement is an issue or concern that puzzles the researcher (Donald and Delno 2006). The government of Kenya is committed to the provision of quality education and training as a human right for all Kenyans in accordance with the Kenyan constitution and international convention of education for all (Ocham, 2010). The relatively huge momentary allocation to education sector confirms this (Republic of Kenya, 2008). These financial resources are used to pay teacher's salaries, for training, to improve school infrastructure etc. The Kenyan government has also tried to motivate teachers by creating more administrative units like departments in schools where teachers are appointed to head as a form of promotion (Republic of Kenya, 2008). The government has also enabled teachers to further their studies through their employer TSC by granting them study leave with pay and upgrading them after completion of courses.

Through Salaries and Remuneration Committee (SRC), the government has harmonized teachers' pay with those of other civil servants after job evaluation. The policy of free primary education has availed teaching and learning materials like text books and this applies to all pupils in Kenya. Through strengthening of

Mathematics and Science Education Project (SMASE, 2009) in primary schools, the government has made efforts to improve teaching skills of primary school teachers. This was meant to enable teachers to handle these subjects with ease (Moroa, 2013). Despite these and other motivational practices, there has been deteriorating standards of academic performance in K.C.P.E in Nyandarua Central Sub-County compared to other sub-counties in Nyandarua despite its low enrollment. This could be due to low level of motivation leading to low teacher job performance and eventually low sub-county performance. Table 1.2 shows the performance in Nyandarua Central Sub- County.

Table 1.2 Nyandarua Central KCPE Zonal performance

Zone	MSS 2014	MSS 2013	MSS 2012	MSS 2011
Olkalau	234.06	217.56	224.42	248.13
RuriiKaibaga	231.60	173.88	185.3	193.30

Source: Education office Nyandarua Central Sub-County (2015).

Nyandarua Central Sub-County comprises of two zones which are Ol-Kalau and RuriiKaimbaga. The Sub-County has 44 public Primary schools. The two zones have performed dismally from 2011-2014. The current scenario is pathetic despite the effort put in place by the government to improve academic performance in all parts of the country.

Kageha and Orina (2008), Ocham (2010), Masengo (2012) carried out studies on motivation of teachers but not in Nyandarua Central Sub-County. In addition Nyandarua South Sub-County's K.C.P.E performance is wanting hence the rationale for the research study.

1.3 The purpose of the study

The purpose of the study was to investigate the influence of head teachers' motivational practices on teacher's job performance in Nyandarua Central Sub-County, Kenya.

1.4 Objectives of the Study

The following objectives guided the study:-

- i) To determine how head teacher's participation in teacher professional development influence teacher's job performance in Nyandarua Central Sub-County.
- ii) To establish the extent to which participatory leadership strategies between teachers and head teachers influence teacher's job performance.
- iii) To determine the extent to which head teachers' recognition of teachers for work well done influence teachers' job performance.
- iv) To examine the extent to which working conditions provided by head teachers influence teachers job performance.

1.5 Research questions

- i) To what extent does head teacher's participation in teacher professional development influence teacher's job performance in Nyandarua Central Sub-county?
- ii) To what extent does participatory leadership strategy between teachers and head teachers influence teachers' job performance?
- iii) To what extent does recognition of teachers' by head teachers for work well done influence teachers' job performance?
- iv) To what extent do working conditions provided by head teachers for teachers influence teacher 'job performance?

1.6 Significance of the study

The research findings would be useful to government agencies like TSC in addressing matters pertaining to promotion, salaries, training of teachers, transfers among others. The findings of the study would be of utmost importance to head teachers to inform them on the best motivational practices that can foster improved motivation among teachers. Data obtained from the study would also be of importance to the policy makers such as MOEST in formulating better policies for teachers as well as identifying areas which need to be addressed when offering in-service courses for school head teachers and other administrators.

1.7 Limitation of the study

Mugenda and Mugenda (2003), defines limitation of the study as those aspects of the study that the researcher knows may negatively impact on the research but over which he or she has no control. Cases of exaggerated feedback or outright misinformation were expected by the researcher. As such it was difficult for the researcher to control the attitude of the respondents as they responded to the questions. In this regard the researcher assured the respondents that their identity would be treated with utmost confidentiality and that their responses would be used for the purpose of study only. To counter on the cases of exaggerated feedback and outright misinformation, the researcher requested the respondents to provide accurate information. The researcher also ensured that the respondents consented to provide the information required by the research instrument.

1.8 Delimitation of the study

The study on influence of head teacher motivational practices on teachers' job performance was limited to public primary schools in Nyandarua Central Sub-County. The respondents were head teachers, class eight teachers and std 8 pupils in primary schools. Class eight teachers were vital in preparing learners for the KCPE exam. The research study excluded private primary schools as their motivational practices may be dependent upon other factors.

1.9 Basic assumptions of the study

The study had the following assumptions;

- i. The respondents had the information the research instruments required.
- ii. The respondents would co-operate and provide honest, truthful and bias free information.
- iii. Each head teacher had a way of motivating teachers to perform their duties.

1.10 Definition of significant terms

Interpersonal relationship refers to social associations, connections or affiliations that exist between two or more people and may range from fleeting to enduring.

Performance refers to the degree to which people commit themselves to the job tasks as well as the behavior they undertake.

Motivational practices refer to various ways and means head teachers use to motivate teachers.

Participatory leadership refers to democratic style of leadership where workers are involved in decision making.

Recognition refers to acknowledging work well done by workers.

Teacher professional development refers to teachers' understanding their roles and expanding their vision of their profession, roles and the awareness of broader issues in education.

1.11 Organization of the study

The study has five chapters. Chapter one has introduction section which includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, definition of significant terms and the organization of the study. Chapter two has literature review related to the problem. This has been covered under the following sub headings: introduction, concept of motivation and teacher job performance, some selected motivational practices such as head teacher`s involvement in teacher professional development and job performance, head teacher`s participatory leadership strategies with teachers, head teacher`s staff recognition, and working conditions, summary of the related studies, theoretical framework and conceptual frame work. Chapter three is on research methodology which has research design, target population, sample size, sampling procedure, instrument validity of the study and reliability of the study, data collecting procedures, data analysis techniques and ethical consideration. Chapter four includes the introduction, data analysis, presentation and discussion of findings. Chapter five contains the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section discusses a review of literature related to motivation. It is subdivided into the following sub sections; concept of motivation and job performance, some selected motivational practices such as head teacher`s participation in teacher professional development and teacher job performance, head teacher`s participatory leadership strategies with teachers, head teacher`s staff recognition and working conditions, summary of related literature, theoretical frame work and conceptual frame work.

2.2 Concept of motivation and Job performance

The word motivation is derived from the Latin word *movere* meaning to move (Kreitner, Kinicki & Buchans (2002). They eluded that motivation is a psychological process that gives behavior purpose and direction. Momaria and Gankar (2005), Suggested that the purpose of motivation is to create conditions in which teachers work with zeal, initiative, interest and enthusiasm so that the goals of education are achieved.

Performance refers to the level of achievement based on a given standard or criteria. It is a function of ability and motivation. Ability is enhanced by education, experience, intelligence, training and skills and that it is a slow long

process (Okumbe, 1998). Job performance refers to teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, guiding and counseling, participation in co-curricular activities among others.

A study done in the United Kingdom by the Accel team (2006) on A-level pupils taking physical education showed that performance depends on the level of arousal and motivation. Novices in sports did not perform well under pressure due to ill – learned techniques and unacceptable habits in sports while experienced employees performed better under pressure due to their superior skills and use of stress management techniques. In tangible rewards like praise and recognition were used to encourage athletes to repeat the behavior which earned them the reward. The accel team appreciates the kikuyu saying that, you can take a donkey to the river but you cannot force it to drink water, it will drink only if it's thirsty and so are the people. People will do what they want to do either by themselves or through external stimuli.

In every organization, employee's needs are influenced by a variety of individual factors because human beings have their own tastes. As such educational administrators should devise better ways and means of rewarding teachers if they expect the reward to impact on job performance (Kivase, 2000). Job performance will be measured in terms of teacher's preparation of professional documents such

as record of work, schemes of work, lesson plans, undertaking guidance counseling, attending subject panel meetings, participation in co-curricular activities, pupil's performance among others.

2.3 Head teacher's participation in teacher professional development and teachers' job performance

This is a way of giving staff a chance to update and improve their knowledge, skill and qualifications in order to be adaptive to their work. Gikuhi (2006) noted that no employees would like to stagnate in one grade throughout their work life. For this reason promotion causes upwards advancement. The respondents in Gikuhi (2006) appealed to the T.S.C to base promotion on productivity and qualification and that training opportunities and scholarship for further education should be awarded transparently and to deserving cases.

Research studies by UNESCO as quoted by Maroa (2013) revealed that performance of teachers depended on their levels of qualification, training and motivation among other factors. A study done by Ocham (2010) revealed that head teachers need to recognize the importance of staff training in school and support in-service education training of teachers, reach out for opportunities for staff development and encourage them to go for further studies. Okumbe (1998), states that teachers should be allowed to pursue further education which will make them more valuable to the job and more fulfilling professionally. He adds that further training enhances teachers' competences. Kageha (2004) noted that

teachers are motivated by opportunities for further studies because apart from qualifications, teachers stand a better chance of getting promoted to higher positions. Kageha's study revealed that 2-3 teachers were either taking part time, evening classes or were on full time course in tertiary colleges or universities. Teachers should therefore be provided with enabling environment which will allow them to learn different procedures of the job as well as experience some growth through promotion and training.

In addition, professional development should: deepen teachers' knowledge of the subjects being taught, sharpen teaching skills in the classroom, keep up with developments in the individual fields, and in education generally, generate and contribute new knowledge to the profession and increase the ability to monitor students' work, in order to provide, constructive feedback to students and appropriately redirect teaching. To this end, professional development should always address identified gaps in student achievement. Furthermore the content of professional development should center on subject matter, pedagogical weaknesses within the organization, measurement of student performance, and inquiry regarding professional questions that are relevant to the setting in which the professional development is delivered (Maroa, 2013).

2.4 Participatory leadership strategies between head teachers and teachers and job performance

Participative leadership also referred to as organic leadership is defined as leadership style which involves employees across different levels of the hierarchy in decision-making (Gareth *et al*, 2001). Participative leaders involve their subordinates in the decision making process. These leaders pay attention to subordinates values and seek their input on important decisions. In this leadership style there is no formal distinction between leaders and followers. A participative leader can be considered as a temporal coordinator for the group of like-minded people. Participative leader is a facilitator that shares the same vision and values with subordinates.

According to Bass Fry and Tweediel (2003), participative leadership is associated with consensus, consultation, delegation, and involvement". The main task of the participative leadership is consulting with subordinates and evaluating their opinions and suggestions before making the final decision. The main vehicle for the success of participative leaders is their use of participative decision making (PDM) which allows employees across all levels in the organization to be involved in the final decision. Various studies suggest that participative decision-making (PDM) offers a variety of potential benefits such as increased employee's Job satisfaction and job performance, increased level of innovation in the organizations, increased quality of decision, contribute to the quality of

employee's work life, increase employees' motivation, increase the level of employee's commitment (Gay, 2002).

Democratic leadership is variously called participative or consultative leadership. This strategy decentralizes power and authority where decisions are made through consultation (Okumbe, 1998). Ayetunyi (2006) pointed out that the major point of focus in democratic leadership is sharing. The managers share decision making with the subordinates. It's about power of the team, the wisdom of the crowd and harnessing efforts collectively. The head teacher who uses this style of leadership consults with the teachers before making decisions. Participatory leadership styles considers needs, interest, rights and freedom of workers and are involved in decision making. It offers suggestions rather than issue orders, influences workers but does not dominate their thinking. The management acts as facilitator and provider of information rather than being authoritative. It praises workers instead of criticizing them (Mbiti, 2007). Although it takes long to involve workers in decision making, participatory leadership enhances morale among workers as they exercise their responsibilities and finally have high job motivation. A study carried out by Oele (2012) revealed that a school is managed effectively when those affected by the organization decisions are involved in decision making process because group members are encouraged to share ideas and opinions. He adds that members feel more engaged in the process and creativity is encouraged and rewarded. Participatory leadership strategy encourages team work in decision making and enables head teachers to know and solve problems facing teachers. A

study carried out by UNESCO as quoted by Moroa (2013), showed that teachers should possess sound knowledge, a good level of competence, commitments and capability to perform assigned tasks. In order to deliver successfully on school objectives, head teachers should lay some clear participatory leadership strategies showing tasks to be done on routine basis by the teachers and how performance will be recognized. In a study done by Nzuve as quoted by Sobe (2013), revealed that employees' participation in management decision can increase job satisfaction and performance in satisfying the need for socialization and self-esteem.

2.5 Head teacher's Staff Recognition and Teachers' Job Performance

Gikuhi (2006) defines recognition as the official appreciation for somebody's ability or achievement. She adds that recognition is an ego builder and is therefore essential in raising the morale of workers and consequently improving their job performance. Skinner (1961), referred recognition as positive reinforcement which involves providing a pleasant stimuli to encourage repetition of the desired behavior such as praise, time off or letter of recommendation for a job well done . Recognition of job performance is an important responsibility of the school management and it may range from spoken words of 'thank you' to tangible rewards which are used as important motivators for teachers. Masengo (2010), recommended school management to have motivation scheme for teachers which could enhance job performance and consequently better output which is good for academic performance. Study findings on recognition showed that 58.8% of the

teachers were recognized by their school managers in one way or another and this boosted their morale to perform their duties better. Recognition is a reality despite ones age and education (Cole, 2002).His study revealed that recognition must be sincere and be based on above average performance and should be accompanied by responsibility and power. Try and Tweedie (2003) showed that low teacher morale threatened the achievement of EFA goals in Malawi, New Guinea, Zambia and Papua as teachers were increasingly shown less respect. Hertburg (2005), rated recognition as the most important in a research conducted among accountants and engineers. Head teachers should take a clue from this response and motivate teachers appropriately so that they perform their duties well and eventually pupils perform well in national examinations.

2.6 Head teacher's provision of working condition and teacher's job performance

The conditions under which a job is performed can be different depending on how comfortable or uncomfortable, dangerous or safe to employees' life and health. Difficult working conditions can be influenced by: external factors that include climate - meteorological conditions, temperature, humidity, drafts, lighting in the workplace, noise and interference, gases, radiation, dust, smoke and other harmful factors, subjective factors such as gender and age of the worker, fatigue, monotony, unfavorable posture during work, etc and factors related to the organization of production such as duration of the work shift, work schedule, working time, work pace, excessive strain etc (Cole, 2002).

The feeling of unhappiness at work place may not be the job itself but the conditions that surround the doing of the job (Hertzberg, 2003). He called these conditions hygiene or maintenance factors. In school these factors include lockable storage facilities, good toilets, newspapers, radio, computers, comfortable furniture, good lighting among others. A study done by Musila (2010), reveal that psychological environment with supportive members of staff and co-operative students constitutes part of the working conditions. Working condition in institutions are very vital in the way employees feel about where they work. They feel proud of their institution when conditions are conducive and friendly.

2.7 Summary of related studies

Literature reviewed on the concept of motivation and job performance and head teacher`s motivational practices. Literature review has shown that motivational practices influence teachers` job performance. In study carried out by Pamela (2010) on effects of motivational practices on teachers and pupil`s performance in public primary schools in Machakos District showed that working conditions affected teachers` performance and consequently that of the pupils. Kageha, (2004) studied the effects of motivation on teachers` performance and its impact on K.C.S.E results in Vihiga District, Kenya, Maroa, (2013) studied head teacher`s motivational practices on teachers in Ikere Division, Kuria West District. The study revealed that teachers enjoy autonomy in decision making and this influence performance of teachers. Ocham (2010), revealed that 75.5% of

teachers would like to make job related decisions and that majority of them enjoyed autonomy in decision making which had positive impact on motivation of teachers leading to better performance. Gikuhi (2006) observed that TSC employees felt elated when supervisors recognized their performance and rewarded them either financially or with non-financial rewards. Nairuba, (2004) studied motivational practices and teacher performance in Jinja Municipality Secondary school and found out that working conditions instill high level of commitment with the staff's job satisfaction and subsequently good performance. The study recommended head teacher`s to create good teacher relationship and give encouragement to their staff regularly. The above practices affect teachers in many parts of the world but the extent, to which they affect teachers in Nyandarua, has not been established. In addition, these studies were done elsewhere but not in Nyandarua Central, hence the rationale for this study. This study seeks to establish the influence of head teacher`s motivational practices on teacher job performance in Nyandarua Central Sub-County.

2.8 Theoretical frame work

The global perspective on motivational practices on teacher job performance is linked to Frederick Herzberg, (2003), two factors or dual theory on job satisfaction or dissatisfaction. He states that there are certain factors at the work place that cause job satisfaction while a separate set of factors cause dissatisfaction. He set the theory to determine which work factors made people feel good about their job and which factors made them feel bad about their job. In

most institutions schools inclusive, administrators have not fully eliminated dissatisfies to enhance satisfiers and this has led to unfavorable behavior among employees resulting to frequent absenteeism, strikes, reporting to duty late, high labour turnover among others.

Herzberg surveyed working conditions in a firm in Pennsylvania America and divided them into two categories namely motivators and hygiene factors. According to him motivators are factors that lead to job satisfaction and they include recognition, challenging work, achievement, responsibility, work itself among others while hygiene or maintenance factors which include job security salary, supervision, status interpersonal relationship among others do not lead to satisfaction but must be present to meet workers expectation and prevent job dissatisfaction. If hygiene factors fail to meet employees' expectation they may be dissatisfied with their jobs. In order to increase satisfaction and eventually motivate workers better, motivators have to be addressed. Hygiene factors are required to ensure that workers do not get dissatisfied while motivators are needed to motivate workers to higher levels of job performance.

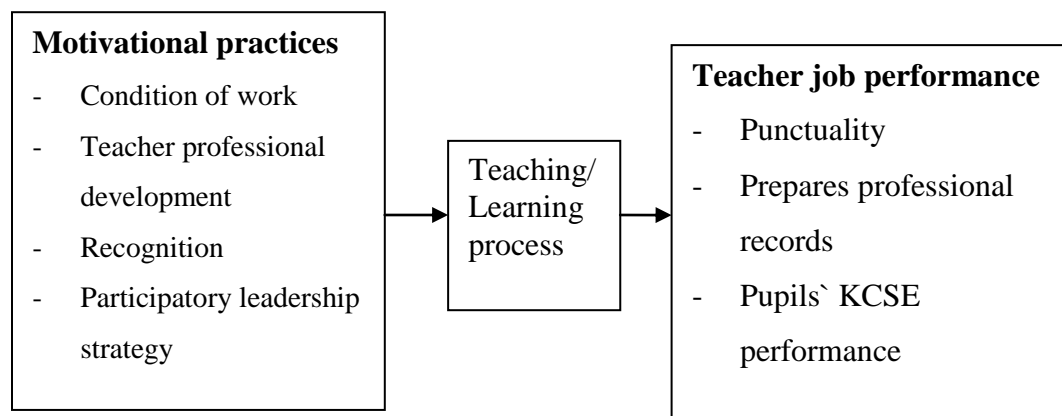
According to this theory, if head teachers do not provide motivating factors, teachers will not be motivated to work because only motivators spur workers to work. But they will not be dissatisfied either. They will perform up to a certain level considered satisfactory but will not strive to exceed this level. Hygiene factors do not motivate but prevent dissatisfaction. In this study motivational

factors such as teacher recognition, participatory leadership strategies, teacher professional development and hygiene factors such as conditions of work were captured. The study was to determine to what extent the head teachers incorporate the hygiene and motivational characteristics in order to improve motivation and satisfaction of teachers and how it impact on teachers ‘job performance in Nyandarua Central sub county.

2.9 Conceptual Framework

Figure 2.1 shows conceptual frame work representing the relationship between head teachers’ motivational practices and their influence on teachers’ job performance in Nyandarua Central Sub-County.

Figure 2. 1 The relationship between head teachers’ motivational practices and their influence on teachers’ job performance



Aswa Thappa (2006) defined conceptual framework as a set of broad ideas and principles taken from relevant field of enquiry and used to structure presentation. Conceptual framework in figure 2.1 shows head teacher’s motivational practices

which contribute to teacher's high or low morale depending on how they are utilized. These practices include motivators such as participatory leadership strategies, recognition, Teacher professional development and hygiene factors such as working conditions. For teachers to be motivated, motivators outlined in the frame work ought to be satisfied reasonably. The head teacher should incorporate motivational practices so as to attain high level of motivation. These practices will promote teacher's effectiveness and efficiency in teaching leading to high achievement by pupils in national exams. A motivated teacher avoids absenteeism, observes punctuality, prepares professional records, achieves school target, is satisfied with his/her work, is productive, his/her pupils score well in exams and the reverse is true.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section deals with the research methodology that the researcher used to carry out the study. It is subdivided into the following subheadings, research design, target population, sample size and sampling techniques, research instruments, validity of instruments and reliability of instruments, data collection procedure, data analysis techniques and ethical consideration.

3.2 Research design

The study employed descriptive survey design. This design is a method of collecting information by observing; interviewing or administering questionnaires to a sample of individuals hence it's suitable for extensive research and maintains high level of confidentiality (Orodho, 2003). This research design enabled the researcher to collect original data and systematic information on the area studied without manipulation of the variables. The design determines and reports the way things are and attempts to describe such things as possible behavior, attitude, values and characteristics (Mugenda & Mugenda, 2003).

3.3 Target Population

Mugenda and Mugenda (2003), defines target population as the entire group of individuals, events or objects having common observable characteristics. The

target population for the study comprised of head teachers, class eight teachers and standard 8 pupils of 44 public primary schools in Nyandarua Central Sub – County. Class eight teachers are key in preparing pupils for national exam.

3.4 Sample size and sampling procedure

Orodho (2004) defines sampling as a technique of selecting a given number of subjects from a defined population. Sample size is a finite part of a statistical population whose properties are studied to gain information about the whole (Kombo&Tromp2006). The sample size was selected using simple random sampling because it gave equal chance to the subjects to be chosen. One teacher per examinable subject (5teachers’ per school) from 15 primary schools were sampled. 15 pupils were sampled from each of the 15 primary schools selected. Three groups of five pupils in each school participated in F.G.D. The study targeted teachers in class eight in the public schools in Nyandarua Central Sub-County. The class pupils were also targeted of which the researcher conducted focused group discussions with them. Table 3.1 shows sample size used in the study.

Table 3.1 Sample Size

Category	Target population	Sample size	Percentage
Head-teachers	44	15	4.7
Teachers	333	75	23.8
Pupils	1682	225	71.5
Total	2059	315	100

Gay (2000), recommends that when the target population is small (less than 1000), a minimum sample of 20% is adequate for education research. This number constitutes about 21% of the target population which is in line with Gay's (2000) recommendation.

3.5 Research instruments

The study adopted questionnaires, interview guide and focus group discussion guide as the main instruments of data collection to facilitate the entire research activity. Interview guide was for head teachers, a questionnaire for class eight teachers and a Focus Group Discussion (FGD) guide for class eight pupils.

A questionnaire is a data collection tool that consists of a number of typed and printed questions in a certain order. According to Gay (2000) questionnaires are cheap to administer and anonymous. Anonymity entrances the freedom and frankness in answering questions since identity of respondents is concealed. The questionnaires used had both closed and open ended items. Open ended questions help to capture the views and attitude of respondents on the different issues of the study.

F.G.D is appropriate because it is easy to ask oral questions to many pupils at once and get immediate response. Focused group discussions were administered to class eight pupils because being candidates they rarely missed school hence provided the required information by the research question. Eight questions were to be answered by the candidates of the fifteen sampled primary schools.

3.6 Validity of the Instrument

Validity is the degree to which a test measures what it purports to measure (Best & Khan, 2004). According to Orodho (2008), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under investigation. After a questionnaire was completed, it was tried out using a pre-test sample (between 1% to 10% depending on the sample size). Three schools outside the sampled population were within this range and were used to test the instruments. The respondents were encouraged to make comments, suggestions concerning instrument's clarity of question and relevance. Any inadequate, vague or ambiguous item was modified to validate the instrument. The researcher also sought further guidance from the two assigned supervisors for content validity (Kothari, 2008).

3.7 Reliability of the instrument

Orodho (2004), defines reliability as the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concepts. For research to be reliable it must show that if carried out on a similar group of respondents in similar context similar results would be found. For this study, Test – retest method of reliability testing was used. The method involved administrating the questionnaire twice within a span of two weeks' difference after which the scores in the two tests were correlated. Reliability co-efficient were computed by using Pearson's moment co-efficient correlation approach indicated below:-

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

Where

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

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

\sum = summation symbol

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

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

n = the total number of subjects.

If the value of r is equal to +1 then the two sets of scores are in perfect agreement and when equals to -1, they are in perfect disagreement. A correlation coefficient (r) of 0.8 showed that the instruments for data collection were reliable and could be used to collect data for the study (Mugenda & Mugenda, 2003).

3.8 Data collection procedure

The researcher obtained a permit from the National Commission of Science Technology and Innovation (NACOSTI). This permit was copied to Sub-County Commissioner and Sub-County director of Education in Nyandarua Central Sub County. A visit to the schools participating in the study was made by the researcher to make appointment for administering the instruments. Questionnaires for the main studies were administered to teachers and interview guides to head teachers. The researcher collected the questionnaires immediately they are filled.

The researcher personally conducted FGD with the standard 8 pupils of the selected schools.

3.9 Data analysis techniques

Best & Khan (2004), defines data analysis as the process of bringing order and meaning to the data collected. This study was expected to yield both qualitative and quantitative data. Quantitative data was tabulated, coded, processed and analyzed using descriptive statistics such as frequency, mean and percentages using computer software called statistical package for social sciences (SPSS). Qualitative data was coded, organized and analyzed thematically. The results of the data analysis were presented in frequency tables because they save time and summarize large sample (Mugenda & Mugenda, 2003).

3.10 Ethical Considerations

These are guidelines followed to ensure that the integrity and privacy of respondents and phenomenon are not violated. The researcher ensured confidentiality and privacy of participants' identity. The researcher also used information collected for the purpose of the study only. The researcher ensured that physical and psychological harm to respondents did not occur either by asking embarrassing questions or compelling them to say something they did not believe in. The researcher also observed voluntary and informed consent of respondents (Mugenda & Mugenda 2003). Last but not least, the researcher

obtained a permit from NACOSTI to carry out the research and also cited sources and references used.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter documents and presents data analysis, interpretation and discussion on responses given in the study on influence of head teachers' motivational practices on teacher job performance in public primary schools in Nyandarua Central Sub-County. The chapter presents the study findings which have been discussed in line with the study objective, themes and sub-thematic areas as follows: Questionnaires return rate, demographic characteristics (gender, age, highest level of education position held by the respondents and length of service). The chapter discusses themes from objective one to objective four. The data was analyzed using descriptive statistics where frequencies and percentages guided the researcher to interpret the data.

4.2 Questionnaire Return Rate

The target respondents were the head teachers, the teachers and class eight pupils of primary schools Nyandarua Central Sub-County. To this end, 15 head-teachers and 75 teachers and 225 pupils were sampled, totaling 315 respondents. Questionnaire return rate is the percentage of the questionnaires, that were returned to the researcher and were deemed well completed for data analysis purposes. Table 4.1 shows questionnaire return rate.

Table 4.1 Questionnaire Return Rate

Category	Sample	Response (QR)	%
Class Eight Teachers	75	72	96.0
Head teachers	15	15	100
Class Eight Pupils	225	219	97.3

Table 4.1 shows high rate of response shown by 96.0% for class eight teachers, 100% response for head teachers and 97.3% for Std. 8 pupils. The commendable response rate was achieved after the researcher administered the questionnaires personally by making personal visits to the school. This response rate was good and adequate. According to Babble (1995), a response rate of 70% and above was satisfactory for data analysis.

4.3 Demographic characteristics of respondents

This section present the personal information of head teachers and teachers based on gender, age, education level and length of service in the 15 selected schools in Nyandarua Central Sub-County.

4.3.1 Gender of Head Teachers and teachers

Head teachers and teachers were requested to indicate their gender. The responses are as shown in table 4.2

Table 4.2 Distribution of respondents by gender

Category	Headteachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Male	12	80.0%	54	75%
Female	3	20.0%	18	25%
Total	15	100	72	100.00

Table 4.2 shows the findings on distribution of gender of the head-teachers and majority of the respondents were male (12) representing 80% and (3) representing 20.0% were female. This is an indication that majority of the schools in Nyandarua Sub-County were headed by male head teachers. Livingstone (2009) asserted that men are six times more likely to win a head teachers position as compared to their female counterparts. Nevertheless from the study findings, it was evident that other senior management positions in primary schools like senior teachers and deputy head teachers are held by women, perhaps indication women too have qualified managerial skills to influence teacher's job performance through motivation practices.

The distribution of gender of the class eight teachers shows that majority of the respondents were male (54) representing 75% and (18) representing 25.0% were female. This is an indication that majority of the schools in Nyandarua Sub-County were male dominated and thus there was need for gender balance.

According to John (2006), in most cases female teachers prefer the lower classes which they feel are easily managed and have less workload.

4.3.2 Distribution of Respondents by Age

To establish the age distribution of the head-teachers and teachers, the researcher provided age categories in the interview guide and questionnaire as follows; below 25 Years, 26-35,36-45, 46-55 and 56 and above. Table 4.3 shows the findings on the distribution by age for the head-teachers and teachers.

Table 4.3 Distribution of Head-teachers and teachers by Age

Age in Years	Head teachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
26-35Years	1	6.7	21	29.1
36-45Years	5	33.3	32	44.6
46-55Years	9	60.0	11	15.2
56 Years and above	0	0.00	8	11.1
Total	15	100.0	72	100

Table 4.3 shows that majority of the head teachers (9) representing 60.0% were between the ages of 46-55 years, 5 respondents representing 33.3% were between the ages of 36-45 years, while only 1 respondent, representing 6.7% was between the ages of 26-35 years. There were no respondents of the ages of 56 years and above and below 25 years. This can mean that majority of the head teachers had been in the teaching career for a while and therefore fully understood all the

complexities around motivational practices and its overall effect on teachers' job performance. UNESCO (2004) depicted that the age of a teacher is vital since it translates to a high level of experience in handling employee job performance.

From the findings of the study, majority of the teachers(32) representing 44.6% were between the ages of 36-45years,21teachers representing 29.1% were between the ages of 36-45 years , 11 teachers, representing 15.2% were between the ages of 46-55 years while 8 teachers representing 11.1% were 56 years and above. This means that majority of the teachers had been in the teaching career for a long time and therefore fully understood all the complexities around motivational practices and their overall influence on their job performance.

4.3.3 Highest Education Level of the Head-teachers and Teachers

On the academic qualifications, the head teachers and teachers were asked to state the highest level of education they had attained. This was important since professional qualifications highly determined the level of experience in handling job performance of teachers. In this case the levels provided were P1 Certificate, Diploma, Bachelor's degree and Master's Degree and above. Table 4.4 shows the distribution of respondents by their highest education level.

Table 4.4 Distribution of Head-teachers and Teachers by Education Level

Education Level	Head teachers		Teachers	
	Frequency	(%)	Frequency	(%)
Diploma	5	33.3	17	23.6
Bachelors' Degree	8	53.4	44	61.1
Master Degree and above	2	13.3	11	15.3
Total	15	100	72	100

Table 4.4, shows that majority of the head teachers (8) representing 53.4% had acquired Bachelor's degrees, 5 head teachers representing 33.3% had acquired diploma while 2 head teachers representing 13.3% had masters degrees and above. To this end, none of the head teachers had P1 certificate as the highest level of education qualification. This shows that head teachers had the adequate knowledge in regard to teacher's motivation and job performance. According to Research studies by UNESCO (2009), performance of teachers highly depended on their level of qualification, training and motivation among others. In this case if the school heads are learned, the level of performance in the schools is also expected to improve.

From the findings on Table 4.4, it was established that majority of the teachers (44) representing 61.1% had acquired diploma, 17 teachers representing 23.3% had acquired P1 certificate, 11 teachers representing 15.3% had acquired a bachelor's degree. Education level of a teacher is vital for improved academic

performance and pedagogical approaches adopted by the teacher. Nkinyanyi (2005) observed that as countries try to achieve quality education they need teachers who must be qualified and motivated since quality education is one of the six goals of Education for all as agreed upon at a conference in Dakar, Senegal in April 2000.

4.3.4 Length of Service of the Head-teachers and Teachers

The school heads were asked about the number of years they had served as head-teachers in their careers. In this case the researcher aimed at establishing whether the head teachers had over time influenced their teachers positively through motivational practices in order to improve their performance. The teachers were also asked the duration they have served in their respective schools. Table 4.5 shows the length of service for both head teachers and teachers in their schools.

Table 4.5 Length of Service of the Head-teachers and Teachers

Service period	Head teachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
0-5Years	3	20.0	16	22.2
6-10Years	8	53.3	25	34.8
11-15 Years	4	26.7	14	19.4
16-20Years	0	0.00	11	15.3
21 Years and above	0	0.00	6	8.3
Total	15	100.0	72	100

Table 4.5 shows that most head teachers (8) had worked in the teaching profession as school heads for a duration ranging 6-10 years representing 53.30%. On the other hand 4 head teachers representing 26.7% had worked in the profession between 11-15 years, while 3 head-teachers representing 20.0% had worked between 0-5 years. This implies that most head-teachers in the schools had had vast experience in the profession and were therefore not new to motivational practices and teacher performance.

On the other hand, majority of teachers (25) representing 34.8% had worked in the teaching profession between 6-10 years. 14 teachers representing 19.4% had worked in the profession between 11-15 years, while 16 teachers representing 22.2% had worked between 0-5 years and 11 and 6 teachers had worked for 16-20 years and 21 years and above represented by 15.3% and 8.3% respectively. This implies that most teachers in the schools had had vast experience in the profession and were therefore not new to motivational practices and teacher performance.

4.3.5 Head Teachers Managerial Course and Teachers Professional Course

Attended

The researchers sought to find out from the head-teachers and teachers whether they had attended managerial courses and teacher professional courses respectively. This was important because managerial and professional courses are positively related to motivational practices that in the long run influence teachers' overall job performance. The respondents were to choose "yes" or "No" in their

responses. Table 4.6 shows the findings on the responses on head teachers' and teachers' responses on managerial and professional course attended respectively.

Table 4.6 Head Teachers Managerial Course and Teachers Professional Course Attended

Response	Head teacher		Teacher	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Yes	11	73.3	19	26.4
No	4	26.7	53	73.6
Total	15	100.00	72	100

Table 4.6 shows that majority of the head teachers had adequate managerial skills to execute motivational practices which influence teacher job performance positively. 11 head teachers chose “yes” representing (73.3%), 4 head teachers had not attended representing 26.7%. This implies that most school heads were qualified and were therefore able to handle job performance issues.

On the other hand, majority of the teachers (53) representing 73.6% had not attended any professional development courses. Only 19 teachers representing 26.4% had attended the professional development courses. This indicated that many teachers despite having a relatively high levels of qualification they may have lacked professional development skills needed for improved job performance.

4.4 Head teacher's participation in teacher professional development and teacher performance

The researcher sought to find out the influence of head teachers' participation in teachers' professional development. In this case the researcher asked whether head teachers motivate teachers to attend workshops development and seminars, whether there is a good working relationship between the head-teachers and the teachers, and whether teachers are motivated when they are given opportunities to further their studies. The researcher used a Likert scale of 1-5; 1= strongly agree, 2=Agree, 3= Neutral 4= Disagree and 5= strongly disagree. Table 4.7 shows responses of head teachers on teacher professional development courses attended and job performance.

Table 4.7 Head teachers' Participation in Teachers' Professional Development and Job Performance

Aspect of Teachers' Professional Advancement		Responses					Total	Mean
		1 (SA)	2 (A)	3 (N)	4 (D)	5 (DS)		
Teachers who have gone back to further their studies perform better in their jobs	F	6	7	1	1	0	15	1.8
	%	40	46.6	6.7	6.7	0	100	
Teachers are more motivated when they are given opportunities to further their studies.	F	4	6	0	2	3	15	2.7
	%	26.7	40	0	13.3	20	100	
There is a good working relationship between the head-teachers and the teachers when the teachers are given opportunities to further their studies.	F	5	7	3	0	0	15	1.9
	%	33.3	46.7	20	0	0	100	
Head teachers motivate teachers to attend workshops and seminars	F	3	4	5	2	1	15	2.6
	%	20	26.7	33.3	13.3	6.7	100	

Table 4.7 shows that majority of head teachers represented by 46.6% agreed that teachers who go for further studies perform better in their jobs. A majority of head teachers representing 26.7% agreed that teachers are motivated when they are given opportunity to further their studies while majority of head teachers represented by 46.7% agreed that there is good working relationship between teachers and head teachers.

These findings are similar to that of Kageha's (2004) study who revealed that 2-3 teachers were either taking part time, evening classes or were on full time course in tertiary colleges or universities and therefore teachers should be provided with enabling environment which will allow them to learn different procedures of the job as well as experience some growth through promotion and training. In this case the school heads needed to motivate the teachers to attend workshops and seminar and to further their studies.

4.5 Influence of head teachers' participatory leadership strategies and job performance teacher

The researcher sought to find out the influence of head teachers' participation in leadership strategies on teachers' job performance. In this case the researcher asked whether; head teachers involve teachers in decision making, whether head teachers share responsibilities with the teaching staff, whether head-teachers delegate some of their duties to their teaching staff using a 5 likert scale point as follows: Agree (A), Strongly disagree (SA), Neutral (N), Disagree (D) and Strongly Disagree (SD). Table 4.8 shows findings on influence of head teachers' participatory leadership strategies on teacher job performance.

Table 4.8 Head teachers’ Participatory Leadership Strategies and Teachers’ Job Performance

Aspect of Teachers’ Participatory Leadership Strategies		Responses						
		1 (SA)	2 (A)	3 (N)	4 (D)	5 (DS)	Total	Mean
Head teachers involve teachers in decision making	F	6	7	1	1	0	15	1.8
	%	40	46.6	6.7	6.7	0	100	
Head-teachers share responsibilities with the teaching staff	F	4	6	0	2	3	15	2.7
	%	26.7	40	0	13.3	20	100	
Head-teachers delegate some of their duties to their subordinate teaching staff	F	4	6	0	2	3	15	2.7
	%	26.7	40	0	13.3	20	100	

Table 4.8 shows majority of the teachers represented by 46.6% agreed that head teachers involve them in decision making process in their schools, while a majority of teachers represented agreed that head teachers share responsibilities with the teaching staff. A majority of teachers represented by 40% agreed that head teachers delegated duties to teachers. This means that the head-teachers have a lot to do to improve on participatory leadership as a motivational practice if they wanted to realize improved job performance. According to Mbiti (2007), participatory leadership style considers needs, interest, rights and freedom of workers and it involves them in decision making. It also offers suggestions rather than issue orders, influences workers but does not dominate their thinking and the management acts as facilitator and provider of information rather than being

authoritative. This in the long run motivates the workers instead of criticizing them leading to improved job performance.

4.6 Influence of head teachers' recognition on teacher and job performance

To establish the influence of staff recognition by the head teachers, teachers were asked to indicate their level of agreement on various statements on the relationship between staff recognition by head teachers and job performance. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree; 2 – Disagree; 3 – Neutral; 4-Agree; and 5- Strongly Agree. Musila (2010) found out that 67.3% of the teachers felt motivated when they got recognition from their immediate supervisors. Recognition of performance is an important responsibility of the school heads. This may range from spoken words of thank you, to tangible rewards which have been used as motivation for teachers (Frase, 2002). Table 4.9 shows responses on head teachers' recognition of teachers' job performance.

Table 4.9 Head teachers Recognition of Teachers and Job Performance

Aspects of head-teacher participation in teachers' recognition of teachers		Responses						
		1 (SA)	2 (A)	3 (N)	4 (D)	5 (DS)	Total	Mean
Head teacher gives tangible rewards to teachers for good work done	F	7	5	2	1	0	15	1.8
	%	46.7	33.3	13.3	6.7	0	100	
Head teachers give praise for well done work	F	6	7	0	1	1	15	1.9
	%	40	46.7	0	6.7	6.7	100	
Good work done by any teachers is always be acknowledged	F	2	3	0	5	5	15	3.5
	%	13.3	20	0	33.3	33.3	100	
Recognition has promoted the teacher motivation, self-esteem, confidence and sense of security	F	1	1	0	10	3	15	3.8
	%	6.7	6.7	0	66.6	20	100	

Table 4.9 shows that majority of the head teachers strongly agreed that recognition is an important motivator. 46.7% of head teachers strongly agree that they give tangible rewards to teachers for work well done. Majority of teachers represented by 46.7% agree that head teachers give praise to teachers for work well done. A Majority of head teachers represented by 33.3% strongly disagreed that good work done by teachers is always acknowledged, while majority of head teachers resented by 66.6% of head disagreed that recognition promoted teachers motivation, self-esteem, confidence and a sense of security.

According to Steyn (2002) recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly

and privately. This makes them feel appreciated. Individuals at all levels of the organization want to be recognized for their achievement on the job. Vail (2005) concurs with Steyn that indeed teachers long for recognition, praise and feedback about their achievements and this is likely to motivate them professionally. As such head-teachers needed to do more to improve on acknowledging the good work done by teachers in order to promote teacher motivation, self-esteem, confidence and sense of security

4.7 Influence of working conditions on teacher job performance

On the influence of working conditions and teachers' job performance, the researcher sought to find out from the teachers the influence of classroom conditions, resources and friendly working conditions on teacher job performance. A 5 point likert scale was used to rate the responses where 1 –SA (strongly agree); 2-A(agree);3-N(Neutral);4-D(disagree);5-SD(strongly disagree). Table 4.10 shows teachers' responses on working conditions and job performance.

Table 4.10 Influence on working conditions on teacher job performance

Aspects of working conditions	Responses					Total	Mean
	1 (SA)	2 (A)	3 (N)	4 (D)	5 (DS)		
Adequate classroom facilities motivate teachers to do their work	F 6 % 40	4 26.7	0 0	2 13.3	2 13.3	15 100	2.1
Adequate resources enhance teaching learning in school	F 5 % 33.3	8 53.3	1 6.7	1 6.7	0 0	15 100	1.8
Friendly working conditions motivate teachers	F 2 % 13.3	2 13.3	0 0	5 33.3	6 40	15 100	3.7

Table 4.10 shows that majority of the head teachers represented by 40% strongly agreed that there were adequate classroom facilities to motivate teachers to do their work. Majority of heads represented by 53.3% agreed that there were adequate resources to enhance teaching and learning in schools. A majority of head teachers represented by 40% strongly disagreed that the working conditions were friendly to teachers hence there was need to improve on them. In this case while the head-teachers had tried to ensure that facilities and learning materials were enough in the school, more still needed to be done to ensure that friendly working conditions were offered to the teachers in order to improve on their job performance.

4.8 Teachers' Responses on the Influence of Head teachers' Motivational Practices on Teachers; Job Performance

This section provides the responses given by the teachers on the influence of head teachers' motivational practices (head-teachers' participatory leadership in

teachers' professional development, participatory leadership strategy teacher, recognition, and working conditions) on job performance. A 5 point likert scale was used as follows: Agree (A), Strongly disagree (SA), Neutral (N), Disagree (D) and Strongly Disagree (SD). Table 4.11 shows the responses given by the teachers on each motivational aspect.

Table 4.11 Teachers' Responses on the Influence of Head teachers' Motivational Practices on Teachers; Job Performance

Aspects of Motivational Practices	Responses							
		SA	A	N	D	DS	Total	Mean
a) Head teachers participation in teacher professional development								
Teachers are motivated to Attend seminars and workshops	F	15	20	7	12	18	72	
	%	20.8	27.7	10.7	16.6	25	100	3.2
Head teachers recommending teachers for further training	F	20	19	8	15	10	72	
	%	27.8	26.4	11.1	20.8	13.9	100	4.1
b) Participatory leadership strategies								
Head teachers allow participation in decision making	F	4	7	15	20	26	72	
	%	5.5	10.6	20.8	27.7	36	100	2.1
Sharing school responsibilities with teachers is encouraged by the head-teacher	F	5	8	16	30	13	72	
	%	6.9	11.1	22	45.8	18	100	2.3
c) Recognition								
Head teacher gives tangible rewards to teachers for good work done	F	5	10	15	20	22	72	
	%	6.9	13.9	20.8	27.7	30.5	100	2.2
Head teachers give praise for well done work	F	9	13	15	10	25	72	
	%	12.5	18	20.8	13.9	34.7	100	2.1
Good work done by any teachers should always be acknowledged	F	21	25	10	8	8	72	
	%	29	34.7	13.9	11.1	11.1	100	3.9
Recognition has a positive impact on teacher motivation, self-esteem, confidence and sense of security	F	30	26	8	5	3	72	
	%	45.8	36	11.1	6.9	4.1	100	4.2
c) Working conditions								
There are enough classroom facilities in the school	F	5	7	10	20	30	72	
	%	6.9	10.6	13.9	27.7	45.8	100	2.1
Staffroom facilities e.g. lighting, tables, chairs are adequate	F	6	9	8	20	29	72	
	%	8.3	12.5	11.1	27.7	40.2	100	2.0

Table 4.11 shows that a majority of teachers represented by 25% strongly disagreed that teachers are motivated by attending seminars and workshops. 20.8% strongly agreed that they were motivated by attending seminars and workshops, while 27.8% of teachers strongly agreed that head teachers recommends teachers for further studies.

On participatory leadership strategies, a majority of teachers represented 36% strongly disagreed that head teachers allow them to participate in decision making while majority of teachers represented by 45.8% disagreed that head teachers share responsibility to teachers.

On recognition, a majority of teachers represented by 30.5% disagreed that head teachers give tangible rewards to teachers for job well done, while a majority of teachers represented by 34.7% strongly disagreed that head teachers give praises for work well done. A majority of teachers represented by 34.7% strongly agreed that good work by teachers should always be acknowledged, while a majority of teachers represented by 45.8% strongly agreed that recognition has a positive impact on teacher motivation, self-esteem, confidence and a sense of security.

On working condition, majority of teachers represented by 45.8% and 40.2% strongly disagreed that there was enough classroom facilities and staff facilities respectively.

4.9 Teacher Job Performance Indicators

In this section, head teachers were asked by the researcher to state the extent to which they agreed or disagreed with the stated performance indicators using a 5 likert scale point as follows: Agree (A), Strongly disagree (SA), Neutral (N), Disagree (D) and Strongly Disagree (SD). Table 4.12 shows the findings in the responses of head teachers on teachers' performance indicator

Table 4.12 Teacher Job Performance Indicators

Teacher job performance Indicators		A	SA	N	D	SD	Total	Mean
Teachers always observe punctuality in reporting to duty and class attendance	F	6	7	1	1	0	15	1.8
	%	40	46.6	6.7	6.7	0	100	
There is regular marking of pupils work and feedback given	F	4	6	0	2	3	15	2.7
	%	26.7	40	0	16.3	20	100	
There is regular attendance of class by teachers	F	5	7	3	0	0	15	1.9
	%	33.3	46.6	20	0	0	100	
Teachers prepare progressive records	F	3	4	5	2	1	15	1.9
	%	20	26.7	33.3	13.3	6.7	100	
Teachers attend subject panel meetings	F	6	7	1	1	0	15	2.6
	%	40	46.6	6.7	6.7	0	100	
Teachers always prepare lesson plan before going to class	F	4	6	0	2	3	15	1.8
	%	26.7	40	0	13.3	20	100	
Teachers always record work covered in class	F	4	6	0	2	3	15	2.7
	%	26.7	40	0	13.3	20	100	
Teachers hold guidance and counseling sessions with pupils	F	7	5	2	1	0	15	2.7
	%	46.6	33.3	13.3	6.7	0	100	
Teachers like lesson observations by their supervisor.	F	6	7	0	1	1	15	1.8
	%	40	46.6	0	6.7	6.7	100	
Teachers always analyze exam results	F	2	3	0	5	5	15	1.9
	%	13.3	20	0	33.3	33.3	100	
Teachers actively participate in co-curricular activities	F	1	1	0	10	3	15	3.5
	%	6.7	6.7	0	66.6	20	100	

Table 4.12 shows that majority of teachers represented by 46.6% strongly agree that they observe punctuality in reporting to duty and lesson attendance. Majority of teachers represented by 40% strongly agree that they mark pupils work regularly and give feedback to pupils. A majority of teachers represented by 33.3% of teachers were not sure as to whether they prepare pupils progressive report or not. Majority of teachers represented by 46.6% attend subject panel meetings. A majority of teachers represented by 40% prepare both lesson plans and record of work covered. Majority of teachers represented by 46.6% hold guidance and counseling with the pupils, while 46.6% of teachers strongly agreed that they like lesson observation by the head teachers. Majority of teachers represented by 66.6% disagreed that they actively participate in co-curricular activities.

Pupils' response on teachers' job performance showed that teachers are appreciated with tokens, acknowledged publically during the assembly when they perform well in school. Pupils cited that apart from teaching their teachers supervised cleaning, conducted clubs meeting, participated in games and guided and counseled pupils occasionally. On punctuality of teachers, majority of pupils noted that teachers were usually punctual, while a minority noted that teachers came late. On the number of teachers who had enrolled for further studies in the school, majority of them sighted: don't know, perhaps to indicate that they were not aware of their teachers pursuing further studies.

Last but not least, majority of the pupils represented by 66.6% sighted that their schools had performed well in the final KCPE exams in the last three years. This however is contrary to the overall Sub-County performance as indicated on table 1.1 where the performance has been declining. The pupils might have acted out of fear of disclosing the true picture their schools' performance. From the research findings, it can be concluded that to a large extent the head-teachers had influenced teacher's performance positively. However the head-teachers needed to improve on the influence of teachers in preparing lesson plans, analyzing of exams and participation in co-curricular activities if improved performance was to be realized.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of study, conclusion and recommendations of the study in line with the study on the influence of head teachers' motivational practices on teachers' job performance in Nyandarua Central Sub-County.

5.2 Summary of the Study

The level of motivation of teachers remains central in teaching job performance debates. In recognition to teachers' plight, the Kenya Government has made efforts to motivate teachers by creating more administrative units like departments in schools where teachers are appointed to head as a form of promotion (Republic of Kenya, 2009). The purpose of the study was to investigate the influence of head teachers' motivational practices on job performance of teachers in public primary school teachers in Nyandarua Central Sub-County. The study was guided by four objectives; to determine how head teacher's participation in teacher professional development, participatory leadership strategies, recognition of teachers and working conditions had influenced job performance of teachers in Nyandarua Central Sub-County.

The study employed descriptive research design. The target of population for this study included the public primary schools in Nyandarua Central Sub-County. The sample size for head teachers was 15, 75 teachers and 225 pupils who were

selected through simple random sampling. The instruments for data collection for this study were interview guide for the head teachers, questionnaires for class eight teachers which had open-ended and close-ended questions and focused group discussion guide for the class eight pupils. Data collected from the respondents was both quantitative and qualitative in nature. Quantitative data was analyzed using descriptive statistics such as percentages, means and frequencies. Qualitative data was analyzed thematically. The mean was used as the most efficient measure of central tendency.

5.3 Summary of the study findings

From the study findings, a high rate of response rate was established at 96.0% for class eight teachers, 100% response for head teachers and 97.3% for Std. 8 pupils. On the gender of the head-teachers, majority of the respondents were male (12) representing 80% and (3) representing 20.0% were female. On the teachers' gender, majority of the respondents were male (54) representing 75% and (18) representing 25.0% were female. On age of the head-teachers; majority of the respondents (9) representing 60.0% were between the ages of 46-55 years while the class eight teachers, majority of the respondents (32) representing 44.6% were between the ages of 36-45 years. On the education level of the head-teachers it was established that majority of the respondents (8) representing 53.4% had acquired Bachelor's degrees, 5 respondents had acquired diploma while 2 respondents had masters degrees and above. On class eight teachers educational level, majority of the respondents (44) representing 61.1% had acquired

diploma, 17 respondents had acquired P1 certificate, and 11 respondents had acquired a bachelor's degree. Regarding the length of service; most of the head-teachers (8) had worked in the teaching profession as school heads for between 6-10 years representing 53.30% while 25 class eight teachers had worked in the teaching profession for between 6-10 years representing 34.8%.

From the findings of the study, on head-teachers 'influence on teachers' professional development, majority of teachers represented by 20.8% felt that the head teachers motivated teachers to attend workshops and seminars. However, majority of teachers represented by 27.8% disagreed that teachers were motivated when they are given opportunities to further their studies.

On the influence of participatory leadership strategy, a majority teachers represented by 36% agreed that the head-teachers involved the teachers in decision-making processes in their respective schools. Nevertheless, majority teachers represented by 45.8% disagreed that the head teachers shared responsibilities or delegated some of their duties to the teachers respectively.

On the influence of recognition, a majority of the head teachers represented by 30.5% agreed that recognition is an important motivator. In this case, a majority of the head teachers represented by 34.7% agreed that good work by teachers is often acknowledged.

However, majority of the respondents represented by 45.8% strongly disagreed that recognition had a positive impact on teachers' motivation, self-esteem,

confidence and a sense of security and a majority represented by 30.5% disagreed that the head teachers gave tangible rewards to teachers for their good work done.

On the influence of working conditions, majority of teachers represented by 45.8% and 40.2% strongly disagreed that there were enough classroom facilities and staffroom facilities respectively in their schools.

5.4 Conclusions of the Study

From the study findings, it was concluded that the head-teachers needed to motivate the teachers more for them to further their studies and also to attend training and seminars since it was found necessary.

On the empowerment of teachers through participatory leadership a lot needed to be done. Oele (2012) reveals that a school is managed effectively when those affected by the organization decisions are involved in decision making process because group members are encouraged to share ideas and opinions. Furthermore Nzuve as quoted by Sobe (2013), revealed that employees' participation in management decision can increase job satisfaction and performance in satisfying the need for socialization and self-esteem It was also established that the head-teachers were not sharing responsibilities with the teachers and this undermined the power of delegation as a vital component of improving teachers' job performance. Nevertheless, the relationship between the teachers and the school administration was found to be good.

On recognition, head-teachers needed to do more in acknowledging the good work done by teachers in order to promote teacher motivation, self-esteem, confidence and sense of security. On working conditions, the head-teachers had tried to ensure that classroom facilities and learning materials were enough in the school, although a lot more still needed to be done by ensuring that friendly working conditions were offered to the teachers.

In conclusion, teachers are motivated by recognition by the head teachers' participatory leadership strategy and teacher Professional development. However a lot more needed to be done to improve on recognition and working conditions.

5.5 Recommendations

From the findings of the study, the researcher wishes to provide the following recommendation;

- i. The study recommends that head teachers adopt a multifaceted approach of motivational practices in enhancing teachers' job performance in primary schools through promoting recognition of teachers and their working conditions.
- ii. The study recommends that the teachers' training institutions and universities incorporate motivational strategies to be adopted by the head teachers in their curriculum. This will give the head teachers better understanding on the best motivational strategies to apply in their institutions.

- iii. The study recommends that the government through the ministry of education to conduct regular training for the head teachers on motivational strategies to equip them with skills and knowledge needed in their managerial role.
- iv. The study also recommends the government to introduce leadership courses for head-teachers in order to fully understand the importance of incorporating the teachers in decision-making processes.

5.6 Suggestions for Further Research

The purpose of this study was to find out the influence of head-teachers motivational practices on teachers' job performance. Whereas numerous studies have been done regarding job performance, several gaps still remain un-researched. In this case areas of further studies in this field ought to be mentioned;

- i. While the study has only concentrated on teachers 'job performance in public primary school, further research can investigate on the influence of head teachers' motivational practices on teachers' job performance in private schools in the same area.
- ii. Further research can also be done to find out the impact of motivational practices on labour retention.
- iii. Research can also be done to find out the role of training and development on teachers job performance.

REFERENCES

- Access team (2006). *Employee motivation: Theory and practice* (online) Retrieved from <http://www.accel-team.com/motivation>.
- Akyeampong, K. (2007). *Teacher motivation in Sub-Sahara Africa and South East Asia*. Unpublished Research Paper.
- Andiva, Z.K (2007). *The effects of motivation on teachers performance and its impact of K.C.S.E results. A case study of Tiriki, West Division. Vihiga District Kenya. Unpublished Master of Education Thesis, Kenyatta University*
- ASwathappa, K. (2005). *Organizational Behaviour: Mwambai, Himalaya Publishing House*.
- Best J.W & Khan, J.V. (2004) *research in Education 7th edition*. New Dheli: Prentice Hall of India.
- Cole, G. (2002). *Personal and human resource management*. New York Continuum Publishers.
- Cole G.A (2002). *The administrative theory and workers motivation*, Zanta Institute of administration press Ltd. ABU Zaria, Nigeria
- Fredrick Herzbery (2003). *Work and the nature of man* (Cleveland).
- Fry, L & Tweediel. (2003, April 7). *What makes teachers tick? Improving staff motivation in Africa*.(online) retrieved from <http://www.1d21.org/education/31figi.html>.
- Gareth, J. & Linske, L. (2001), *Human societies: Introduction to micro sociology*.

- Gay, L.R. (2002). *Education Research Competences for analysis and application*. New York International Publishing Ltd.
- Gikuhi, M.M. (2006). *Factors affecting motivation and job satisfaction, of TSC secretariat*. Research Paper.
- Griffins, R.W. (2000) *Management (7th Edition)*. Boston Hongton Mifflin Co,
- Kageha, Z.A.(2004). *The effects of motivation on teacher's performance and its impacts on K.C.S.E. results. A case of Tiriki West District*, Unpublished Med Thesis Kenyatta University.
- Kitogo, N.N.(2009). *Poor results due to teacher low motivation*. (online) retrieved from versity college tz.com.
- Kothari, C.R. (2006). *Research methodology: methods and techniques*. New Delhi, Wiley Eastern Ltd.
- Kombo, K.K. & Tromp D.L.A. (2006) *Proposal and thesis writing*. Pauline's Publication Africa.
- Kreitner, R, Kinicki, A. Buchans, M(2002). *Organizational behavior*. New York: McGraw- Hill Education
- Lubanga, F.X (2011). Teachers' performance in hand to reach areas. New vision, March 4, 2011, Kampala.
- Masengo, J.W. (2010). *Influence of school motivational practices on job performance by public primary school teachers*, research paper.

- Mathauer, I & Inhoff, I.(2003). *Staff motivation in Africa. The impact of non-financial incentives and quality management tool.*(Online) retrieved from <http://www.2.gtz.de/migration> and developed (download) mathauer.pdf.
- Matheka, U.M. (2005). A study of factors contributing to lack of motivation and job satisfaction among teachers in public secondary school in Machakos District. Unpublished Thesis, University of Nairobi.
- MOEST, (2006).School empowerment programme for primary school teachers, Nairobi, Jomo Kenyatta Foundation.
- Mbiti, D.M. (2007). *Foundations of schools administration Nairobi:* Oxford University press
- Momaria, C. & Gankar, S (2005). *Personnel management texts cases,* Mugambi: Himalaya Publishing Hse.
- Mugenda, M.O. & Mugenda, G .A. (2003).*Research methods.* Nairobi: Acts Press, Nairobi.
- Mungunyu, E.N (2008). Selected factors of free education (FPE) that influence job satisfaction in Embakasi Division in Nairobi Province Kenya.
- Nairuba (2004). Motivational practices on teachers performance in Jinja municipality Secondary Schools, Jinja District, Uganda.
- Ocham , A.L. (2010).*Effects of head teachers' motivational practices on teacher's performance in public secondary schools.* Research Paper.
- Oele, E.O. (2012). *Effects of the head teachers leadership styles on motivation of teachers in public primary schools in Westland District, Nairobi County K*

- Okumbe, J.A. (1998).*Educational management. Theory and practice* Nairobi: University Press.
- Orina, O.J. (2008). *The factors that affect Mathematic teacher motivation level public schools in Nyamusi; Division, Nyamira District Kenya* Unpublished Med. Project, university of Nairobi.
- Orotho, A.J. & Kombo, D.K. (2003).*Essential of education and social sciences research methods*, Nairobi: Masalo publishers.
- Oyetunyi, C. O (2006).*The relationship between leadership style and school climate*. A paper presented at the 5th conference: Kampala, Uganda.
- Pamela, M. M (2010).*Effects of motivational practices on teachers and pupils performance in public primary school in Central Division*. Machakos District Kenya.
- Republic of Kenya (2005).*Sessional paper No. 1 policy framework on education training and research*, Nairobi: Government Printer.
- Republic of Kenya (2008).*Ministry of Planning and National Development Goals Status Report*, Nairobi, Nairobi Government Printer.
- Robbins, P. S. (2003).*Organizational behavior. (10th edition)*Prentice Hall of India, New Delhi.
- Skinner, B. F. (1961). *Theory of operant conditioning in: Graham H.T and Bennett, (ed) Human Resource Management – 9th ed.* Essex, Pearson Education Limited Page 61.

APPENDICES

APPENDIX A

INTRODUCTION LETTER

University Of Nairobi,
Dept. of Education Administration and Planning,
P.O Box 301097,
Nairobi.

1st May, 2016

The Head Teacher

Dear Sir/Madam,

REF: RESEARCH

I am a post graduate student at the University of Nairobi pursuing Masters of Education Degree Course. I am currently carrying out a research on the **“influence of head teachers motivational practices on teachers’ job performance in primary schools in Nyandarua Central sub-county”** Your school has been selected to participate in this study.

Kindly allow me to carry out this important exercise in your school. The information you provide will be used for the study purpose only and your identity will be treated with utmost confidentiality. Your co-operation and assistance will be highly appreciated.

Thank you.

Yours faithfully

Felistas Wambui Kageche.

APPENDIX B

TEACHERS' QUESTIONNAIRE

Introduction

This questionnaire is designed to gather information about you and your school on influence of head teachers' motivational practices on teachers' job performance. The information you give shall be used for study purposes only. Your name or the name of your school is not required. Respond to each item as honestly and correctly as possible by putting a tick or filling in blank spaces where applicable.

Section I Demographic Information.

1. What is your gender? male () female ()
2. What is your age bracket?
20 – 30 () 31 – 40 () 41 – 50 () 50 – 60 ()
3. Please indicate your highest academic qualification.
Post graduate () Graduate () A – level ()
Level/ KCSE () Diploma () Any other specify _____
4. For how long have you been on the teaching profession?
Below 5 years () 6 – 10 years () 11 – 15 years ()
16 – 20 years () Over 20 years ()
5. Have you attended any professional development course in the recent past?
(b) If yes specify _____

Part II: Kindly assess your motivational level in each of the indicated motivational aspects by ticking the appropriate scale bracket as follows: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

Motivational aspect	SA	A	N	D	SD
1. Teacher professional development					
a) Attending seminars and workshops					
b) Head teachers recommending teachers for further training					
2. Participatory leadership strategies					
a) Participation in decision making					
b) Sharing school responsibilities					
c) Head-teachers delegate some of their duties to their subordinate teaching staff					
3. Recognition					
How motivated are you when you receive recognition from					
a) Head teacher gives tangible rewards to teachers for good work done					
b) Head teachers give praise for well done work					
c) Good work done by any teachers is always be acknowledged					
d) Recognition has promoted the teacher motivation, self-esteem, confidence and sense of security					
4. Working conditions					
How satisfied are you with the following facilities?					
a) Classroom facilities					
b) Staffroom facilities e.g. lighting, tables, chairs					

APPENDIX C

HEAD TEACHER'S INTERVIEW GUIDE

Introduction

This interview guide is designed to help the researcher to find out the information on influence of head teachers' motivational practices on teachers job performance. The information you provide will only be used for the purpose of this study. Your name and that of your school are not required. Kindly respond to each item as honestly and correctly as possible.

Section I: In this section questions are meant to collect head teachers demographic information.

1. What is your gender? Male() Female()
2. What is your age? Below 25 Years () 26-35() 36-45()
46-55 () 56 and above ()
3. What is your marital status
Single () Married () Divorced () Widowed ()
4. What is your highest academic qualification?
O-level () A-level() Diploma ()
Bachelor's degree() Master's degree ()
5. How long have you served as a head teacher?
0-5 () 6-10 () 11-15() 16-20 () Over 20years

6. Have you attended any course on management? _____

Yes () No ()

Part II Head teacher and teacher motivation.

7. How do you rate your teachers in term of motivation? _____

8. State two ways you use to motivate teachers? _____

9. What challenges do you encounter while trying to motivate teachers? ____

10. How often are teachers absent from duty? _____

11. The table below presents some head teachers motivational practices that influence teacher’s job performance in public primary schools. To what extend do you agree with the following statement.

Key:

Strongly Agree (SA), Agree (A), Undecided (U),

Disagree (D), Strongly Disagree. (SD)

Please put a tick where appropriate

Professional development	SA	A	N	D	SD
Head teachers contribute to personal growth of individual teachers					
Head teachers reach out for opportunities for staff development and encourage them to go for further studies.					
Head teachers deliberately plan to improve the quality of staffing.					

Staff recognition					
Recognition of performance is an important responsibility of the school administration					
Recognition has positive impact on teacher's motivation, self-esteem, confidence and a sense of job security					
Head teachers give tangible rewards for work well done					
Participatory leadership strategy					
Head teachers consult teachers when making decisions					
Head teachers allow teachers to make own decisions					
Head teachers often delegate duties to teachers					
Conditions of work					
Adequate classroom facilities motivate teachers to do their work					
Adequate resources enhance teaching learning in school					
Friendly working conditions motivate teachers					

Section II

For each of the following statement about teacher job performance, please indicate by ticking the extent to which you agree using the following scale.

Agree (A), Strongly Agree (SA), Undecided (U), Disagree (D), Strongly Disagree (SD).

Teacher job performance	A	SA	D	SD	U
Teachers always observe punctuality in reporting to duty and class attendance					
There is regular marking of pupils work and feedback given					

There is regular attendance of class by teachers					
Teachers prepare progressive records					
Teachers attend subject panel meetings					
Teachers always prepare lesson plan before going to class					
Teachers always record work covered in class					
Teachers hold guidance and counseling sessions with pupils					
Teachers like lesson observations by their supervisor.					
Teachers always analyze exam results					
Teachers actively participate in co-curricular activities					

APPENDIX D

FOCUS GROUP DISCUSSION GUIDE FOR STANDARD EIGHT PUPILS

Influence of head teachers motivational practices on teachers` job performance in Nyandarua Central Sub-County Kenya.

1. When candidates do well in K.C.P.E what does the head teacher do for the teachers? _____
2. What other tasks do your teachers perform in school other than teaching the pupils? _____
- 3How often do teachers hold guidance and counseling sessions with pupils in their schools? _____
3. How is your teacher`s daily attendance to school? _____
4. How punctual are your teachers in reporting to duty and lesson attendance? _____
5. How many teachers have enrolled for further studies in your school?
6. How often do your teachers report to school late? _____
7. How has your school been performing in K.C.P.E in the last three years?

APPENDIX E

AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No.

Date:

NACOSTI/P/16/43126/11983

4th July, 2016

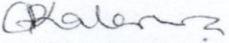
Kageche Felistas Wambui
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of head teachers’ motivational practices on teachers’ job performance in public primary schools in Nyandarua Central Sub-County – Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Nyandarua County for the period ending 4th July, 2017.

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

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


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

Copy to:

The County Commissioner
Nyandarua County.

The County Director of Education
Nyandarua County.

APPENDIX F


RESERCH PERMIT

THIS IS TO CERTIFY THAT:

MISS. KAGECHE FELISTAS WAMBUI
of UNIVERSITY OF NAIROBI, 24-100
North Kinangop, has been permitted to
conduct research in Nyandarua County
on the topic: 'INFLUENCE OF HEAD
TEACHERS' MOTIVATIONAL PRACTICES
ON TEACHERS' JOB PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS 'IN
NYANDARUA CENTRAL SUB-COUNTY
KENYA

for the period ending:
4th July, 2017.


Permit No. : NACOSTI/P/16/43126/11983
Date Of Issue : 4th July, 2016
Fee Received :Ksh 1000



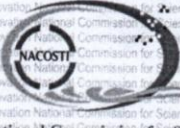
[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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



REPUBLIC OF KENYA



NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A- 9855

CONDITIONS: see back page