

**THE ADEQUACY OF KENYA EDUCATION MANAGEMENT INSTITUTE
TRAINING OF SECONDARY SCHOOL PRINCIPALS IN ATTAINING
TEACHER MOTIVATION IN MAKUENI COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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DECLARATION

I declare that this project is my original work and has not been presented in any other university for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my parents and family who struggled to bring me up and made sure I remained in school at all costs.

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First, I would like to thank the Almighty God for giving me the energy and grace to undertake this course.

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ACRONYMS AND ABBREVIATIONS

HOD	:	Head of Department
ICT	:	Information Communication Technology
KEMI	:	Kenya Education Management Institute
KEPSHA	:	Kenya Primary School Heads Association.
KESSHA	:	Kenya Secondary School Heads Association
KESSP	:	Kenya Education Sector Support Program
MOEST	:	Ministry of Education Science and Technology
SPSS	:	Statistical Package for Social Sciences
TSC	:	Teachers Service Commission
USAID	:	United States Agency for International Development

ABSTRACT

Principals play an essential role in the implementation of curriculum in secondary schools, hence training is anticipated to facilitate teacher motivation. Even with the effort that has been put in place by the Ministry of Education through Kenya Education Management Institute to facilitate training of the principals, majority of secondary schools in Kenya still face challenges related to poor teacher morale. Furthermore, no local study has been done to assess the adequacy of teacher professional development in relation to acquisition of teacher motivation skills. This study aimed at assessing the adequacy of KEMI training of secondary school principals in attaining teacher motivation in Kibwezi Sub-County. The study attempted to achieve the following specific objectives: to establish the extent to which public secondary school principals have been trained by KEMI on teacher motivation; to examine the appropriateness of the methodologies used in the KEMI training of public secondary school principals; to determine the extent to which exposure to training at KEMI influences the principals' roles in teacher motivation in secondary schools; and to identify gaps and recommend measures to improve the training of principals in teacher motivation. This study was anchored on Herzberg's two-factor theory of satisfiers and di-satisfiers. Descriptive survey design was used. This study targeted a total population of 273 respondents comprising of 54 principals and 214 HODs and 5 KEMI directors from the 54 public secondary schools in Kibwezi Sub-County. A total sample of 85 respondents comprising of 16 principals, 5 KEMI directors and 64 HoDs were selected. Pilot study was done in four schools to enhance validity and reliability of research tools. Quantitative data collected were edited, arranged into themes, entered into a computer and analyzed descriptively using Statistical Package for Social Science (SPSS). The analyzed data were presented using tables, bar-graphs and pie-charts. Qualitative data were arranged into common themes, presented using texts and quotes, and discussed using relevant literature. The findings of the study indicated that some of the skills acquired by principals in relation to teacher motivation during the training were; teacher appraisal, teacher involvement in decision making, delegation of duties, recommendation of teachers for promotions, and provision of lunch and allowances to teachers. Lecture method was the most used during training. Such gaps as lack of appropriate methods for controlling fund embezzlement, alcohol abuse among teachers, lack of adequate teacher motivation, poor resource management and poor conflict resolution skills were identified. The study concluded that KEMI training did not provide principals with adequate training on teacher motivation principles. The study recommended that senior teachers, heads of department, bursars and clerks should be subjected to KEMI training programme. The principals and the BoM members should prioritize teacher motivation as one of their important roles in school management

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter describes the background information, statement of the problem, objectives of the study, research questions, significance of the study, assumptions of the study, limitations and delimitations of the study. The chapter also gives theoretical framework, conceptual framework and definition of operational terms.

1.2 Background of the Study

Accomplishment of institutional objectives entirely depends on the professional development of the managers with regards to acquisition of relevant skills necessary in boosting the morale of employees. Training has been perceived as a tool which helps most organizations in establishing committed and productive workforce aimed at achieving specific objectives and goals, either long-term or short term (Owens, 2006). This step should also be embraced by teacher development training institutions in teacher motivation tasks in secondary schools. Gupta (2009) argues that motivation is the process by which the efforts of an individual or group are energized and sustained towards attaining a goal. It involves a chain reaction starting with felt needs, resulting in motives, which raise tension which causes action towards goals. Because everyone has a different background and personality, different interests and attitudes, expectations, desire and needs, sources of motivation differ according to the individual.

It has been said that effective running of a secondary school is dependent on the principal as a leader (Ejinofor, 2010). Principals are responsible for everything that takes place in their schools. In the school situation the inspiration and drive of the principal must motivate the teachers to join forces and become a vibrant body. The school leader should always make his teachers feel comfortable in order to encourage them. Teachers feel motivated by the trust that the school head shows in them. Educational goals are easily accomplished when all the participants feel involved.

Bennel and Ntagaramba (2008) argue that when principals effectively use governance strategies and participatory management, teachers feel energized and motivated, and their sense of ownership and empowerment increases. Well implemented school plans can increase collegiality and give teachers the satisfaction to commit themselves to school improvement goals. Highly motivated teachers are the key factors of a successful educational system (Seead & Rizwani, 2012). Any successful educational system depends on qualified and motivated teachers because motivated teachers have positive impacts on learners' learning, are able to create an appropriate classroom atmosphere, have reasonable control of their work activities, are willing to accept responsibility and are personally accountable for outcomes. Motivation involves energy and drive to learn, work effectively and achieve potential (Pamela, 2005).

It is therefore essential to update skills and improve competence through training of principals. In this case, a good environment is created and the productivity of the teachers is likely to improve guaranteeing the organization a competitive advantage. Training is

widely distinguished as the principle basis of national advancement (Mbatha, 2009). In the United States, principals are given advanced training on methods of teacher motivation and new methods of teaching following the contemporary issues in education (US Department of Education, 2009). The teacher being an instrument of success requires the physical, psychological, economic and social comfort. Okemwa (2003) asserts that every organization if it has to succeed, must have contented workers. The working conditions and environment in which the teacher works may be a source of dissatisfaction.

In Malaysia, training of principals has been considered a continuous process which helps in improving management of secondary schools. A report by Aminuddin-Baki Institute of Educational Leadership (2006) advocates that through training, principals continuously develop knowledge and skills required for professional practice. The advancement of principals during training is intended to update them on professional skills and knowledge towards the planning for emerging global challenges related to performance. The administration gives a period of 14 weeks of scope of training which covers extensive range of knowledge and skills on teacher motivation.

In Thailand, professional training has been embraced to improve teaching methodologies among principals and teachers in secondary schools (Leithwood & Montgomery, 2012). The principal is expected to maintain a good relationship with the immediate community and also ensure a continuous contact with the ministry of education in the area in which the school is situated. There are several categories of administrative task areas in the

school system. There are pupil personnel, staff personnel, instruction and curriculum development, school finance and business management, school plant and other general tasks. The principal is the standard setter, one who leads in the development of an aspiration and expectation on the part of both teachers and students to do good work. He assists the teachers with their problems of improving methods, materials and evaluation and thus provides a good measure of quality control. Principals can help teachers improve their testing techniques and develop their ability to analyze and interpret data. The principal as an administrator therefore needs to possess certain administrative skills to effectively perform his duty in teacher motivation (Morphet, 2011).

In Lesotho, Lewin and Stuart (2013) established that following the rise of enrollment and high transition into secondary schools as a result of free primary education, the government developed professional training programme with the main objective of yielding a pool of quality trained teachers. The principal has to play a significant role in motivating his or her teachers in order to facilitate the effective functioning of the school as an organization. Indeed, the key role of the principal is leading the staff and shaping an environment in which teachers can do their work best. The teacher needs the full support of the management to be motivated (Murthy, 2003). The principal has the responsibility to practice effective administrative tasks as this contributes to high teacher morale. Furthermore, by understanding the roots of motivation, principals can create positive motivation and elicit effective teaching from all their staff (Chan, 2004).

In Kenya, in-service training of principals purposely aimed at: actualizing government-affirmed innovations in schools; preparing principals for new tasks, updating educators in providing teaching services; and enabling principals acquire new methods of teacher motivation (Olembo, 2005). The Government of Kenya in answer to principals' management needs established Kenya Education Staff Institute (now KEMI) in 1981 after recommendation of Maina Report of 1978 through Legal notice No. 565 which outlined that the programme would be responsible for conducting training for managers of institutions including the stand from the Ministry of Education. The report noted that educational administrators were originally trained for teaching and specifically on supervisory roles (Republic of Kenya, 1988). Kenya Education Management Institute (KEMI) trains educational managers in management skills, especially personnel management, curriculum implementation, teacher motivation, financial management and effective implementation of education policies. These courses are offered mainly during the school holidays for two weeks. Despite the measures put forth by government through KEMI to facilitate training of the principals, most schools all over the country continue to suffer from poor teacher morale (Ministry of Education, 2015).

Various studies in Kenya investigated the influence of KEMI training on the effectiveness of administrative practices executed by school managers (Njenga, 2012; Akinyi, 2016; Musembi, 2016). Njenga (2012) correlated KEMI training to curriculum implementation and revealed that the content of curriculum management training was inadequate. Akinyi (2016) focused on adequacy of KEMI training on financial management in primary schools leaving out other significant administrative tasks related

to human resources management like teacher motivation. On the other hand, Musembi (2016) covered only management practices of public secondary schools including financial management, human resources, curriculum implementation practices of principals and project planning leaving out teacher motivation. In a nutshell, no local study has been done on the influence of KEMI training of principals on teacher motivation and therefore this study sought to fill this gap.

1.3 Statement of the Problem

The role of the principal in enhancing teacher motivation is a key component in promoting the ability of teachers to function effectively by contributing significantly to the realization of the teaching and learning process in the school. The school principal's job has seldom been without problems. As mentioned above, our society is a changing one and changes affect administration. The principal has major administrative challenges and problems. Principals, in their task of administering schools, need to manage and lead students and educators, so that schools achieve their main purpose, namely to be viable institutions of learning. Yet, as administrators, principals seem to experience many problems. They appear to face challenges regarding guiding and enabling teachers to teach learners which calls for teacher motivation. Failure to keep teachers motivated leads to teachers not doing their job efficiently.

Secondary education in Kibwezi Sub County has not been able to realize high teachers' motivation. In Kibwezi sub-county there are many teachers who portray signs of teacher demotivation. These included signs of stress, absence from work, alcoholism and truancy

(Sub-County Education Officer, 2017). There have also been a few suicide cases of school teachers in the Sub County (SCEO, 2011). In the year 2011, 64 teachers were transferred to other schools and some of the main reasons for the transfers were absenteeism, negligence of duty, alcohol abuse, insubordination, incitement among others (SCEO 2015). All these are signs of teacher demotivation. Studies on principal's teacher motivation have not been exhaustively done in relation to motivation skills taught in KEMI. In addition, studies which have been conducted on KEMI training majorly focused on its outcome on curriculum implementation, financial management, project planning and academic performance. In addition, no local study has been done to assess the adequacy of principal professional development in relation to teacher motivation skills. Hence, this study was necessary to evaluate the adequacy of KEMI training of secondary school principals in attaining teacher motivation in Kibwezi Sub-County.

1.4 Purpose of the Study

The main aim of this study was to assess the adequacy of KEMI training of secondary school principals in attaining teacher motivation in Kibwezi Sub-County. This study further aimed at making recommendations on ways of improving KEMI training of principals in teacher motivation.

1.5 Research Objectives

The study was guided by the following objectives:

- i) To establish the extent to which public secondary school principals have been trained by KEMI on teacher motivation;

- ii) To examine the appropriateness of the methodologies used in the KEMI training of public secondary school principals;
- iii) To determine the extent to which exposure to training at KEMI influences the principals' roles in teacher motivation in secondary schools;
- iv) To identify gaps and recommend measures to improve the training of principals in teacher motivation.

1.6 Research Questions

This study sought to answer the following research questions:

- i) To what extent do public secondary school principals acquire teacher motivation skills from KEMI training?
- ii) How appropriate are the methodologies used in the KEMI training of public secondary school principals?
- iii) To what extent does the principals' exposure to KEMI training influence their roles in teacher motivation in secondary schools?
- iv) What gaps exist in KEMI training and what measures could be put in place to improve the training of principals in teacher motivation.

1.7 Significance of the Study

The findings of the study may provide useful insights to Teachers Service Commission (TSC), the Ministry of Education and the Makueni County education executive on how to ensure quality of professional development of the principals with regards to teacher motivation.

The findings of the study may provide useful information to the policy makers on establishing alternative remedies to teacher motivation in order to improve performance of teachers by enhancing their wellbeing in schools. This study may be beneficial to several stakeholders in the education sector. It may give insight to the Ministry of Education, TSC, school managers, parents, NGOs on issues influencing Job satisfaction among teachers in the country. The Kenya Education Management Institute (KEMI) may use the findings in designing training courses suitable in addressing Job satisfaction among teachers in Kenya.

Also, recommendations of this finding may give other interested researchers opportunities to expand on the knowledge of teacher professional development. This would help in establishing concrete literature related to the relationship between teacher motivation and professional development of school managers.

1.8 Assumptions of the Study

The study was carried out with the following assumptions:

- i. That principals of secondary schools in Kibwezi sub-County had been trained by KEMI on teacher motivation.
- ii. That each principal in a public secondary school is applying a specific motivation variable.
- iii. There will be a relationship between the principals' performance of teacher motivational tasks and levels of teacher motivation.

1.9 Limitations of the Study

The following were the limitations of the study:

A few respondents were not willing to give information to the researcher. This challenge was addressed by the researcher by explaining the purpose of the study to the respondents. Respondents were also assured that the information they would give would be treated with utmost confidentiality. Some data could not be captured because some respondents were not willing to participate. This challenge was addressed by assuring the respondents that the information obtained would be used for academic purpose only. Permits from relevant authorities were also produced to counter this experience.

1.10 Delimitations

The study was confined to public secondary schools in Kibwezi Sub-County hence private schools were not included. Even though KEMI training entailed many school management training such as financial management and governance among others, this study only covered KEMI training of principals and its adequacy in providing teacher motivation skills.

1.11 Theoretical Framework

This study was guided by Herzberg's two-factor theory developed in 1987 by Herzberg. The theory asserts that job satisfaction and lack of satisfaction (dissatisfaction) are influenced by two sets of factors which are satisfiers and dissatisfies respectively. Herzberg (1987) advocated that factors causing satisfaction of job were different from those leading to dissatisfaction. In this case, motivation-hygiene theory was further

developed to demonstrate the results where; those factors leading to job satisfaction were termed as satisfiers (motivators) while those leading to dissatisfaction were referred to as dissatisfiers (hygiene factors). Using the expression 'hygiene', it implies those factors which lead to friendly environment in which teachers can work with minimal discomfort. However, without 'hygiene' factors, teachers would not be motivated to implement the curriculum due to dissatisfaction factors such as lack of recognition, lack of promotion among other factors.

Hygiene factors tend to work freely of motivational factors thus one can be highly motivated in his work and be dissatisfied with his work environment. Hygiene factors entail external (extrinsic) factors influencing job performance. In the context of the current study, poor working conditions are examples of hygiene factors which can make teachers dissatisfied with the teaching profession. On the other hand, such factors as recognition, achievement, promotion, opportunities for growth, and improvement of personal-wellbeing are examples of satisfiers (intrinsic) which can consequently lead to job satisfaction among teachers in school.

Basing on the context of this study, the core tenets of the Herzberg's two-factor theory provides insight into areas where principals, as managers of secondary schools, can boost the satisfaction of teachers, and in turn gain commitment and loyalty to organization. Considering satisfiers, such factors as achievement, recognition, work itself; advancement and personal growth motivate teachers to perform their work.

The Herzberg's two-factor theory was relevant and applicable to this study because it advocates the improvement of motivation factors in order to increase satisfaction of teachers. Hence, it is the responsibility of the principals to restructure jobs which increase the ability of teachers to accomplish stated goals and objectives that are relevant to curriculum implementation practices. This can be successful by matching the teacher's work ability to the work that was previously prescribed during employment.

With regards to enhancing motivation of teachers, principals must provide recognition when required and effectively plan and organize their work considering a free and fair environment where teachers can freely interact and make decisions. Even though such horizontal management strategies where teachers are given opportunities to make their own decisions are discouraged by many management experts in most organizations, it is important for the teacher to often determine how he or she will achieve his or her formulated goals.

Principals need to understand that factors leading to dissatisfaction among teachers can often be linked to matters other than the work itself and can lead to enhanced motivation, greater job satisfaction and improved performance of the school in general. Therefore, Herzberg's two-factor theory is relevant in this study because it demonstrates the impacts of such skills of teacher motivation as teacher appraisal, teacher involvement in decision making, delegation of duties and recommendation of teachers for promotion (as acquired by teachers in KEMI) on the level of teacher motivation towards accomplishing the set goals and objectives of secondary schools.

1.12 Conceptual Framework

Figure 1.1 illustrates the relationship between independent and dependent variables.

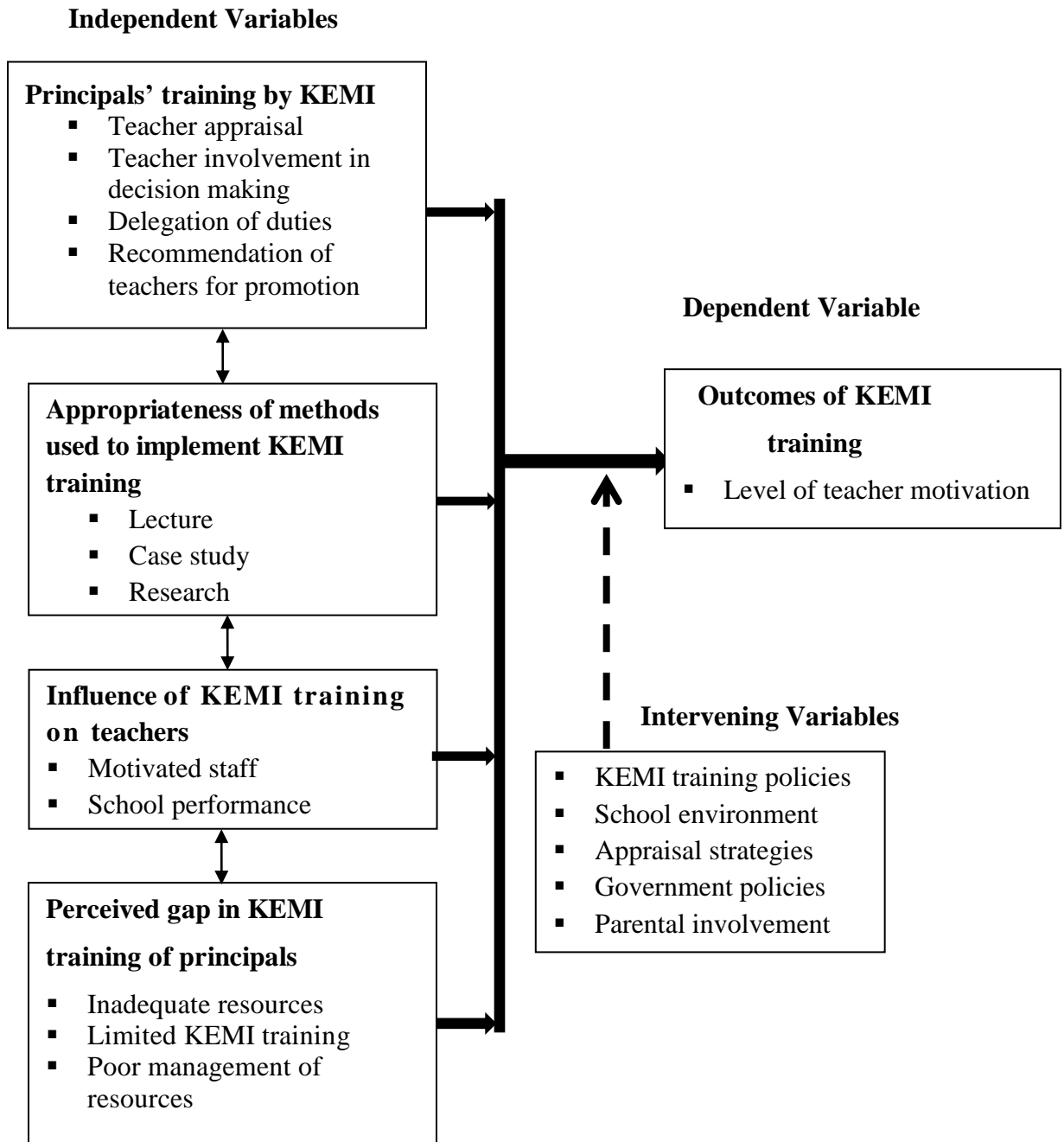


Figure 1.1: Impacts of KEMI Training of Secondary School Principals on Teacher Motivation

Source: Researcher (2017)

As shown in Figure 1.1, the independent variables were; the extent to which principals were trained on teacher motivation, methods of training, extent to which principals execute teacher motivation strategies and perceived gaps in KEMI training. Dependent variable was the outcome of KEMI training as designated by the level of teacher motivation. At one hand, such indicators as teacher appraisal, teacher involvement in decision making and delegation of duties are some of the administrative tasks which can either boost or lower the level of teacher motivation.

On the other hand, application of certain methods of training by KEMI significantly influences the acquisition of motivation skills. Perceived gaps including inadequate resources, limitation of KEMI training and poor management of resources can also create an atmosphere in which principals find it difficult to perform their administration tasks related to human resources like teacher motivation. Finally, factors including KEMI training, policies, school environment, appraisal strategies, government policies and parental involvement could also facilitate the state of motivation among teachers in the school setting.

1.13 Operational Definition of Terms

- Adequacy** : Refers to the extent to which teacher motivation strategies by principals were sufficient to expand the morale of teachers in public secondary schools.
- Gaps** : Refer to limitations or challenges facing the accomplishment of teacher motivation by principals in secondary schools.
- Measures** : Refer to actions and procedures taken into considerations towards enhancing teacher motivation in secondary schools.
- Motivation** : Refers to effort through which principals initiate, direct and sustain teachers' behavior towards the accomplishment of academic goals in public secondary schools.
- Principal** : Refers to the chief executive officer in secondary schools who spearheads all school programmes in order to achieve the desired goals in the schools.
- Training** : Refers to skills and knowledge related to management of schools and curriculum implementation acquired by principals during in-service sessions by KEMI.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains the literature of other studies related to the topic of the current study. The chapter has been arranged as per relevant sub-topics which include; scope of the principals' training on teacher motivation; methodologies used in implementing the KEMI training, influence of KEMI training on teacher motivation. The chapter also identifies the research gaps which the current study attempted to fill.

2.2 Scope of the Principals' Training on Teacher Motivation

Training of the principals is essential for promoting quality and sufficient teaching and learning in areas where gaps or inadequacies of pre-service teacher training have been noted. The concept of professional development of teachers has been transforming but there is lack of consensus based on its understanding. Evans (2002) contends that the concept of teacher professional development is ambiguous among education researchers and this therefore, is demonstrated as a gap. This gap was filled by this study by attempting to ascertain whether teacher motivation skills imparted to principals by KEMI training programme were adequate to improve teacher motivation with regards to their performance in secondary schools.

Professional development in regards to training of principals has been comprehensively viewed by European Union (2010) as the organization of precise activities of preparing teachers for their job, with no exception of opening trainings, initiation courses and

continuous teacher support. Training of principals has been understood as service training and continuous professional development within the school setting. According to Aracha (2001), training of principals is based on motive to change and grow among school managers in order to become better principals. This accentuates reflection as an imperative part of principals' training and this recognition likewise shed light to this study since teachers ought to dependently endeavor to better themselves. Aggarwal (2005) describes the scope of principals' training in a broad way by elaborating that the professional development concept involves all the activities in which principals under training are held in with the end goal of achieving competence and enhancing their motivation among teachers in secondary schools. This conception likewise enriched this study because teachers need to be motivated in order to better their teaching performance.

In another study by Marcello (2009), training of principals is a teacher professional development attained through both formal and informal process. According to Reimer (2003), the US National Science Foundation Teacher Enhance program, termed training of the principals as 'training associated with the teaching methods'. This notion is buttressed by Darlin-Hammong (2003) that there is overwhelming competence among teachers who take part in sustained curriculum based professional development which subsequently leads to high achievement in examinations among students. This was supportive as this study focused the principals' professional development and impact on teacher motivation for improved instruction and learning outcomes.

Delegation of duties according to Musaazi (2002), and Van der Westhuizen (2011), involves elements such as, giving part of ones work to his subordinates, giving the subordinates the necessary authority to execute their duties and setting up control mechanisms to ensure that work is done according to predetermined standards. Van der Westhuizen (2011) maintains that a principal does not always have time to execute all administrative tasks effectively. He must delegate some of his tasks to his staff members. Delegating helps to extend activities since more people become involved and more work can be done. Delegating also serves as a means of preventing overlapping. It provides an opportunity for greater work satisfaction which in turn leads to increased motivation and high morale. When teachers are delegated some tasks, they feel motivated and hence their job satisfaction is increased. The current study sought to find out the extent to which secondary school principals were taught delegation task as an aspect of teacher motivation.

Supervision is therefore concerned with the stimulation of professional growth and development of teachers, the selection and revision of educational programmes, material for instruction and methods of teaching in addition to the evaluation of instruction (Wanga, 2004). The principal is responsible for all school programmes and promotion of teachers' growth and effectiveness. The principal's effectiveness in supervision practices always influences the teachers' attitude towards the job practices hence improving job satisfaction amongst the teacher. When the focus of supervision is on teaching and learning, evaluation is an unavoidable process (Chiemela, 2010). Likewise, the current

study sought to find out the extent to which secondary principals were taught supervision as an aspect of teacher motivation.

Historical reports related to education have indicated that training of principals has been a great concern in Kenya since independence. In a report by Koech commission, it was advocated that all principals should undergo training in school management and administrative training (Republic of Kenya, 1964). This was later implemented, and today KEMI trains all school managers including principals (MOE, 2011). Sessional Paper No. 1 (2005) provides a policy framework for education, training and research which advocates that provision of education and training to all Kenyans, especially managers, is vital to the achievement of general growth and development of quality and reliable human resources by the government. This criterion, as provided for in the sessional paper, is central to the attainment of national targets for industrial developments in the next five years.

The studies reviewed in this literature generally emphasized on principal and staff development in schools. Nevertheless, the studies failed to address training with the perspective of specialized roles and duties of the participants. In addition, few studies have been conducted to ascertain the adequacy of KEMI training of secondary school principals in attaining teacher motivation skills. This study therefore sought to establish the extent to which public secondary school principals were trained by KEMI on teacher motivation.

2.3 Methodologies Used in Implementing training of Secondary School Principal's

Various approaches have been embraced by institutional bodies responsible for training principals in motivational tasks including scheduling of seminars, organizing for workshops, job enrichment, private reading, research methods among others (Ngwacho, 2012). Basing on in-service training methods, Ngwacho (2012) established that the number of those involved in workshops was low and discussion was the major method used during seminars. However, time consumption was one of the major limitations of seminars noted. Ngwacho (2012) further recommended that seminars and workshops should be employed as training approaches for active participation by trainees; and division of groups should be tried where participants are more than the number which can be sustained per session. The findings are supported by those of Thomson and Tom (1957, cited in Njeru & Orodho, 2003) which indicated that knowledge and skills acquired through seminars make trainees more tolerant and broad-minded. Also, good listening skills and cooperation are encountered through seminars and workshops. Based on the context of the current study, principals, deputy principals and Heads of Department (HODs) receive training through KEMI. Principals can subsequently reflect this practice by improvising instructional materials to be used by teachers in teaching and learning activities.

Job enrichment method includes a procedure in which instructors partake in different activities during the training session other than the actual ongoing training (Walsh & Taylor 2007). Such activities include joining the team in timetabling, uniting with school committees and participating in departmental responsibilities. In another way, a staff

member may willingly represent the principal in a series of meetings. This method further displays a way of delegating tasks to a teacher for a purpose of preparing them to handle tasks defined by positions to which they are supposed to be promoted to. As a result, the trainee gets an opportunity to enhance his or her performance in that area delegated to him or her.

Private reading is termed as an activity that enhances teachers' academic standing and capability. It is a programme whereby a participant identifies his or her educational needs, learning resources and learning strategies (Knowles, 1975). However, this approach can make trainees divert their concentration to academic work rather than their main roles as teachers or principals in schools. Hewton (1988) observed that educational journals and other materials were set in staff development libraries in schools under his study. This trend was necessary for the sake of examinations. Chirwa (2012) revealed that a self-reliant administrator should develop a conducive environment for learning served with good infrastructure. People give respect to teachers without considering the condition of their work station. It is therefore very important to have good infrastructure at school. Bennell and Ntagaramba (2008) did a study on teacher motivation and incentives in Rwanda point out that committed teachers are working hard for very little. The principals were generally quite positive about the motivation and commitment levels of their teachers.

Belle (2007) also conducted a study on training approaches and the role of secondary school principals in motivating teachers in the Flacq district of Mauritius. Findings

revealed that principals are very discouraged by too much paperwork and administrative tasks that are imposed on them by the Ministry. The study also found that teachers are proud to work in very attractive surroundings with well-maintained facilities and impressive infrastructure. Collaboration, communication and collective problem solving generate a sense of professionalism, mutual care and support amongst teachers. The researcher adds that recognition and praise by the principal increases devotion, commitment and enthusiasm in work. Teachers are motivated by principals who are personal oriented and who practice democratic leadership styles; autocratic and purely task-oriented principal approaches demotivate them.

The literature has revealed methodologies utilized in professional development programmes. However, studies focusing on KEMI training in regards to appropriateness of methods used are few. The current study sought to examine the appropriateness of the methodologies used in the KEMI training of public secondary school principals.

2.4 KEMI Training of Principals and Teacher Motivation Tasks

Jackson et al. (2009) noted that motivation is influenced by many factors in environment, either in school setting or home setting. In his literature work, Kanter (2009) attempted to spot some of thoughts by Peter Duckers on motivation and he mentioned that employees are not only motivated with money but are also motivated by a sense of purpose within the bounds of achieving certain goals. Thus, motivation is all about the factors that influence people to behave in certain ways (Armstrong, 2006). It is

also defined by the forces which initiate, direct and sustain behaviours towards achieving certain goals.

A study conducted by Fullan and Hargreave (1992) on a comparison of the effects of different training designs on teaching and learning showed that carefully designed principal development programs boosted teachers' morale and therefore enhanced academic performance among students. According to Lewis (1984, as cited in Akinyi, 2011) principal professional development is a significant variable of teacher motivation. Staff development is perceived as a very significant element of personnel management. Flippo (1984, as cited in Akinyi, 2011) points out that an employee should be trained once he or she is recruited in order to equip them with relevant knowledge. Likewise, principals are professionally trained to assist them adapt to new instructional strategies which emerge from recent educational research. However, the study concentrated on curriculum implementation hence teacher motivation was not illustrated in detail.

A study based in Pakistan by Verspoor (1989) on pathways to change and improving the quality of education in developing countries indicated that motivation was neither influenced by salary increase nor the provision of housing, but rather depended on the relationship between teachers and the school manager. The principals seemed to utilize approaches which could direct their motives and make them more active participants, rather than being recipients. Also, Ngobeni (2004) in the Zeerust District of South Africa conducted a study on the role of leadership in motivating teachers and found that

leadership at a school center is the foundation of good and effective management. According to Ngobeni (2004) schools that lack effective leadership do not perform well.

Pongoh (2008) did a study on the effect of principals' leadership and achievement of motivation on teaching competence of public school teachers in Manado City of Indonesia and found that the principal as a leader in the school must have a concern in the ability of teachers and continue to encourage them to improve their teaching competence. Pongoh (2008) further shows that achievement of motivation affects positively on teachers' teaching performance. This means that whenever there is increase in achievement motivation, it will improve the teaching competence of teachers. Thus teachers continue to work despite the challenges and responsibility of their task in order to improve quality of education and learning.

Acheck (2015) conducted a study on motivational strategies used by Principals in the management of schools in Selected Secondary Schools in the Fako Division of the Southwest Region of Cameroon. The findings of the study indicated that all teachers agreed that they were motivated by principals based on such motivational strategies as empathy, supportive, disciplinary matters, caring and positive leadership characteristics. A study by Odeyo (2005) on "Impact of the Kenya Education Staff Institute's in-service program on secondary school head teachers in Machakos Sub-Country in Kenya" noted that teacher motivation is also provided by KEMI in-service training apart from principal's administrative tasks. Despite the training as shown by the studies in the literature review, little is known whether the skills acquired by the principals influenced

teacher motivation in schools or not. Hence, the current study sought to determine the influence of the KEMI training of public secondary school principals on teacher motivation tasks in Kibwezi Sub-County.

2.5 Gaps and Measures to Improve the Training of Principals in Teacher Motivation

A report by UNESCO (2012) indicated that there has been increase in access, retention, equity, quality and efficiency of the sectors at both county and national level following the launch of Free and Compulsory Primary Education and Free Day Secondary Education (FDSE). Despite this positive perception, FPE and FDSE are still affected by several issues related to sizes of class and student-teacher ratio (Gachiochio & Gachoka, 2010).

Alugchaab (2011) studied factors that influence the motivation of basic school teachers in Ghana and found that teachers were passionate about their job but were not satisfied with what Herzberg describes as hygiene factors. These factors which include salary, fringe benefits, working conditions, status, lack of administrative support and teaching and learning materials. The results however found that most teachers find solace in interpersonal relationship that exists between and among them. It is recommended that work conditions in schools should be improved; teachers' salary should be looked at and holistically taken into consideration. Teachers' performance should be recognized by both government and the communities where teachers work. Alugchaab (2010) also

recommended that adequate teaching and learning materials should be provided to improve teaching and learning.

Pongoh (2008) found that principals' leadership positively influenced the teaching competence of teachers. This means that whenever there is improvement in school leadership, it can improve the teaching competence to teachers. The principal as a leader must be able to encourage improvement of teaching competences of teachers through teacher empowerment potential. It was also found that the principal as a leader in the school must have a concern in the ability of teachers and continue to encourage teachers improve their teaching competence as the teacher is a valuable asset for the school in helping students to improve learning outcomes and to achieve the best learning achievement.

Poor teacher motivation in secondary schools has been reflected by low academic achievement as a result of poor management and implementation of curriculum. Teachers therefore play significant roles in implementing curriculum in schools. In their study, Njeru and Kioko (2004) noted that curriculum implementation has not been effective as a result of inadequate teachers caused by retirement, deaths, dismissal and career change. In line with this finding, Griffin (2012) found out that shortage of teachers in the country stood at 61235. This way, if the instructional capacity is not strengthened by deploying more teachers in secondary schools, teachers will be burdened with wide coverage of syllabus hence become demoralized.

The government has built up an approach of enlistment which is motivated to curb unpredictable dispersion of teachers. In contrast, TSC is only concerned with replacing teachers rather than staffing. Staffing schools with the required number of teachers gives the principals a workable environment for motivating teachers. Some principals execute their roles in poor working conditions hence are also affected in relation to ensuring effective curriculum implementation. Thus, they seem to withdraw from performing their teacher motivation duties and may opt for extra jobs, rather than focusing on management of school (McKenzie & Santiago, 2004; UNESCO, 2012).

Belle (2007) in his study recommended that principals should monitor learners' academic progress and learners' attitudes to learning. This can be done by developing learner monitoring system where all the major stakeholders, namely the principal, teachers, prefects and students councils collaborate effectively. Also, principals cannot escape their roles as resource providers since teachers need to be well equipped with instructional resources and materials. Principals should encourage the sharing of available resources between and among the various subject departments to ensure their efficient use. The principal should not hesitate to delegate responsibilities to any teacher. Indeed, delegation of power and authority should not only be given to senior teachers but also to the heads of departments.

Attempt to motivate teachers to perform by principals is also affected by poor attendance (Wasanga, Ogle & Wamba, 2011). As a result, teachers' efforts in managing exams, discipline, teaching and learning resources are limited. Hence, the principal encounters

challenges to harmonize these instances since intrinsic and extrinsic motivational factors vary according to the setting and teachers' residences (UNESCO, 2008). This eventually results into insufficiency of the manpower in curriculum implementation. Oketh and Ngware (2012) also identified that it has been difficult for teachers to handle students individually in regards to the learning indifferences due to large size of classes. This signifies very low teacher-student ratio which renders teachers with more tasks in school concerning syllabus coverage and hence become discouraged. It is necessary for the government to employ the number of trained teachers as requested for by the principal in order to replenish maximum motivation among teachers. The principal should therefore increase the number of teachers by requesting for more teachers from the Teachers Service Commission with respect to academic capacity needs in secondary schools. Hence, this study addressed these challenges and recommended measures to improve the training of principals in teachers' motivation.

Nyakundi (2012) did a study on factors affecting teacher motivation in public secondary schools in Thika, West District in Kiambu County, Kenya. The study targeted the principals and teachers of public secondary schools in the district. The study recommended that school management should ensure transparent and transformational leadership which will motivate teachers to work hard in their service delivery. It was also recommended that schools should ensure that the school environment is conducive for teachers to increase their motivation and satisfaction with their job. This can be achieved by ensuring that there are adequate teaching and learning resources.

Studies in the above literature adequately covered the level of teacher motivation but were mainly conducted in secondary school settings. The current study was based on KEMI in identifying gaps and recommending measures to improve the training of principals in teacher motivation.

2.6 Summary of Literature and Research Gaps

Studies have shown that professional development of principals is important in upgrading the skills of teachers and motivating them. However, few studies have attempted to assess the extent to which these principals acquire certain skills during in-service training like those conducted by KEMI. Being that there was no local study related to KEMI training of principals on teacher motivation, the current study therefore sought to identify gaps and recommend measures to improve the training of principals in teacher motivation. Few studies attempted to give the effectiveness of the methods used during teacher professional training programme. Therefore, the current study sought to examine the appropriateness of the methodologies used in the KEMI training of public secondary school principals⁷.

Despite the acknowledgement of training of principals by most studies in the literature, little is known whether the training acquired by the principals influence teacher motivation in schools or not. The current study sought to assess the influence of the KEMI training of public secondary school principals on teacher motivation tasks in Kibwezi Sub-County. Studies also identified challenges facing principals in executing their skills of teacher motivation even after training. This study therefore, sought to

identify gaps and recommend measures to improve the training of principals in teacher motivation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter gives the methods that were used in the study. It describes the research design, study locale, study variables, target population, sampling techniques and sample size, research instruments, pilot study and data collection procedures. Data analysis and ethical considerations are also described.

3.2 Research Design

For the purpose of this study, descriptive survey design was used. The use of descriptive survey design was appropriate for this study because it made it possible for the researcher to describe the phenomenon of the principal's roles on developing motivation among teachers based on the teacher motivation skills acquired through KEMI training. According to Orodho (2008), descriptive survey design allows collection of data and describes the status of the phenomenon as the way it is and without manipulating the results. Through the use of descriptive survey design, the researcher was also able to collect information describing the appropriateness of the methodologies used in KEMI training, the extent to which principals acquired teacher motivation skills and gaps that need to be filled in relation to improving quality training on teacher motivation.

3.3 Location of the Study

This study was carried out in Kibwezi Sub-County in Makueni County. The area has a total of 54 secondary schools which are public. The location is made up of three

educational divisions which include; Kibwezi, Machinery and Mtito-Andei and eight zones (Mtito-Andei, Nthongoni, Ngwata, Kibwezi, Kathyaka, Kambu, Masongaleni and Maikuu. The study location was selected for the study since there were little studies done with regards to adequacy of KEMI training of principals on teacher motivation skills, yet various cases of low motivation of teachers were reported in most secondary schools in the area. There were also some reported cases of boycott among teachers in most schools in the Sub-County (Makueni County Facts, 2017).

3.4 Target Population

The study targeted all 54 principals and 214 Heads of Department (HoDs) from the 54 public secondary schools in Kibwezi Sub-County. Selection of principals was significant because their roles as facilitators of curriculum implementation entirely depend on motivation of teachers. It was also significant to select heads of department as they are essential in directing and planning implementation of the syllabus of each and every subject in schools which is also influenced by motivation.

3.5 Sample and Sampling Technique

Kibwezi Sub-County was divided into eight (8) zones (Mtito-Andei, Kambu, Nthongoni, Ngwata, Kibwezi, Kathyaka, Masongaleni and Maikuu). Therefore, the eight (8) zones formed the strata of the study where stratified sampling method was used to select two (2) schools from each zone giving a total of 16 schools. This represented 30% of the total number of public secondary schools. This was in conformity with Orodho (2008) where

he argues that a sample of at least 30% is ideal for any population. The use of stratified sampling technique enables individuals from all categories to be included in the study.

Purposive sampling method was then used to select all the 16 principals and 5 directors of KEMI. Finally, simple random sampling was used where folded papers written ‘NO’ and ‘YES’ were administered to a group of HODs in each school. Only those who picked folders written ‘YES’ were selected to participate in the study. The same procedure was repeated in all the selected schools until the required sample of 64 HODs was achieved. This was a representative of 30% of the target population. This was in line with Best and Kahn (2006) who argue that a sample of 30% is ideal for a bigger population while 10% is appropriate for a smaller population. This led to selection of a total sample of 85 respondents. The use of random sampling was appropriate because it helped to minimize biasness in participation and gave each and every participant an equal opportunity to take part in the study (Kerlinger, 1973). Table 3.1 gives a summary of population and sample size.

Table 3.1 Population and Sample Size

Subjects	Target population	Sample Size	Percentage
Principals	54	16	30
HODs	214	64	30
KEMI Directors	5	5	100
Total	273	85	31.13

3.6 Research Instruments

For the purpose of this study, questionnaires and interview guides were used to collect data.

3.6.1 Questionnaire for the Principals

This involved designing a structured questionnaire made up of both open-ended and closed-ended items. Kothari (2004) emphasizes that while open ended type of questions gives the informants freedom of responses, the closed ended type facilitates consistency of certain data across informants. The questionnaire was made of five sections: the first section sought to collect information on demographic characteristics of the principals including gender, age and teaching experience. The second section was used to gather data relating to the extent to which principals acquired teacher motivation skills during KEMI training. The third section sought to collect data with regards to the methods used by KEMI training to impart teacher motivation skills on the principals. The fourth section was used to collect data on how KEMI training had influenced principals on their teacher motivation roles in secondary school setting. Finally, the fifth section gathered data on gaps and measures to enhance principals' training in teacher motivation. The use of questionnaire was considered appropriate because it was easy to administer. The instruments were chosen because the targeted population was considered literate which minimized the interpretation of the questions for their understanding to capture reliable information. The data collected using questionnaires is easy to classify and this makes it easy to compile.

3.6.2 Questionnaire for HoDs

This involved designing a structured questionnaire made up of 11 open-ended and 3 close-ended items. Each question was formulated to accomplish the objectives of the study by collecting data related to what HODs observed on the change in principal in addressing teacher motivation challenges. Questionnaires were used because they permit collection of data from a large sample (Kothari, 2004). Questionnaires also allow respondents to give frank answers to sensitive questions without fear of victimization (Mugenda & Mugenda, 2003).

3.6.3 Interview Guides for KEMI Directors

This was administered to KEMI directors whereby face-to-face interviews which took approximately 15 minutes were held. The instrument helped to gather in-depth data based on opinions concerning the training methods employed during KEMI training. According to Kothari (2004) the interview method for collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. Kerlinger (1973) observed that more people are willing to communicate orally than in writing, this therefore provided data more readily in an interview. Yin (2003), states that interview is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview. The researcher used interview schedules to collect data from the KEMI directors.

3.7 Pilot Study

Prior to the final study, it was necessary to pre-test the research instruments in order to enhance their reliability and validity. For the purpose of pilot study, two (2) principals and four (4) HODs in two (2) public secondary schools in Makueni County were selected. However, the two (2) schools were not included in the final study. Piloting of the research instruments assisted in identifying weaknesses of the items. Ambiguous items in the instruments were also simplified and irrelevant ones removed.

3.7.1 Validity of the Instruments

To test for content validity, two experts in the department of educational management policy and curriculum studies were consulted. As a result, items that did not answer research questions were discarded, ambiguous items were edited for easy understanding and more useful items were also added to enhance adequacy of data.

3.7.2 Reliability of the Instruments

To test for reliability, a test-retest method was used whereby the instruments were administered to the same group twice within an interval period of two weeks. Two test scores for each instrument were recorded and a correlation coefficient was computed between two scores separately for questionnaires and interview schedules using Pearson's product moment formula. Correlation coefficients of 0.74 and 0.71 for questionnaires and interview schedules respectively were attained and therefore the instruments were accepted. This is in accordance with Gay (2003) who asserts that a correlation coefficient of 0.7 and above should be considered and should be accepted.

3.8 Data Collection Procedure

Collection of data followed the following process:

Administration of questionnaires

Upon obtaining a research permit from NACOSTI, the researcher made appointments with the principals. This helped in building a good rapport with the respondents and the researcher also had the opportunity to explain to the respondents the purpose of this study. The researcher personally administered questionnaires to the principals and heads of department. Completed questionnaires were later picked up by the researcher during the day.

Administration of Interview Schedules

Directors of KEMI were visited and arrangement was made in regards to the appropriate time for the interview session. Final interview was held with KEMI directors and data were recorded through note taking.

3.9 Data Analysis

Both qualitative and quantitative data analysis approaches were used. Collected quantitative data were edited, organized into themes and fed into a computer. Data was then analyzed using descriptive statistics such as frequency and percentages with the aid of Statistical Package for Social Sciences (SPSS). Analyzed data were presented using tables, bar-graphs and pie-charts for easy interpretation. Qualitative data were organized into relevant themes, presented using texts or quotes and discussed using relevant literature.

3.10 Logistical and Ethical Considerations

3.10.1 Logistical Considerations

The researcher sought clearance from graduate school, Kenyatta University. Permission from the National Commission for Science Technology and Innovation (NACOSTI) was sought before collecting data. Permission was sought from each secondary school and acknowledgement of acceptance was received from the principals. Consultations were made with the KEMI directors regarding their best time for interview session.

3.10.2 Ethical Considerations

Respondents were instructed not to include their identities in the questionnaire to ensure confidentiality of the information given. Consent was sought from the respondents in order to allow only those who were willing to participate in the study. Respondents were also instructed that they were free to withdraw from taking part in the study at any time. Sensitive questions which could irritate the respondents were avoided. The respondents were assured that questionnaires and scripts would be destroyed after the analysis.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents findings, interpretation and discussion as per the objectives of the study. This chapter has been presented in sub-sections with the first section showing general and demographic information of the respondents. The second sub-section presents data on the extent to which principals acquired teacher motivation skills during KEMI training. The third sub-section was concerned with data related to the appropriateness of the methods used in KEMI training of principals. The fourth sub-section presents data on the influence of KEMI training of principals on teacher motivation task. The final sub-section gives the identified gaps and recommended measures put in place to enhance training of principals in teacher motivation.

4.2 General and Demographic Information

This section presents data that describes demographic characteristics of the respondents in terms of gender, academic qualifications and teaching experience. This information was important because personal characteristics and background of the principals and teachers directly determine their inter-relations and hence influence teacher motivation. Data was collected from a total of 16 principals, 64 HODs and 5 KEMI Directors.

4.2.1 Distribution of Schools by Category

Heads of Department were required to indicate the categories of schools in terms of Sub-County, County or Extra County cluster. The results were presented in Figure 4.1

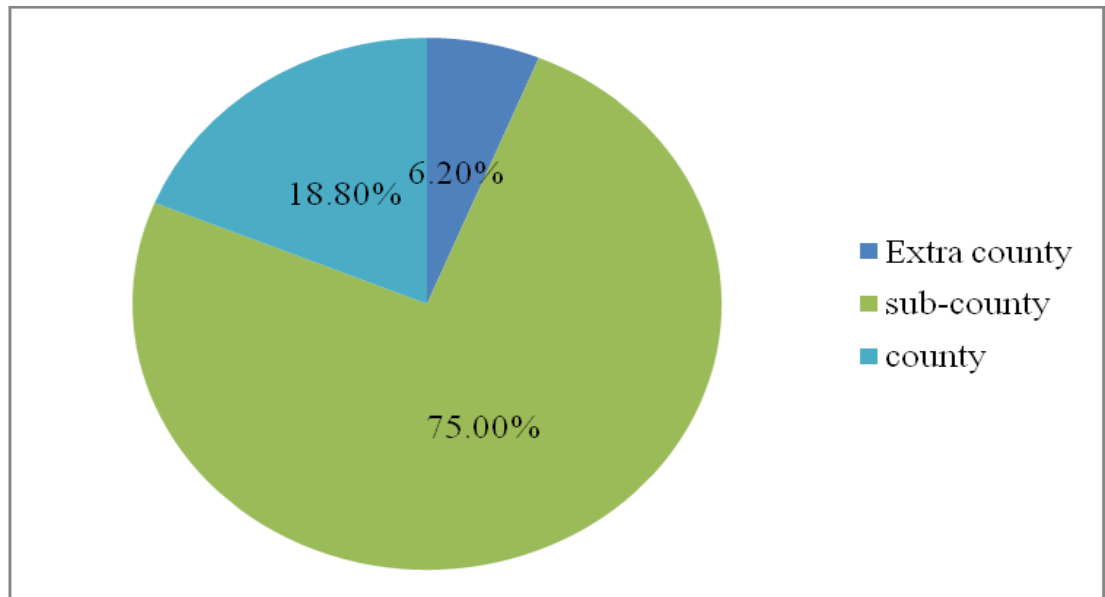


Figure 4.1: Distribution of Schools by Cluster/Level

The results in Figure 4.1 indicated that majority 48(75%) of public secondary schools that were sampled were in the category of Sub-County schools. The County schools sampled were 3(18.8%) while there was only 1(6.2%) extra county school. The findings implied that most schools in the County were classified as sub-county schools since they were mainly day schools that were built through fundraising by the local community in order to meet the increasing demand for secondary education, following the launch of free primary education in 2003. The few county and extra-county schools were the only secondary schools that had been established earlier and they were well equipped with enough land for expansion. Categorizing schools was important in determining the distribution of schools in relation to cluster in Kibwezi. Including all categories of schools would assist in obtaining a variety of data based on availability of resources and facilities.

4.2.2 Distribution of Principals by Gender

To establish gender representation in leadership in secondary schools, the sampled principals were asked to indicate their gender. The results were presented in Figure 4.2.

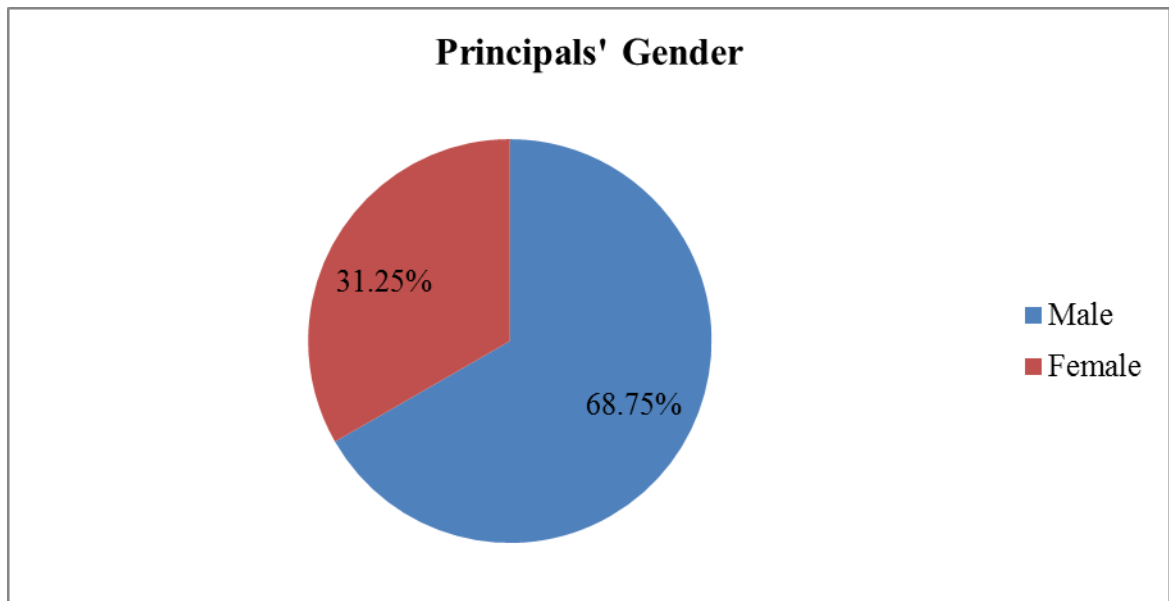


Figure 4.2: Distribution of Principals by Gender

From Figure 4.2, it can be seen that 11(68.75%) of principals in the public secondary schools in Kibwezi Sub-County were male, while female were represented by 5(31.25%) of the respondents. This implied that leadership in secondary schools in Kibwezi Sub-County was dominated by men. This shows that the responses from the principals were slightly gender biased. The findings still show that the one third policy of gender representation in school leadership has not been achieved.

4.2.2 Distribution of Principals by Academic Qualification

The relevance of teacher motivation skills is enhanced by high academic qualification

(Michaelowa, 2002). Basing on this concept, principals were asked to indicate their academic qualification. The results were presented in Figure 4.3.

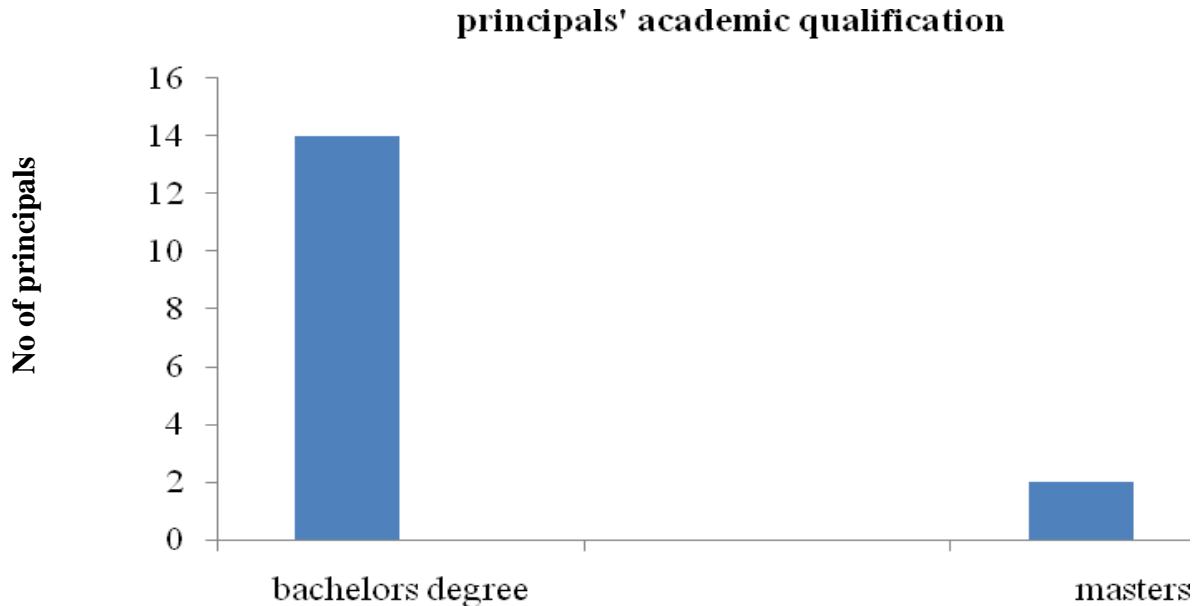


Figure 4.3: Distribution of Principals by Academic Qualification

The results in Figure 4.3 indicated that of the principals that were sampled, over three quarters 14(87.5%) of them had bachelor's degree while 2(12.5%) had acquired a master's degree.

This finding implies that all principals, as school managers, were qualified as per the education standards set requirement of the Ministry of Education. This finding implies that the respondents to the study were well informed on the issues of principals' training in teacher motivation and were therefore in a position to respond to the issues as enquired by the research tools. This finding is supported by Bennell and Mukyanuzi (2005) on teacher motivation crisis, where they found that individual teacher characteristics can also

adversely impact on teacher motivation levels. They added that academic qualification of teachers has become basic requirement in many countries due to the rapid expansion of primary and more recently, secondary school enrolments and higher rates of teacher attrition.

4.2.4 Distribution of principals by years of experience in Leadership

This was achieved by asking the principals to indicate their experience as dictated by the duration they had served as head teachers in the current stations. Figure 4.4 presents the results.

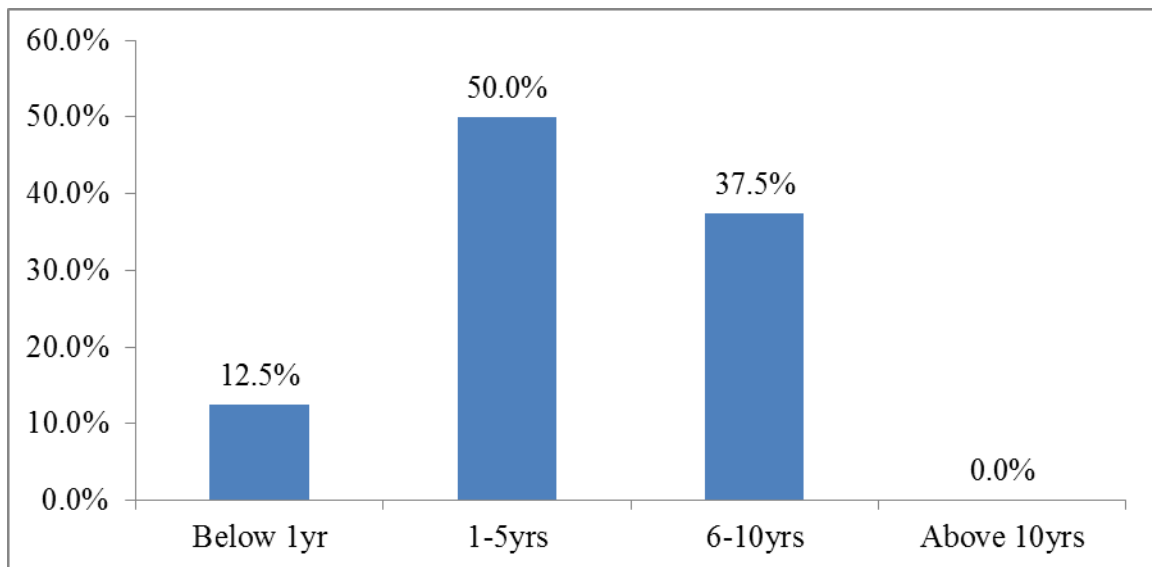


Figure 4.4: Principals' Years of Experience in Leadership

As it can be seen in Figure 4.4, none of the sampled principals had ten years and above of experience. The results showed that half of the sampled principals 8 (50%) had an experience of 1-5 years, 6(37.5%) had an experience of 6-10 years while 2 (12.5%) had an experience of less than one year. Establishing the experience of the principal was important since a more experienced school manager is better informed and can

effectively respond to challenges that may arise as a result of poor curriculum implementation as compared to one with fewer years of experience in leading secondary schools. This way, principals with less than one year of experience may find it hard in teacher motivation tasks. This is echoed by Belle (2007) who emphasized that experience in secondary school principals is a determinant of being an effective leader by embracing leadership behaviours in performing administrative tasks like teacher motivation.

The findings also imply that the principals had acquired adequate professional experience in education and hence were in a position to explain influence of principals' tasks on teachers' motivation in public secondary schools. This finding is in line with that of Esther and Marjon (2008) which indicated that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivation based on teaching as a fallback career.

4.2.5 Gender of HODs

Representation of heads of department in gender was significant and this was achieved by asking HODs to indicate their gender, whether male or female using questionnaires.

Figure 4.5 presents this data.

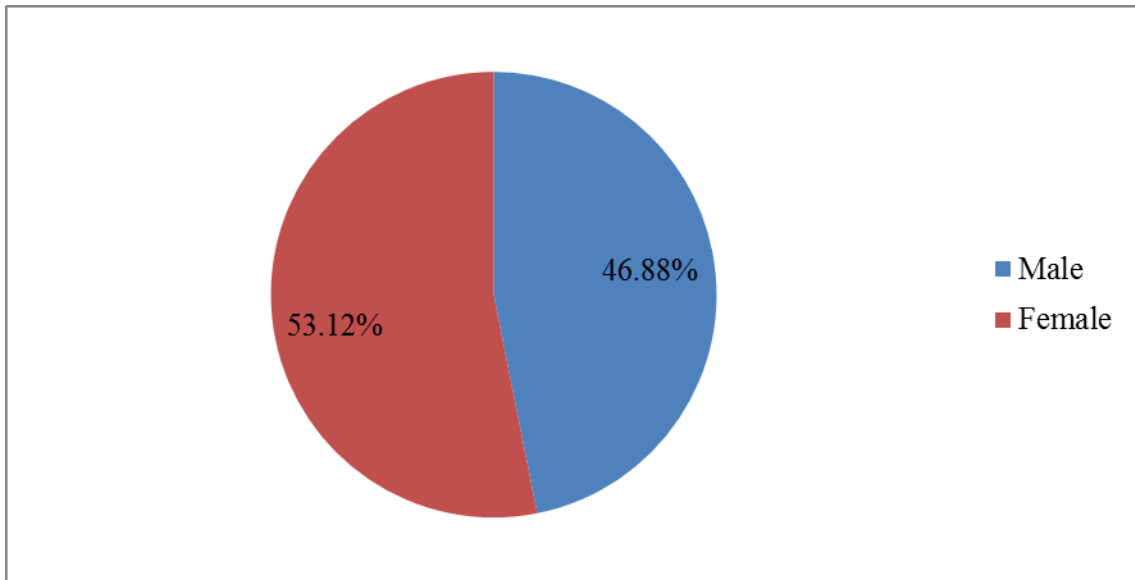


Figure 4.5: Distribution of HODs by Gender

The results in Figure 4.5 indicated that the sampled male HODs were 30(46.88%) while female HODs constituted 34(53.12%). These findings implied that the distribution of both male and female teachers in secondary schools in the study was almost equal. Data on the gender of the HODs indicated that majority of them were female. However, the difference between the number of female and male HODs was slight. This scenario implies that the difference may not present gender biasness in terms of the influence of principals' tasks on teachers' motivation.

4.2.6 Distribution of HODs by Academic Qualification

The HODs were required to indicate their academic qualification based on educational levels. Figure 4.6 presents the results.

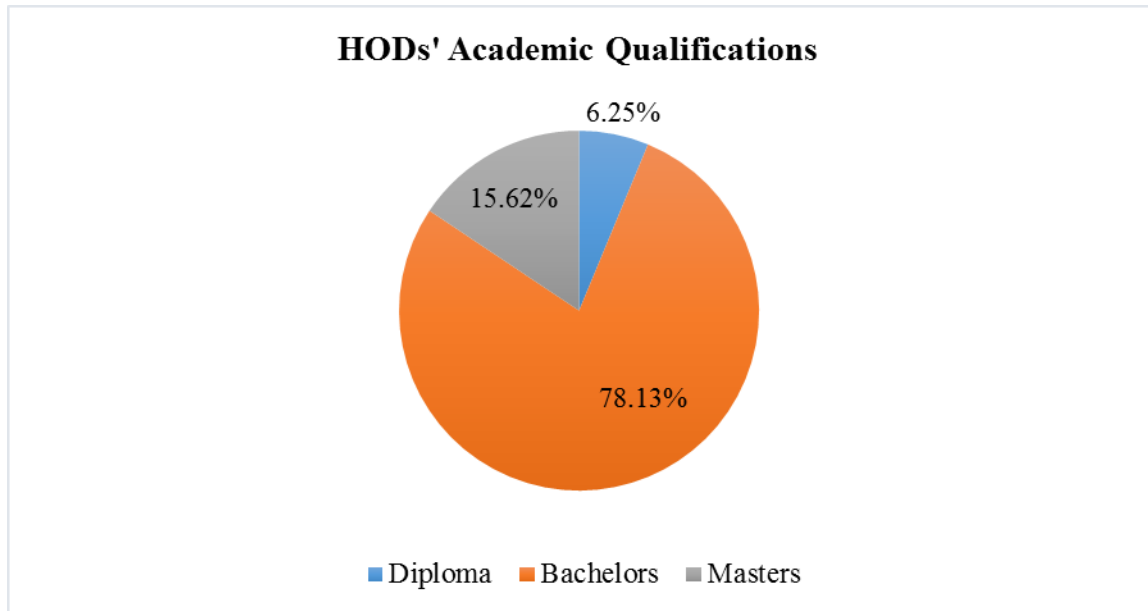


Figure 4.6: Distribution of HODs by Academic Qualification

The results in Figure 4.6 showed that majority of HODs 50(78.13%) were Bachelor's degree holders, some had acquired Master's degree 10(15.62%) and a few 4(6.25%) of the sampled HODs had a Diploma in education. Academic qualification of the HODs might be crucial in regards to teacher motivation in schools; hence remuneration of teachers who furthered their studies had a positive impact on motivation of teachers by the school principals. This shows that the teachers have gone through the necessary training and are able to understand principals' teacher motivation tasks and how they affect motivation.

4.2.7 Distribution of KEMI Directors by Gender

Through interviews, the researcher wanted to know how KEMI Directors were distributed in terms of gender among the sampled 5 respondents. However, the researcher was able to reach only three KEMI Directors because some of them were

outside the country on official duties. Figure 4.7 presents the results.

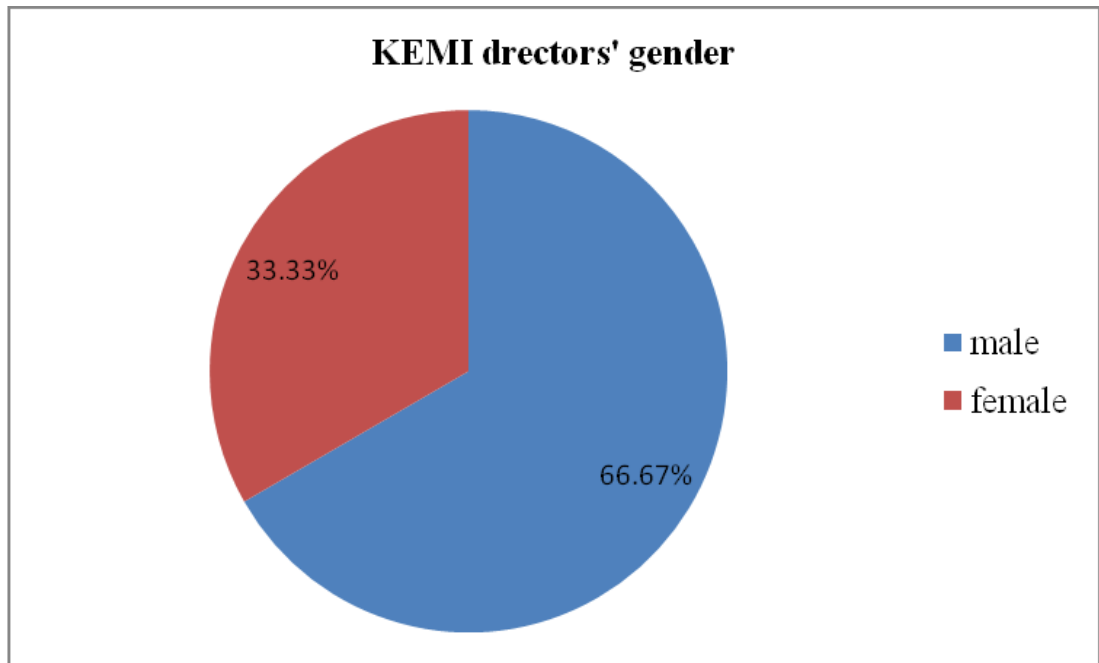


Figure 4.7: Distribution of KEMI Directors by Gender

The results in Figure 4.7 showed that 2 of the KEMI directors were male constituting 66.67% while 1 was a female as represented by 33.33%. When further research was done, it was revealed that the directors were the head of training department, the assistant and a member of the training department respectively who were charged with duties of in-service training and management of the principals. These findings implied that both male and female directors were involved in KEMI training of the principals. This indicated that the government policy on gender mainstreaming has been implemented in KEMI and hence female gender representation has already met the required basic minimum of one-third.

4.3 The Extent to which Principals have been trained by KEMI on Teacher Motivation

The first study objective sought to establish the extent to which public secondary school principals have been trained by KEMI on teacher motivation. To achieve this, KEMI directors were asked, through interviews, to provide the specific areas of the curriculum the KEMI training captured. Also, based on a 3-point scale, principals were asked, through questionnaires, to rate the various management skills that were imparted by KEMI during their training. The findings were presented and discussed under the following sub-sections:

4.3.1 KEMI Training of Principals

As reported by all KEMI directors, the training was done in conjunction with other educational bodies such as Teachers Service Commission (TSC), KESSHA (Kenya Secondary School Heads Association) MoE (Ministry of Education), KEPSHA (Kenya Primary School Heads Association) and Quality Assurance and Standards Officers. Principals were asked to indicate the degree of skill acquisition in the various areas they were trained by KEMI using a 3-point scale. Table 4.1 presents the results.

Table 4.1: Acquisition of Skills as Reported by Principals

Extent	To a great extent	To some extent	Not at all
Resource management	8(50%)	6(37.5%)	2(12.5%)
Leadership	7(43.75%)	8(50%)	1(6.25%)
Good governance	9(56.25%)	6(37.5%)	1(6.25%)
Resource- based management	9(56.25%)	7(43.75%)	0(0%)
Procurement and financial management	10(62.50%)	6(37.5%)	0(0%)
Conflict resolution	7(43.75%)	9(56.25%)	0(0%)
Disaster management	4(25%)	11(68.75%)	1(6.25%)
Teacher Motivation	8(50%)	7(43.75%)	1(6.25%)

N=16

The results in table 4.1 indicate that majority 10(62.50%) of the principals had been trained on procurement and financial management skills to a greater extent. The findings further indicated that teacher motivation skills, good governance and resources management were acquired by principals in the training by KEMI to a great extent. The findings further revealed that 4 (25%) principals reported that they had acquired skills in disaster management to some extent. This finding implies that the principals did not adequately acquire teacher motivation skills as compared to such administrative skills as procurement and financial management, good governance and resource management which were otherwise attained to a great extent. The finding agrees with those of Akinyi (2016) and Musembi (2016) which indicated that KEMI emphasized on financial management and curriculum implementation during training.

Other related findings include those of Kiio (2015) on the influence of KEMI's training

on Head Teachers' competence in management of primary schools in Westlands Sub-County, Nairobi which revealed that such courses as financial management, human resources management and risk management were taught. Also, Njenga (2016) on the impact of In-service training for HODs in curriculum implementation in secondary schools of Kipipiri Sub-County indicated that such skills as Information Communication Technology, curriculum management, finance management, human resources, ethics in education, procurement and emerging issues in education were covered in the modules. Principals were further required to indicate the extent to which they had acquired skills from KEMI courses in teacher motivation in secondary schools. Table 4.2 presents the results.

Table 4.2: Principals' Responses on the Extent to which KEMI Training enabled them to Acquire Teacher Motivation Skills

Motivation skill	Extent		
	To a great extent	To some extent	Not at all
Teacher appraisal	8(50.00%)	8(50.00%)	0(0.00%)
Teacher involvement in decision making	10(62.50%)	6(37.50%)	0(0.00%)
Delegation of duties	9(56.50%)	7(43.50%)	0(0.00%)

N=16

From Table 4.2, it can be seen that principals reported that relevant motivation skills such as teacher appraisal, involvement of teachers in decision making and delegation of duties were acquired during KEMI training. Half 8 (50%) of the principals perceived that KEMI training had enabled them to acquire teacher motivation skills to

a great extent, while the remaining 8(50%) reported that they had acquired these skills only to some extent.

These findings concur with those of Kirema (2014) which showed that, to a great extent, professional development of head teachers was achieved through KEMI in-service training. Acquisition of skills in delegation of duties by principals was achieved to a greater extent as reported by 56.50% of the sampled principals. Basing on delegation of duties to teachers, the finding of the current study is in line with Van der Westhuizen (2011) who argues that the principal must delegate some of his tasks to his staff members because he or she does not always have time to perform all administrative tasks sufficiently. Heads of Department were also asked to state the frequency at which their principals attended the KEMI training sessions based on 5-likert scale. Their responses were presented in Figure 4.8

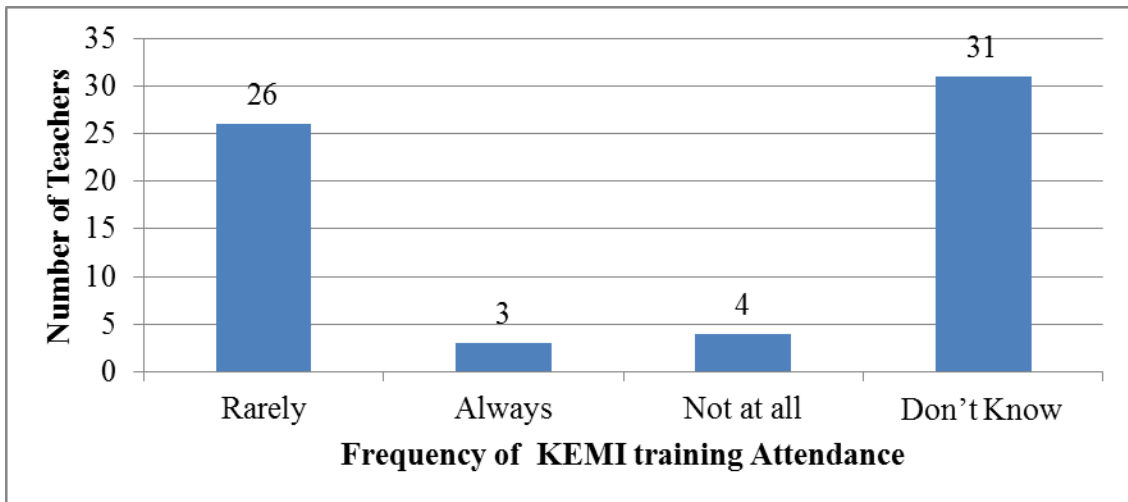


Figure 4.8 Frequency of KEMI training Attendance among Principals

The results in Figure 4.8 showed that majority 31(48.43%) of the HODs did not know whether the principals in their schools attended KEMI training or not. Twenty six (40.1%) said that principals rarely attended KEMI training. Attendance of KEMI training among principals is important as it defines the extent to which training is provided. These findings imply that most teachers were less concerned with principal's training in KEMI, either principals did not communicate their undertakings while in school or teachers were not informed of professional development of principals in schools.

The findings agree with a statement by Republic of Kenya (2002) that administrators, teachers and curriculum implementers ought to be provided with sufficient in-service training. A report by Kenya Education Sector Support Program (Republic of Kenya, 2005) emphasized that relentlessness in enhancing the education quality is embraced in professional training of teachers and principals.

These findings agree with those of Evans (2002) which indicated that principal's training involves upgrading them from traditional approaches to new approaches which emerge as a result of changes in education. In support of these findings, Head and Taylor (1997, quoted in Reiners, 2003) assert that after experiencing effective professional development head teachers would continuously criticize teaching methods and encourage teachers to utilize or to employ specific methods. In this case, the teachers become reflective practitioners and motivated to perform.

Aracha (2001) also supports the findings of this study by advocating that training of principals is based on motive to change and grow among school managers in order to become better principals. This accentuates reflection as an imperative part of principals' training. This recognition likewise shed light to this study since teachers ought to dependently endeavor to better themselves. This finding is also reflected in the current study since it emphasizes that teachers should always strive to better themselves. Training of the principals on teacher motivation skills, according to European Union (2010), helps to prepare teachers for their job.

4.4 Methods used in Implementing KEMI training of Principals and their Appropriateness in Attaining Teacher Motivation

The second objective of the study was to examine the appropriateness of the methodologies used in the KEMI training of public secondary school principals. To achieve this, principals were required to list the strategies that were used by KEMI in implementing their training. Table 4.3 presents the results.

Table 4.3: Principals' Responses on the Learning Methodologies used by KEMI during the Training

Learning method	Frequency	Percentage
Lecture	14	87.50%
Case study	5	31.25%
Group discussions	5	31.25%
Project work	1	6.25%
Assignments	2	12.50%

From Table 4.3, it can be seen that lecture was the most frequently used method of learning by KEMI as reported by 14(87.50%) of the principals. The least used method was project work as reported by only 1(6.25%) of the principals. Low usage of project work as a method of curriculum implementation was attributed to the fact that there is usually limited time available for the whole curriculum to be covered. The use of case studies and group discussions were not common as reported by 5(31.25%) of the principals in each case, as compared to other methods of learning such as lecture whose use by KEMI during training was high as reported by 14(87.50%) of the principals.

The findings of this study implied that methods of training majorly involved lecture method which was not appropriate to impart teacher motivation skills among principals. Therefore, there was little delegation of specialized tasks to secondary school principals which would otherwise give them experience of the appropriate tasks beforehand to enhance their motivational skills. Lecture method leads to private reading and enable one to identify his or her educational needs, learning resources and strategies of learning. In line with this finding, Knowles (1975) identified that this method makes principal trainees divert their concentration to academic work rather than their main roles in teacher motivation task. As a result, educational goals and objectives are rarely achieved if teachers are not motivated towards the set objectives basing on performance and curriculum implementation.

In an interview, one of the directors of KEMI reported that;

“Training is undertaken in two dimensions; the distance learning whereby the principals are given books and other relevant material stored on their own and the face to face discussion during the training sessions.”

The findings also revealed that principals did not have adequate time for private studies during KEMI training which could enhance their academic ability. Sigilai (2013) argues that private studies enable participants to identify personal educational needs, learning resources and learning strategies. Private studies could give the principals opportunities for obtaining learning materials and to excel in further research related to issues within the school and school community.

In an interview, KEMI directors were also asked about the methods they used and their appropriateness. All KEMI directors reported that discussions, brainstorming exercises and lecture methods were frequently used. KEMI frequently used discussions and brainstorming exercises but in the implementation stage, the lecture method was widely used as reported by the principals. This implied that the trainers adopted the lecture method due to the increased number of school principals attending the in-service training, limited time frame and just opting for an easier and quicker method.

These findings implied that all methodologies used in implementing the KEMI training of public secondary school principals were not adequately utilized. Such methods as discussions through seminars, project work and case studies are suitable and should be encouraged in training any concept that requires a thoughtful application. This finding was supported by the findings of Ngwacho (2012) which showed that even though principal training institutions organized seminars and workshops, the attendance was very low. Hence are not preferred approaches. According to a report by the Ministry of Education (2015), discussions through project work enable head teachers in solving

educational and other problems related to teacher motivation within the school or school community. The knowledge acquired through discussion in seminars make participants more tolerant, broad minded and encouraged good listening and cooperation. These findings agree with those of Kirema (2014) which showed that in case of limited time, professional trainings are conducted through lecture or distant learning approaches as other methodologies might be time consuming.

During the interview with KEMI directors, all the three (3) respondents felt that a follow up on principals training by KEMI ought to be done by checking the books of accounts, observing the status of discipline issues, examining the level of motivation among teachers and reasons behind the behavior, evaluating the position of school in terms of public relations, and finding out whether there is improvement in school performance. Principals were asked to give measures being put in place to curb issues of poor acquisition of skills of teacher motivation. The findings revealed that majority of the principals were of the opinion that: KEMI ought to schedule their training programmes during holidays; the training programme should be facilitated in such a way that it is continuous and residential; KEMI training should set up more centres of training to curb the challenge of congestion and expand accessibility; some methods such as case studies and discussions are vital hence more time should be allocated for quality training; and distance learning need to be introduced to expand accessibility.

These findings agree with those of Musembi (2016) which revealed that professional training courses were unsystematic, inadequate based on coverage and content and lacked

monitoring and evaluation, despite the fact that principals grasp skills in management of schools. This observation is also supported by Irunga (2000) that KEMI training is not systematic and lacks follow ups meant to assess whether skills acquired by the principals are applied towards enhancing teacher motivation and implementing curriculum in secondary schools.

4.5 The Influence of KEMI Training on Teacher Motivation

The third objective was to determine the influence of KEMI training of public secondary school principals in teacher motivation tasks. This was achieved by asking the principals, through a structured questionnaire, to provide teacher motivation strategies that were taught by KEMI during the training. Table 4.4 presents these findings based on the methods used by principals to motivate teachers as far as curriculum implementation is concerned.

Table 4.4: Motivation Strategies Learnt During the KEMI Training as Reported by Principals

Skill	Strongly Agreed	Agreed	Disagreed
Teacher appraisal	8(50%)	8(50%)	0(0%)
Involving teachers in decision making	10(62.5%)	6(37.5%)	0(0%)
Delegation of duties	9(56.25%)	7(43.75%)	2(12.5%)
Recommendations of teachers for promotion	7(43.75%)	7(43.75%)	2(12.50%)
Provision of lunch and other allowances to teachers in school	4(25%)	6(37.5%)	6(37.5%)

As it can be seen in Table 4.4, majority 10(62.5%) of the principals strongly agreed that they had learnt skills in teacher involvement in decision making, 9(56.25%) of the respondents strongly agreed that they had acquired skills in delegation of duties and 8(50%) strongly agreed that they had learnt teacher appraisal skills. Nevertheless, 6(37.5%) of the principals disagreed that they had acquired skills in giving lunch and other allowances to teachers in school despite its significance on teacher motivation in schools. These findings imply that different teacher motivation strategies were acquired through KEMI training of secondary school principals. However, the acquisition of these skills on teacher motivation varied according to the participants in the study. The researcher was also interested in knowing whether teacher motivation skills acquired by the principals during KEMI training were practiced to motivate teachers in secondary schools. To achieve this, the principals were required to indicate the frequency at which they applied various teacher motivation strategies. Table 4.5 presents these results.

Table 4.5: Principals’ Responses on the Frequency at which they apply the Teacher Motivation Strategies

Strategy	Frequently	Rarely	Not at all
Teacher involvement in decision making	13(81.25%)	3(18.75%)	0(0%)
Teacher appraisals	10(62.50%)	6(37.50%)	0(0%)
Delegation of duties to teachers	12(75%)	4(25%)	0(0%)
Recommendation of teachers for promotion	9(56.25%)	3(18.75%)	4(25%)
Provision of lunch and other allowances to teachers in school	7(43.75%)	8(50%)	1(6.25%)

The findings in Table 4.5 showed that 18(81.25%) of the principals said that teachers were involved in decision making process frequently. Frequent recommendation of teachers for promotions was reported by 9(56.25%) of the principals as a motivation strategy applied for teacher motivation. Delegation of duties to teachers by the principals and teacher appraisals were also conducted frequently as reported by 12(75%) and 10(62.50%) of the principals respectively.

These findings imply that all teacher motivation strategies were not utilized by the principals the same ways. The strategies were mainly based on administrative tasks of principals which include teacher appraisal, teacher involvement in decision making and recommendation of teachers for promotion. However, fringe motivation strategies like giving allowance and lunch were not frequently used in teacher motivation. In line with the findings, Nairuba (2004) also found that motivation of teachers in schools depends on fringe benefits including allowances of transport, duty and academic performance. According to Dessler (2003), fringe benefits make teachers intrinsically happy, more productive and committed. Basing on recommendation of teachers for promotion, Robbin (2003) argues that promotion opportunities enhance the behaviours and performance of teachers in schools.

Heads of Department were asked to indicate their level of agreement on whether the motivation strategies applied by the principals were geared towards the stated educational goals. Figure 4.9 shows these results.

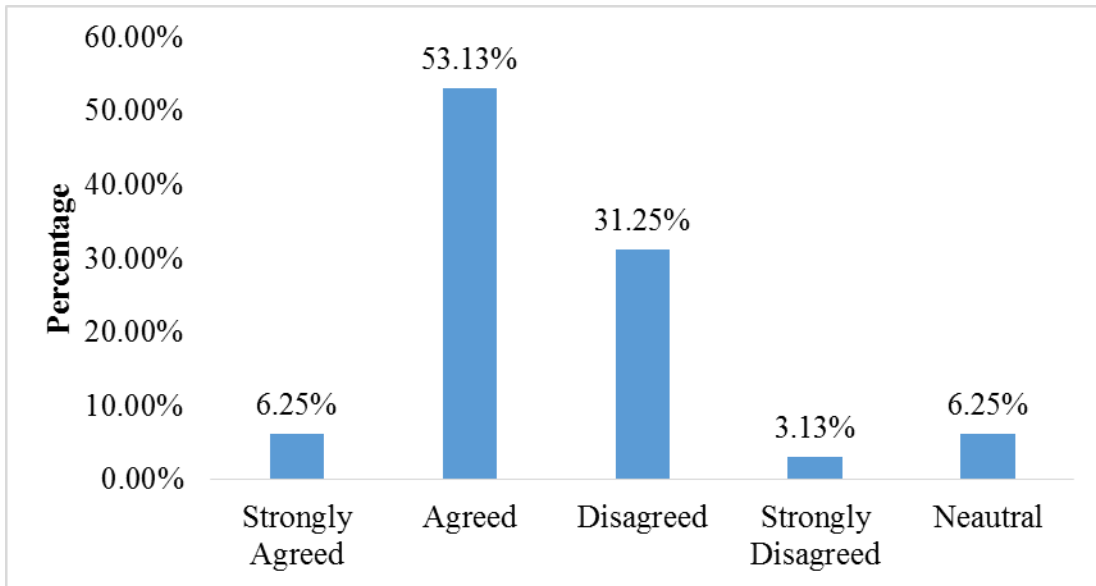


Figure 4.9: HODs' Level of Agreement on whether Principals' Strategies are Motivation-oriented

From Figure 4.9, it can be observed that majority 34(53.13%) of the HODs agreed that motivation strategies applied by principals were directed towards achieving a common goal as formulated in the strategic plan. Conversely, 2(3.13%) teachers strongly disagreed with this item. This implied that not all principals were motivated to improve teacher motivation in secondary schools despite their acquisition of skills related to motivation strategies during KEMI in-service training. This finding disagrees with that of Acheck (2015) which indicated that all teachers agreed that they were motivated by principals based on such motivational strategies as empathy, supportive, disciplinary matters, caring and positive leadership characteristics. The researcher was also interested in knowing the frequency at which every motivation strategy was applied in school by the principals. The results were presented in Table 4.6.

Table 4.6: HODs' Responses on the Frequency at which Principals apply Teacher Motivation Strategies

Strategy	Frequently	Rarely	Not at all
Teacher involvement in decision making	14(21.87%)	32(50%)	18(28.13%)
Teacher appraisals	14(21.87%)	27(42.18%)	23(35.94%)
Delegation of duties to teachers	21(32.81%)	26(40.62%)	17(26.56%)
Recommendation of teachers for promotion	18(28.13%)	28(43.75%)	18(28.13%)
Provision of lunch and other allowances to teachers in school	14(21.87%)	43(67.18%)	7(10.94%)

N=64

Results in Table 4.6 revealed that majority 32(50%) of the HODs reported that principals rarely involved them in decision making process. Findings further showed that 18(28.13%) of the sampled HODs reported that principals never involved them in decision making process while only 14(28.8%) of the HODs said that they were frequently involved in decision making. The findings further showed that 28(43.75%) of the HODs reported that teachers were recommended for promotion. However, majority 43(67.18%) of the HODs were of the opinion that provision of lunch and giving allowances to teachers in school were rarely used by the principals. Moreover, 27(42.18%) felt that principals rarely appraised teachers. Also, 21(32.81%) perceived that principals rarely delegated duties to teachers. The finding based on provision of lunch and other allowances to teachers in school is reflected on the principal's report where 32(50%) of the principals said that it was rarely applied in teacher motivation.

The finding on involvement of teachers in decision making agrees with that of Mwaura (2016) which indicated that teachers were rarely involved in decision making tasks. Lones and Reller argue that every organization ought to make provision for decision making in which decisions made must be concerned with the goals, purposes and objectives of the organization.

The findings of this study also imply that teacher motivation was not fully functional in public secondary schools even though there were some reported teacher motivation strategies such as involving teachers in decision making and supporting their professional development. The findings of the study also implied that both principals and teachers comprehended the significance of motivation as a factor of performance. However, most principals did not fully employ strategies of teacher motivation despite the fact that they had some training on teacher motivation through KEMI in-service training. This way, only a few teachers were motivated while majority of them were not.

These results further implied that KEMI training of public secondary school principals had little positive impact on teacher motivation. Therefore, the total professional development of the principals was not achieved through KEMI training since it was a process rather than an event. In support to these observations, Odubaker (2007) clarifies that professional development of principals is crucial as it enables the principals to adequately motivate new teacher employees through proper induction programmes in schools.

The findings also conform to those of Odeyo (2005) which affirmed that even though teacher motivation skills were taught through KEMI in-service training, administrative skills were more pronounced than other skills. However, acquisition of teacher motivation skills could be improved by careful designing of staff development programmes in which principals were trained to adopt positive approaches towards implementing curriculum in schools.

In contrast to the finding of the current study, Sigilai (2013) found that provision of housing and the promise of salary increase did not affect motivation and commitment of teachers in Pakistan and Haiti. In Sigilai's study, the principals utilized approaches which could direct their motives and make them more active participants, rather than being recipients. These approaches were academic staffing, provision of reference books, equipment, instructional materials, desks, chairs and classrooms.

4.6 The Perceived Gaps in the KEMI Training and Respective Measures to Improve the Training of Principals in Teacher Motivation.

The fourth objective of the study sought to identify gaps and recommend measures to improve the training of principals in teacher motivation. To achieve this, principals, HODs and KEMI directors were asked to provide the gaps that existed in KEMI training programme. The findings were discussed under the following sub-sections:

4.6.1 Issues and Gaps in the KEMI Training

Through the use of questionnaires, principals were asked to outline the challenges they

faced in their teacher motivation tasks as the school managers and facilitators of curriculum implementation. The principals gave limitations in the following areas: lack of appropriate methods for controlling fund embezzlement, alcohol abuse among teachers, poor disaster management, lack of commitment among members of Board of Management, poor resource management, and poor conflict resolution skills. These impediments are attributed to the fact that most principals were not able to practice teacher motivation skills taught during KEMI training due to engagement in other undefined activities.

To confirm the response by the principals, HODs were similarly required to highlight difficulties that they faced and had not been addressed after the KEMI training of principals. The following impediments were listed; poor mobilization of resources, lack of suitable conflict resolution strategies, low morale among teachers, lack of teacher involvement in decision making, and inadequacy of materials for teaching and learning activities. The use of old and outdated resource materials due to lack of funds was also mentioned by some HODs. In support to this notion, Odhiambo (2005) asserts that most secondary schools in developing countries still use books that do not have the current developments regarding education and its transformation in the contemporary world. The findings were also in line with those of Alugchaab (2011) which revealed that teacher motivation in secondary schools located in Ghana was influenced by factors including salary, fringe benefits, working conditions, status, lack of administrative support and teaching and learning materials.

Through the use of questionnaire, the principals were required to clarify why some of the acquired skills in KEMI were not applied in school. A number of issues and challenges were raised. For instance, negative attitude among teachers and inadequate resources to run schools. Interestingly, all principals said that they were not sufficiently informed on the Basic Education Act, 2013. The Basic Education Act 2013 document is available in the ministry of education offices and therefore lack of knowledge of such policies among principals demonstrates their laxity in facilitating teacher motivation. The findings of this study agree with those of Mackenzie and Santiago (2004) which showed that tools for rewarding and motivating teachers were inadequate as a result of lack of opportunities to develop teaching profession.

During an interview session, KEMI directors were asked to identify the gaps that they had noted in their teacher motivation training programmes. The findings revealed that all KEMI directors were of the opinion that the gap in KEMI training was weak approach of training determined by factors such as; limited allocation of time for training, wide coverage of high volume of content within the schedule time frame and training of high number of trainees during session. As a result, inappropriate ways of content delivery were applied leading to poor acquisition of teacher motivation skills among principals. The findings concur with those of Akinyi's (2011) study which reported that despite the KEMI training, principals still faced various issues and challenges in dealing with emerging issues like attrition of teachers and therefore would not adequately execute the administrative tasks in human resource like teacher motivation. The findings of the study also agree with those of Optlatka (2004) which indicated that school managers country

wide were faced with a lot of issues most of which were related to types of leadership embraced in training institutions.

4.6.2 Measures to Improve the KEMI Training of Principals in Teacher Motivation

In every phenomenon where problems are exhibited, they must be encountered through suitable measures and actions. To achieve this, principals were asked to suggest ways being put in place towards enhancing KEMI training with respect to teacher motivation. Principals suggested that: KEMI training need to train senior teachers, heads of department, bursars and clerks in teacher motivation training since they are part of procurement and administration of school; training should be expanded by designating current centres where staff and trainers can easily meet; wellbeing of the principals needs to be prioritized during KEMI training; and refresher courses need to be included on a regular basis.

The findings of this study are supported by Kamunge Report (Republic of Kenya, 1998) which advocated for the expansion of professional development opportunities to all school managers in order to attain the skills and competency for managing schools better. Basing on the finding that there was need to involve the school community in KEMI training, a report by the republic of Kenya (2013) also encouraged that BoM members need to restructure themselves and mobilize teacher motivation as one of their basic functions. However, if the members fail to integrate all the resources to achieve educational goals within a stipulated time, the school management is likely to face many challenges which consequently may affect teacher motivation.

Heads of Department (HODs) were also asked to propose the measures needed to be put in place to enhance future KEMI training in relation to enhancing teacher motivation in secondary schools. The following measures were suggested: KEMI trainers and policy makers need to monitor and evaluate how principals execute teacher motivation skills acquired during KEMI training; enough funds to be allocated to all secondary schools to facilitate effective mobilization of resources in secondary schools; and training needs to be done on a regular basis. Proper resource allocation would lead to clear standards for schools and classrooms, sufficient understanding and monitoring of the relationship between quality inputs and outcomes hence satisfying the requirement of teachers in executing their teaching duties.

The findings of this study revealed that proper human resource management is important to the general development of the school in view of effective and efficient utilization of school resources. Based on human resource management, principals of secondary schools perform various functions such as being involved in hiring staff members (teachers and support staff), welfare activities for students and staff, promotion of workers, inducting members of staff and defining roles and job description of the staff. This consequently leads to teacher motivation since the party (teacher) would feel to be part of the decision making process. According to Dull (2011), shared decision-making helps the school management to realize its goals through strengthened teacher motivation.

The findings are also in conformity with those of Njenga (2016) which indicated that a big proportion of teachers recommended that the ministry of education need to establish mandatory in-service training in order to enable them acquire the basic skills in teacher motivation which would consequently facilitate the implementation of the curriculum

In relation to teacher motivation and with respect to curriculum management practices, Farrant (2004) similarly noted that principals ought to assist teachers in developing continuous assessment techniques arrange co-curricular activities and help teachers to develop learning objectives for themselves. Mwinjuma and Baki (2012) had also recommended that all principals should be trained on sound teacher motivation principles to enhance performance and academic achievement in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of findings, conclusions and recommendations. Suggestions for further studies are also outlined in this chapter.

5.2 Summary of Finding

Summary of findings were given as per the objectives of the study:

5.2.1 The Extent to Which Principals were Trained by KEMI on Teacher Motivation

The findings of the study revealed that KEMI training imparted principals with skills in teacher motivation, good governance and resources management. Half of the principals acquired teacher motivation skills to a great extent and a third reported that they had acquired teacher motivation skills to some extent. However, 2 of the principals did not acquire teacher motivation skills at all.

5.2.2 The Appropriateness of the Methods Used in KEMI Training of Principals

The findings of the study indicated that the most frequently used method to train principals during KEMI training programs was through lecture-approach. However, other important methods of training such as case studies, group discussions and projects were not prioritized by trainers. This was attributed to the fact that time was limited to cover the wider curriculum hence lecture method was preferred. The principals also reported: lack of learning aids, little involvement of the learner during the learning process and

poor content coverage as impediments to quality training towards enhancing teacher motivation in secondary schools in Kibwezi Sub-County.

5.2.3 The influence of KEMI Training of Principals on Teacher Motivation Tasks

The findings indicated that principals effectively acquired such motivation skills as teacher appraisal, teacher involvement in decision making, delegation of duties, recommendation of teachers for promotions and provision of lunch and other allowances to teachers. However, not all principals agreed that they acquired such skills. It was noted that there was a relationship between principals' training and teacher motivation, even though most principals did not apply their skills to motivate teachers. Suitable strategies were not employed by the principals as a result of insufficient resources whose adequacy would otherwise facilitate teacher motivation.

5.2.4 Gaps and Measures to Improve KEMI Training of Principals on Teacher Motivation

The findings of this study indicated that lack of adequate teacher motivation, lack of commitment among members of Board of Management, poor resource management and poor conflict resolution were among the challenges facing principals in their task of teacher motivation in secondary schools. To counter these challenges, principals suggested the following: KEMI training need to involve senior teachers, heads of department, bursars and clerks since they are part of procurement and administration of schools; training should be expanded by designating current centres where staff and trainers can easily meet; wellbeing of principals undergoing training needs to be

prioritized during the programme; and refresher courses need to be included regularly. The findings further revealed that KEMI training should involve senior teachers, heads of departments, bursars and clerks since they are part of the procurement process and administration of the school as reported by the principals. Heads of Department also suggested that training should be carried out in the Sub-County levels to have smaller and manageable groups during the training; enough time should be allocated for the training; and trainees should be given exposure and guidance on financial management.

5.3 Conclusions

The following conclusions were drawn from the findings of the study:

- i. All the principals undergo KEMI training. However, not all principals adequately acquired teacher motivation skills such as teacher appraisal, involving teachers in decision making and delegation of duties.
- ii. Useful methods such as case study, group discussions, project work and assignments were not prioritized since they were reported as rarely applied during KEMI training. The methods used during the training were therefore inappropriate since only lecture method was frequently used since it was not time-consuming.
- iii. Despite the fact that KEMI training plays a significant role on teacher motivation, a bigger proportion of principals did not apply the skills acquired to motivate teachers. The study therefore concludes that KEMI training of public secondary school principals had slight impact on teacher motivation tasks.
- iv. Effectiveness of the principals' role in applying the skills of teacher motivation in secondary schools is influenced by several issues and challenges. The challenges

were majorly related to poor financial management, lack of commitment among BoM members, and poor strategies for teacher motivation. The study concludes that unless these issues are addressed, secondary schools would still suffer motivation among teachers.

5.4 Recommendations of the Study

The following recommendations were made based on the findings and conclusions of the study:

5.4.1 Recommendations for the Teacher Professional Development institutions

- i) It is evident that principals are burdened with a lot of management responsibilities in secondary schools which hinder them from exercising teacher motivation tasks. It is therefore recommended that senior teachers, heads of department, bursars and clerks be subjected to KEMI training programmes. Principals should also be trained on delegation of duties as a management approach.
- ii) Time scheduled for training is minimal to incorporate important methods such as the use of case studies, project and discussion. It is recommended that KEMI training should be conducted at the Sub-County levels and Ward levels to facilitate access to KEMI training. This would also improve attendance among the school managers.

5.4.2 Recommendations for the School Administrators

- (i) It was noted that most principals did not apply the skills acquired during KEMI training to motivate teachers. Therefore the principals should balance their

managerial tasks and adequately practice all the skills acquired during KEMI training.

- (ii) The study revealed that BoM members hardly participated in teacher motivation yet their contribution in teachers' welfare is significant. Hence, the principals, as the administrators of schools and in liaison with the Board of Management, should incorporate and prioritize teacher motivation as one of their important roles in school management.

5.4.3 Recommendation for the County Quality Assurance

- i. It is evident that most principals did not put into practice the skills they acquired during KEMI training. Monitoring and Evaluation should therefore be carried out on school administrators by quality assurance officers immediately after the KEMI training to ensure that the skills acquired are incorporated to stimulate motivation of teachers.

5.5 Suggestions for Further Research

The following areas of study were suggested:

- i. A similar study should be done in other counties to compare the results;
- ii. A study should be carried out to establish effective training methods that can be used by KEMI during trainings;
- iii. There is need to conduct a study on school-based factors which influence the principals' teacher motivation tasks ; and

- iv. A study should be carried out to establish the challenges secondary school principals face in implementing the skills learnt during KEMI training.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Respondent,

MANG'ENG'E BENARD K.

KENYATTAUNIVERSITY

P.O.BOX 45844,

NAIROBI.

3RD /07/2015.

**RE: KEMI TRAINING OF PUBLIC SECONDARY
SCHOOL PRINCIPALS AND ITS ADEQUACY IN ATTAINING TEACHER
MOTIVATION. A CASE OF MAKUENI COUNTY.**

I am a post graduate student at Kenyatta University pursuing Master of Education degree in Educational Administration. I am conducting research on the above mentioned topic. You have been selected to participate in the study. You are therefore requested to respond to the questions on the questionnaire. The responses will specifically be used for the purposes of this research and will therefore be treated with utmost confidentiality.

Your cooperation will be highly appreciated.

Yours faithfully,

MANG'ENG'E BENARD KIVUVA (MED)

Reg no : E55/CE/24316/2012

Kenyatta University.

APPENDIX II

INTERVIEW GUIDE FOR KEMI DIRECTORS

1. Position held in KEMI
2. Date of establishment of KEMI
3. Are school principals your main target?
4. Apart from school principals who are your other targets?
5. How effective is the KEMI training of the principals?
6. How do you determine the effectiveness of the training offered to secondary school principals?
7. What are the Ministry's objectives and policies on secondary school principals' training by KEMI?
8. Do the objectives and policies help to improve the effectiveness of the secondary school principals in Kenya?
9. How many personnel are directly involved in in – service education and training program in this institute?
10. How are participants for in service education and training selected?
11. Who selects them?
12. Which areas of curriculum does your institute cover in the in – service training?
13. Who are the other agents involved in the in – service training?
14. Does the MOEST and KEMI conduct follow up on this in – service training?
15. Are you aware of the methods used in the training program?
16. How is the Principals' training by KEMI implemented?
17. What areas are the principals trained on specifically?
18. What teacher motivational strategies do you train the principals on?
19. In your own opinion, is the KEMI training of Principals adequate in line with teacher motivational strategies?

THANK YOU

APPENDIX III: PRINCIPALS' QUESTIONNAIRE

1. Please indicate your gender
 - Male
 - Female
2. Indicate your age
 - 30 and below
 - 31-35 years
 - 36-40 years
 - 41-50 years
 - Above 50 years
3. For how long have you been a principal?
 - Below one year
 - 1-5 years
 - 5-10 years
 - More than ten years
4. Indicate the category of the school
 - Extra County
 - County
 - Sub County

5. a) To what extent did the KEMI training enable you to acquire knowledge in: KEY:

To a greater extent (3) To some extent (2) Not at all (1)

i. Teacher Appraisals?	3	2	1
ii. Teacher involvement in decision making?	3	2	1
iii. Delegation of duties to teachers?	3	2	1
iv. Recommendation of teachers for promotions?	3	2	1
v. Provision of lunch and other allowances to teachers?	3	2	1

5 (b) To what extent are you applying the acquired knowledge in the following areas?

KEY: To a great extent (3) to some extent (2) Not at all (1)

i. Teacher Appraisals?	3	2	1
ii. Teacher involvement in decision making?	3	2	1
iii. Delegation of duties to teachers?	3	2	1
iv. Recommendation of teachers for promotions?	3	2	1
v. Provision of lunch and other allowances to teachers?	3	2	1

7. What teacher motivational strategies were you applying before attending the KEMI training? Please list them.

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

8. What teacher motivational strategies were you taught during the KEMI training?

.....
.....

8(b) Which teacher motivational strategies are you applying now?

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

9. In a scale of 1 to 5, to what extent have you applied the proposed motivational strategies by KEMI training?

Never	Rarely	Often	Quite often	Every time
1	2	3	4	5

9a) How were you contacted for the KEMI training?

.....
.....

b) Where did you attend the training?

.....
.....

10. What methods did the trainers use in the training process?

Lecture method

Group discussions

Case study

Any other, specify.....

11. Are these training methods appropriate?

Yes

No

12. If NO, give reasons for your answer in 11(a) above.

i)

ii)

iii)

13. Suggest some appropriate methods to be used to improve future KEMI training of secondary school principals.

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

14. a) In your own opinion, is the KEMI training of principals adequate in line with teacher motivation?

Yes []

No []

b) If NO give reasons for your choice in 14(a) above.

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

Perceived gap

15. What was the KEMI Training of public secondary school principals intended to do? (Tick appropriately)

- (i) Equip principals with skills in resource management []
- (ii) Equip principals with skills in procurement and financial management []
- (iii) Equip principals with skills in teacher motivation []
- (iv) Equip principals with skills in good governance []
- (v) Equip principals with skills in good leadership []

16. From the list given below tick the area that you were trained on by KEMI

- i) Resource management []
- ii) Leadership []
- iii) Good governance []
- iv) Result based management []
- v) Procurement and financial management []
- vi) Conflict resolution []
- vii) []
 - Disaster management []
- viii) Teacher motivation []
- ix) Any other specify []

b) How can you rate your skill acquisition in the above mentioned areas in which you were trained by KEMI?

KEY: Very good (3) Good (2) Fair (1)

- | | | | |
|------------------------|---|---|---|
| i) Resource management | 3 | 2 | 1 |
| ii) Leadership | 3 | 2 | 1 |
| iii) Good governance | 3 | 2 | 1 |
| iv) Any other, specify | 3 | 2 | 1 |

v) Procurement and financial management	3	2	1
vi) Conflict resolution	3	2	1
vii) Disaster management	3	2	1
viii) Teacher motivation	3	2	1
ix) Result based management	3	2	1

17a. in your own opinion what is it that has not been achieved even after you were trained by KEMI?

- (i)
- (ii)
- (iii).....
- (iv).....

b. Briefly explain why you think the above mentioned areas have not been achieved even after the KEMI training of public secondary school principals.

.....

18. Suggest possible solutions in order to fill in the gap and improve future KEMI training of public secondary school principals.

.....

APPENDIX IV: HODS' QUESTIONNAIRE

The purpose of this questionnaire is to obtain a sincere impression of KEMI training of secondary school principals and its adequacy in attaining teacher motivation. You are therefore requested to provide responses as honestly and objectively as possible. Your feedback will assist the researcher to objectively provide information on the adequacy of the KEMI training in attaining teacher motivation.

1. How often did your principal attend the KEMI training sessions?

Rarely []

Always []

Not at all []

Don't know []

Can't answer []

2. Which of the following teacher motivation strategies does the principal apply in your school?

i. Delegating school management duties when not around. []

ii. Verbal congratulations []

iii. Recommendations for promotions. []

iv. Monetary rewards []

v. Parties []

vi. Trips []

vii. None []

3. Rate the teacher motivation strategies used by your principal in a range of 1 to 5

1 []

2 []

3 []

4 []

5 []

4. How often does the Principal involve teachers in decision making?

Rarely []

Always []

Never []

5. Has the principal delegated any duty to you?

Yes []

No []

6. How often have you been appraised by your principal?

Rarely []

Always []

Never []

7. How often have you been sponsored for an in – service training and development program?

Rarely []

Always []

Never []

8. In your own opinion, is the KEMI training of secondary school principals adequate in line with teacher motivation strategies?

Yes []

No []

9. Give reasons for your answer in (8) above.

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

10. How can you rate the level of motivation of the teachers in your school?

Poor []

Fair []

Good []

V. Good []

Excellent []

Perceived gap

11. What was the KEMI Training of public secondary school principals intended to do? (Tick appropriately)

a. Equip principals with skills in resource management []

b. Equip principals with skills in procurement and financial management []

c. Equip principals with skills in teacher motivation []

d. Equip principals with skills in good governance []

e. Equip principals with skills in good leadership []

12. How can you rate your principal's application of the following skills in which he or

she was trained by KEMI

KEY: Very good (3) Good (2) Fair (1)

(i) Resource management	3	2	1
(ii) Leadership	3	2	1
(iii) Good governance	3	2	1
(iv) Result based management	3	2	1
(v) Procurement and financial management	3	2	1
(vi) Conflict resolution	3	2	1
(vii) Disaster management	3	2	1
(viii) Teacher motivation	3	2	1
(ix) Any other, specify	3	2	1

13a. In your own opinion, what is it that has not been achieved even after the principals were trained by KEMI?

13b. Briefly, explain why you think the above mentioned areas have not been achieved even after the KEMI training of public secondary school principals

.....

.....

.....

14. Suggest possible solutions in order to fill in the gap and improve future KEMI training of public secondary school principals.

THANK YOU.

APPENDIX V: LIST OF SECONDARY SCHOOLS IN KIBWEZI SUB-COUNTY

S.NO	SCHOOL	STATUS	CATEGOR
1	KALULINI BOYS' HIGH SCHOOL	BOARDING	PUBLIC
2	ST. JOSEPHS' GIRLS	BOARDING	PUBLIC
3	KIVUTHINI	MIXED DAY/ BOARDING	PUBLIC
4	UTITHI	MIXED BOARDING	PUBLIC
5	MITHINGIINI BOYS'	BOARDING	PUBLIC
6	KIBWEZI PRIVATE	BOARDING	PRIVATE
7	GOSHEN	BOARDING	PRIVATE
8	KISAYANI	MIXED DAY / BOARDING	PUBLIC
9	KITHYULULU	MIXED DAY / BOARDING	PUBLIC
10	DARAJANI	MIXED DAY / BOARDING	PUBLIC
11	KYANGINYWA	MIXED DAY / BOARDING	PUBLIC
12	MASAKU NDOGO	MIXED DAY / BOARDING	PUBLIC
13	JOANACHASE	MIXED DAY / BOARDING	PUBLIC
14	KITHINGIISYO	MIXED DAY / BOARDING	PUBLIC
15	KATHYAKA	MIXED DAY / BOARDING	PUBLIC
16	KALULU	MIXED DAY	PUBLIC
17	MAIKUU	MIXED DAY / BOARDING	PUBLIC
18	ULILINZI	MIXED DAY / BOARDING	PUBLIC
19	ST. PETERS THANGE	MIXED DAY / BOARDING	PUBLIC
20	ST. MARY'S GIRLS	BOARDING	PUBLIC
21	KASUE GIRLS	BOARDING	PUBLIC
22	YUMBUNI	MIXED DAY / BOARDING	PUBLIC
23	ST.MARYS GIRLS	BOARDING	PUBLIC
24	KATHEKANI	MIXED DAY / BOARDING	PUBLIC
25	IIANI	MIXED DAY / BOARDING	PUBLIC
26	NDAUNI	MIXED DAY / BOARDING	PUBLIC
27	MISUUNI	MIXED DAY	PUBLIC
28	SUMBI	MIXED DAY / BOARDING	PUBLIC
29	KAMULALANI	MIXED DAY	PUBLIC
30	ITHUMULA	MIXED DAY	PUBLIC
31	MUTHUNGUE	MIXED DAY	PUBLIC
32	MAKUTANO	MIXED DAY	PUBLIC
33	KALUNGU	MIXED DAY	PUBLIC
34	MIKUYUNI	MIXED DAY	PUBLIC
35	KYANGULI	MIXED DAY / BOARDING	PUBLIC
36	NZOILA	MIXED DAY / BOARDING	PUBLIC
37	NGWATA	MIXED DAY / BOARDING	PUBLIC
38	KIUANI	MIXED DAY	PUBLIC
39	MASALANI	MIXED DAY	PUBLIC
40	IVINGONI	MIXED DAY / BOARDING	PUBLIC
41	TSAVO WEST	MIXED DAY / BOARDING	PUBLIC

42	KITENGEI	MIXED DAY / BOARDING	PUBLIC
43	KALIMANI	MIXED DAY	PUBLIC
44	MAVINDINI	MIXED DAY	PUBLIC
45	SILANGA	MIXED DAY	PUBLIC
46	UTINI	MIXED DAY	PUBLIC
47	KIAONI	MIXED DAY / BOARDING	PUBLIC
48	KYAANI	MIXED DAY / BOARDING	PUBLIC
49	YIKITAA	MIXED DAY	PUBLIC
50	MOLEMUNI	MIXED DAY	PUBLIC
51	ST. MARTIN'S KYUMANI	MIXED DAY	PUBLIC
52	MATULANI	MIXED DAY	PUBLIC
53	KAMBU PREMIER	MIXED DAY / BOARDING	PRIVATE
54	ST. ANN'S MACHINERY	MIXED DAY/ BOARDING	PUBLIC

APPENDIX VI: APPROVAL FROM GRADUATE SCHOOL



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext.4150

Internal Memo

FROM: Dean, Graduate School

DATE: 2nd July, 2015

TO: **Mang'eng'e Benard Kivuva**
C/o Educational Management Policy &
Curriculum Studies

REF: E55/CE/24316/12

SUBJECT: APPROVAL OF RESEARCH PROPOSAL
=====

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 17th June, 2015.

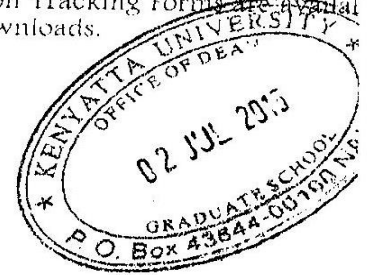
You may now proceed with your Data Collection, subject to clearance with National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

Handwritten signature of Prof. Elishiba Kimani in black ink.

PROF. ELISHIBA KIMANI
ASSOCIATE DEAN, GRADUATE SCHOOL



c.c. Chairman, Department of Educational Management Policy & Curriculum Studies

Supervisors:

1. Dr. Martin M. Ogola
C/o Department of Educational Management Policy and Curriculum Studies
Kenyatta University
2. Dr. Charles M. Magoma
C/o Department of Educational Management Policy and Curriculum Studies
Kenyatta University

EK/rvm

PPENDIX VII: AUTHORIZATION LETTER FROM GRADUATE SCHOOL



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 4150

Our Ref: E55/CE/24316/2012

DATE: 2nd July, 2015

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION MANG'ENG'E BENARD KIVUVA - REG.
NO.E55/CE/24316/2012**

I write to introduce **Mr. Mang'eng'e Benard Kivuva** who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Educational Management Policy and Curriculum Studies.

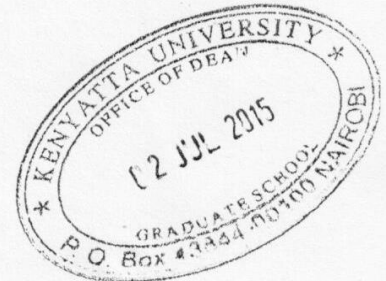
Mr. Kivuva intends to conduct research for a M.Ed project proposal entitled, "Kemi Training of Public Secondary School Principals and its Adequacy in Attaining Teacher Motivation: A Case Study of Makeni County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

**PROF. ELISHIBA KIMANI
ASSOCIATE DEAN, GRADUATE SCHOOL**

EK/rwm



APPENDIX VIII: AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@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:

7th August, 2015

NACOSTI/P/15/7821/6978

Benard Kivuva Mangenge
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Kemi training of public secondary school principals and its adequacy in attaining teacher motivation: A case study of Makueni County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **15th November, 2015**.

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

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


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

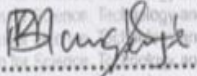
National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX VI: RESEARCH PERMIT


THIS IS TO CERTIFY THAT:
MR. BENARD KIVUVA MANGENGE
of KENYATTA UNIVERSITY, 0-90136
nZEEKA, has been permitted to conduct
research in Makueni County


on the topic: KEMI TRAINING OF PUBLIC
SECONDARY SCHOOL PRINCIPALS AND
ITS ADEQUACY IN ATTAINING TEACHER
MOTIVATION: A CASE STUDY OF
MAKUENI COUNTY, KENYA.

for the period ending:
15th November, 2015


.....
Applicant's
Signature

Permit No : NACOSTI/P/15/7821/6978
Date Of Issue : 7th August, 2015
Fee Received : Ksh 1,000




.....
Director General
National Commission for Science,
Technology & Innovation