

**INFLUENCE OF PRINCIPALS' SELECTED ADMINISTRATIVE TASKS
ON TEACHERS' MOTIVATION IN PUBLIC SECONDARY SCHOOLS
IN KIBWEZI SUB-COUNTY, MAKUENI COUNTY, KENYA**

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

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DECLARATION

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

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DEDICATION

I dedicate this research project to my dear wife Catherine my children.

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TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of contents	v
List of tables	ix
List of figures	xi
Abbreviations and acronyms	xii
Abstract	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem	11
1.3 Purpose of the study	12
1.4 Objectives of the study	12
1.5 Research questions	13
1.6 Significance of the study	14
1.7 Limitations of the study	14
1.8 Delimitations of the study.....	14
1.9 Assumptions of the Study	15

1.10 Definition of significant terms	15
1.11 Organisation of the study	16

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	18
2.2 Principals' planning task and teachers job motivation	18
2.3. Principals' organisational leadership task and teachers motivation	20
2.4 Principals' delegation task and teachers' motivation	23
2.5 Principals' instructional supervisory task and teachers' motivation	26
2.6 Principals decision making task and teachers' motivation	30
2.7 Theoretical framework	34
2.8 Conceptual framework	35

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	37
3.2 Research design	37
3.3 Target population	38
3.4 Sample size and sampling techniques	38
3.5 Research instruments	38
3.6 Validity of the instruments	39
3.7 Reliability of the instruments	40
3.8 Data collection procedures	40

3.9 Data analysis techniques	41
3.10 Ethical Considerations	41

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.2 Questionnaire return rate	43
4.3 Demographic information of the respondents.....	44
4.3.1 Demographic information of the school principals	44
4.3.2 Demographic information of the teachers	47
4.4 Influence of principal' planning task on teachers' motivation in public secondary schools	51
4.5 Influence of principals' organizational leadership task on teachers' motivation in public secondary schools	54
4.6 Influence of principals' delegation task on teachers' motivation in public secondary schools	59
4.8 Influence of principals' instructional supervision task on teachers' motivation in public secondary schools.....	63
4.8 Influence of principals' decision making task on teachers' motivation in public secondary schools	66

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	70
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5.2 Summary of the study.....	70
5.3 Summary of findings	71
5.4 Conclusions	76
5.5 Recommendations	77
5.6 Suggestions for further research	78
REFERENCES	79
APPENDICES	84
Appendix I: Letter of introduction.....	84
Appendix II Questionnaire for the principals	86
Appendix III: Questionnaire for the teachers	91
Appendix IV: Letter of authrорisation	97
Appendix V Research permit	98

LIST OF TABLES

Table	Content
Table 4.1 Distribution of principals by gender	44
Table 4.2 Principals' distribution by age	45
Table 4.3 Professional experience in years	46
Table 4.4 Duration of service as principals in the current school	46
Table 4.5 Distribution of teachers by gender	48
Table 4.6 Distribution of teachers by age	48
Table 4.7 Distribution of teachers by academic qualifications	49
Table 4.8 Teachers' distribution by professional experience	50
Table 4.9 Teaching experience of teachers	51
Table 4.10 Principals' responses on planning task in the school	52
Table 4.11 Teachers' responses on their motivation on principals' performance of planning tasks	53
Table 4.12 Principals' responses on performance of organisational leadership task	55
Table 4.13 Teachers level of satisfaction with principals' performance of organisations leadership task	57
Table 4.13 Principals' responses on their practices of delegation tasks	59
Table 4.14 Teachers' levels of motivation with principals practice of delegation task	61
Table 4.15 Principals practices of instructional supervision task in schools	63

Table 4.16 Teachers' level of motivation by principals' practices of instructional supervision task	65
Table 4.17 Principals responses on their practice of decision making task	67
Table 4.18 Teachers levels of motivate with principals practice of decision making task	68

LIST OF FIGURES

Figure	Page
2.1 Relationship among variables in the study	35

LIST OF ABBREVIATIONS

KEMI	Kenya Education Management Institute
NACOSTI	National Council for Science and Technology
SCED	Sub County Education Officer
SPSS	Statistical package for Social Science
TSC	Teachers Service Commission

ABSTRACT

The purpose of this study was to establish the influence of principals' selected administrative tasks on teachers' motivation in public secondary schools in Kibwezi East Sub-County, Makueni County, Kenya. The study was guided by five research objectives. The research objectives sought to determine the influence of principal' planning task on teachers' motivation in public secondary schools; assess the influence of principals' organizational leadership task on teachers' motivation in public secondary schools; establish the influence of principals' delegation task on teachers' motivation in public secondary schools; establish the influence of principals' instructional supervision task on teachers' motivation in public secondary schools and finally find out the influence of principals' decision making task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya. Study was based on descriptive survey design. The sample for the study was 31 principals and 88 teachers. Data for the study was collected by use of questionnaires. Data was analysed by use of descriptive statistics. Findings also revealed that 62.6 percent of the teachers were highly motivated with the principals' performance of organisational leadership task, 62.6 percent of the teachers were highly motivated with the principals' performance of organisational leadership task. The study also revealed that 33.3 percent of the teachers were highly motivated with the principals' practices of instructional supervision task, 43.2 percent were moderately motivated with 23.4 were lowly motivated. It was also revealed that teachers were motivated by with the principals' practice on decision making. Based on the findings the study concluded teachers were motivated with the planning tasks. Teachers were motivated with the principals' decision making task with which teachers were motivated. The study recommended that principals should perform their planning task always and not sometimes as indicated by the study. The study therefore recommends that principals should perform the organisational leadership always so that teachers' motivation can be improved. The study therefore recommends that principals should practice the delegation task always rather than sometimes as this would increase teachers' motivation. The study also recommends that the principals should perform instructional supervision and decision making tasks always rather than sometimes so as to improve teachers' motivation. Taking the limitations and delimitations of the study the researcher suggested that since the study was carried out in administrative Sub-County, a similar study should be conducted in other areas so that to compare the results. Since the study focussed on selected administrative tasks the study suggests that a study on other administrative tasks should be carried out to establish whether the tasks would have an influence of teacher's motivation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In any formal organization, there is an individual designates administrator who is important as the organization itself. The quality of the administrator is more than any single factor determines the success or failure of the organization's ability to accomplish its stated goals (Tella, Adeyinka, Ayeni & Popoola, 2007). In other words, he manages human and material resources in order to achieve the predetermined objectives of the organization. While the organization that is secondary school expects productivity in terms of output, the staff who constitute the engines or factories to manipulate success have to be considered first hence their aims for employment is their dispositions or wants. Principals' effectiveness connotes their capacity to coordinate many often conflicting social energies in a single organization adroitly so that they shall operate as a unity Adams as cited in Besong (2011) principals' administrative effectiveness may mean their interpersonal relationship with staff subordinates. It may influence productivity. When there is cordial relationship between the leader and his subjects, there will be conducive working climate. It may mean motivation (Besong, 2011).

School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations,

resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organisation such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Ojo, 2009). All these tasks can be reduced to the following: planning, organising, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs.

Hornby (2011) defined administration as the activities that are done in order to plan, organize and run a business, school or other institutions. However, administrative is connected with organizing the work of business or an institution. In other words, an effective principal is also responsible in assigning subjects or courses to his academic staff according to their disciplines or areas of specialization. This would lead to efficiency and productivity in the school. It implied effectiveness of the principal. The principal administrative task may extend to interpersonal relationship, which may usher conductive climate in the school as incentive for productivity or achievement as Besong (2011) noted when he studied head teachers' effectiveness in Cross River State. He found out that effectiveness of head teachers is instrumental in accomplishment of objectives through cooperative action burn by the administrative prowess of the principal. By implication, the principal of a school is a planner, director, controller,

coordinator, organizer, adviser and a problem-solver in the school (Maduabum, 2002).

The principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Uyanga, 2007). Several studies have discussed the administrative tasks of principals. (Iheukwumere, 2006) stated that within the secondary school system, the principal stands out as the chief executive of the school, he is also the school administrator, the instructional leader, the personnel manager for both the pupils (students) and staff personnel. The principal is also the finance and physical facility manager.

The teacher being an instrument of success requires the physical, psychological, economical and social comfort. Okemwa (2003) asserts that every organization if it has to succeed, must have contented workers. According to Olando (2003), one of the signs of deteriorating conditions in an organization is low job motivation. It leads to strikes slow downs, absenteeism and high teachers' turn over. It may lead to low productivity, disciplinary and organizational difficulties. The working conditions and environment in which the teacher works may be a source of dissatisfaction. Okemwa (2003), notes that teachers working in rural centers are

more disadvantaged compared to their urban counterparts due to the underdevelopment in schools.

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 (Leithwood & Montgomery, 2012). The principal is standard setter, one who leads in the development of an aspiration and expectation on the part of both teachers and pupils 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 analyse and interpret data. The principal as an administrator needs to possess certain administrative skills to effectively perform his duty (Morphet, 2011).

The term motivation is derived from the Latin word “Movere” meaning to move, (Luthans, 2002). It’s a process that starts with a physiological or psychological deficiency or need that activates behaviour or drive that is aimed at a goal or incentive. It is thus the individual internal process that energizes, directs and sustains behaviour. It can be defined as willingness to exert high levels of efforts to achieve organizational goals, conditioned by the ability to satisfy some

individuals need (Nzuve, 1999). The source of motivation is both intrinsic and extrinsic. According to Hacket (2008) intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in the activity since they know the results they will get will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the management in order to encourage workers perform tasks.

One major reason why people join and work in organizations is to satisfy their personal needs. The most important information to have regarding an employee is a validated measure of his or her job satisfaction Beder, (2010). In order to understand, Postanjee (2009) say that one should consider the factors related to job satisfaction. Leadership is considered as one of the individual characteristics factored into job satisfaction. In their studies (Choon, 2011) they indicate that leadership styles of principals do exist and that they are related to teachers 'morale, motivation and job performance.

Teacher motivation has to do with teachers' attitude to work. Tracy (2000:5) defines motivation as all those inner striving conditions, described as wishes or urges that stimulate the interest of a person in an activity. Indeed, motivated teachers have a sense of professionalism and are enthusiastic and totally committed to teaching. In this regard, Steyn (2002) identified the following signs

of a high morale that is closely related to effective motivation: excellent performance and the consistent achievement of results, a positive attitude regarding problem solving and a willingness to accept responsibility and accommodate change. This will contribute to the effective realisation of the school's organisational vision, mission and goals. Consequently, in effective schools with motivated and well-committed teachers, there is also an effective culture of teaching and learning.

Teachers are motivated in their work when they feel good. They feel good when the principal avoids 'professional myopia' and when teachers do not work in an uncompromising context. In this situation teachers' job-related ideals incorporate ethical, epistemological, affective, professional, economic and egocentric considerations which shape their views on equity and justice, pedagogy and andragogy, organisational efficiency, interpersonal relations, collegiality, self conception and self-image (Evans 2001). This implies that teachers are motivated when there is a "teacher-centered approach to educational leadership" (Evans 1998). This approach is only possible when the principal as an educational leader, over and above his/her management role, endeavours to meet as many individual needs as possible and leads the teachers with considerable care, a positive attitude and interest in their welfare. A principal guided by this approach develops a work context that is underpinned by a professional culture of tolerance, cooperation,

compromise and consideration of the teachers. Sergiovanni (1998) calls this approach the ‘pedagogical leadership’ approach.

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 organisation. Indeed, the key role of the principal is leading the staff and shaping an environment in which teachers can do their work best (Marshall, 1993). 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, leaders can create positive motivation and elicit effective teaching from all their staff (Chan, 2004). Consistent with this view, Smit (1994) points out that knowledge about the various theories of motivation and their constructive application assists the principals in their management tasks and thus contributes positively to motivating personnel. Steyn (2002) argues that effective principals are able to create an ethos that generates motivated and successful teachers and stimulated and inspired learners in an effective school setting.

There is thus a relationship between teacher motivation and the execution of the principal’s administrative tasks. The principal can influence teacher motivation by concentrating his or her leadership on two aspects, namely, the bureaucratic and structural aspects and the informal aspects respectively (Kruger 2003). By means

of the instructional leadership task, he or she can influence the organisational culture of the school by emphasizing academic aspects such as staff development programmes, involving teachers in decision-making, providing resources, supervision and the provision of instructional time. Leaders may also inspire motivation in teachers through their own behaviour at schools. According to Barnett and McCormick (2003), inspirational motivation occurs when leaders motivate and inspire teachers, who are followers, by providing meaning to and challenges in their work, for example, by giving inspirational talks, communicating their vision and acting in ways that inspire enthusiasm. The principal as a visionary leader should build commitment among teachers, individually and collectively, and motivate them to work effectively towards the realization of the school's core mission.

Weathyersby (1999) quoted in Luthans (2002) stresses that the drastic changes noted in a work environment will result due to a visionary leader. The leader encourages and persuades rather than commanding followers towards common goals. (Bush & Bell, 2003) emphasize that principals are directly involved in influencing the activities of the school towards goals setting and goal attainment. Jonnes (2011) noted that the performance of administrative tasks is said to affect the school climate, learning situations, levels and professionalism among teachers.

In South Africa, Steinberg (2013) discovered that administrative tasks of the principals were one of the major determinants of teachers' job satisfaction. Significant indicators of job satisfaction which emerged from a study done by Mwamwenda (1995) in Transkei, South Africa include the relationship between teachers and principals, colleagues, learners and parents, learner results and achievement and the fact that teaching is culturally considered to be a fine and challenging profession. Furnharm (2002) categorizes factors that can have an influence on job satisfaction into these groups namely institutional aspects like supervision and decision making practices and the perception of the quality of supervision, aspects of total workload, like variety of skills applied autonomy, feedback and then finally the personal aspects such as self-image, ability to deal with stress and general satisfaction with life. Furnharm (2002) explained that, increment in remuneration packages would make teachers become more motivated with their job while their involvement in supervision motivates them more since they feel being part of the school management.

In Kenya a study on motivation among teachers in public secondary schools in Machakos District indicates that the main issues of concern for teachers as; principals' administrative styles, work load, status and recognition in society, available promotional opportunities and relationship with employer (Matheka, 2005). In this regard, the problem of high turnover of teachers in Kenyan public schools can largely be attributed to low morale or lack of satisfaction at work and

the issue has been debated in numerous forums such as trade union meetings, seminars, conferences and public commissions.

School principals have the overall responsibility for the leadership and management of the school. As the leading professional in the school, the principal should ensure the school is well managed and organized, providing leadership and direction. In order to support teachers and other staff, they should ensure there are appropriate policies and procedures in place, and ensure resources are used effectively and efficiently and good relationships are fostered within the whole school community. From the foregoing, it is clear that principals are increasingly under pressure to deliver on school performance due to parents being knowledgeable, ever changing government policies, and strong teachers' unions.

In this regard a study on motivation and job satisfaction among teachers in public secondary school in Machakos district indicates that the main issue of concern for teachers as head teachers' administrative styles ,work load, status and recognition in society, available promotional opportunities and relationship with employer(matheka,2005).in this regard, the problem of high turnover of teachers in Kenyan public schools can largely be attributed to low morale or lack of satisfaction at work and the issue has been debated in numerous forums such as trade union meeting, seminars, conferences and public commissions.

1.4 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 motivation and jobs satisfaction to do so. Failure to keep teachers motivated and enhancing job satisfaction 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 [SCEO], 2014). 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 motivation have not been exhaustively done. Andiva (2007), Wasonga, (2004) and Osibwoga, (2008), recommended for studies on administrative tasks of teachers and its influence on motivation. Hence, there is need to investigate the influence of principals' selected administrative tasks on teachers' in public secondary schools in Kibwezi Sub-County, Makueni County, Kenya.

1.3 Purpose of the study

The purpose of this study was to establish the influence of principals' selected administrative tasks on teachers' motivation in public secondary schools in Kibwezi East Sub-County, Makueni County, Kenya.

1.4 Objectives of the study

The study was based on the following objectives

- i. To determine the influence of principal' planning task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya
- ii. To assess the influence of principals' organizational leadership task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya
- iii. To establish the influence of principals' delegation task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya

- iv. To establish the influence of principals' instructional supervision task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya
- v. To find out the influence of principals' decision making task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya

1.5 Research questions

For this study the following research questions were formulated

- i. What is the influence of principals' planning task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya?
- ii. What is the influence of principals' organizational leadership task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya?
- iii. What is the influence of principals' delegation task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya?
- iv. What is the influence of principals' instructional supervision task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya?
- v. What is the influence of principals' decision making task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya?

1.6 Significance of the study

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. The findings may also benefit future researchers by providing data on which further studies may be done.

1.7 Limitations of the study

Limitation is an aspect of research that may influence the results negatively but over which the researcher has no control (Mugenda & Mugenda, 2003). Firstly the study will on respondents perceptions and views hence the quality of the data depended on them. There may be a possibility of some principals giving minimal cooperation, fearing that the study would detect their administrative incompetence. It is also possible that some teachers will not give honest information for fear that they would be exposing negative qualities of their principals. To avoid this researcher will assure them of confidentiality of their identity and held a discussion with them before the exercise.

1.8 Delimitations of the study

The study was confined to public secondary schools in Kibwezi Sub-County. The data will be collected from principals and teachers only leaving out other stake

holders like students, deputy principals and parents. The study did not include private secondary schools, as they have are run differently with the inclination of the directors.

1.9 Assumptions of the study

The study will be based on the following assumptions;

- i. That each principals in a public secondary school is applying a specific motivation variable.
- ii. That principals performance of their administrative tasks leads to motivated teachers have a high morale at work leading to high academic achievement.
- iii. The instruments to be used in the study are valid and reliable enough to produce credible information.
- iv. There will be a relationship between the principals' performance of administrative tasks and levels of teacher motivation.

1.10 Definition of significant terms

The following were significant terms used in the study:

Decision making task refers to the principals thought process of selecting a logical choice from the available options

Delegation task refers to an act or process that the principal gives some tasks to the teachers do perform on his or her behalf

Instructional supervision task refers to the principles checking on the teaching and learning process in schools

Motivation refers to a cyclical process affecting the inner needs and drivers that energize channel and sustain behaviour.

Organizational leadership refers to a dual focused management approach that works towards what is best for individuals and what is best for a group as a whole simultaneously. It is also an attitude and a work ethic that empowers an individual in any role to lead from the top, middle, or bottom of an organization.

Planning task refers to the process through which the principals identifies the goals or objectives to be achieved, formulates strategies to achieve them, arranges or creates the means required, and implements, directs, and monitors all steps in their proper sequence.

Principal refers to the chief executive in secondary schools who spearheads all school programmes in order to achieve the desired goals in the schools.

1.11 Organization of the study

The study will be organized into five chapters. Chapter one comprises of background of the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study. Chapter two consists of literature review. The chapter covers principals' planning task and teachers job motivation , principals' organisational

leadership tasks and teachers job motivation , principals' delegation task and teachers job motivation , principals' instructional supervisory tasks and teachers job motivation and principals decision making task and teachers' motivation. The chapter also presents the theoretical and conceptual framework. Chapter three consists of the research methodology divided into: research design, target population, sampling and sampling procedures, research instrument, reliability and validity of the instruments, data collection procedures and data analysis techniques. Chapter four discusses data analysis and interpretation. Chapter five comprise of the summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of the study. The chapter covers principals' planning task and teachers job motivation , principals' organisational leadership tasks and teachers job motivation , principals' delegation task and teachers job motivation , principals' instructional supervisory tasks and teachers job motivation and principals decision making task and teachers' motivation . The chapter also presents the theoretical and conceptual framework.

2.2. Principals' planning task and teachers job motivation

Keith and Girling (2011) argue that the fundamental activity that occurs in any well managed organization is planning. This is the activity that translates ideas into actions. Planning according to Musaazi (2002) and Marx, (2011), is a rational process of preparing and reflecting on a set of decisions for future actions directed at achieving goals and objectives by optional means. Caldwell (2010) on the other hand views planning as a continuous process in administration which links goal-setting, policy making and long term planning, budgeting and evaluating in a manner which spans all levels of the organisation. Gabela, Preedy and Riches (2011) refers to planning as the activity involved in foretelling the future and preparing for it. The view that planning is future directed, goal and objective

focused is also echoed by Alien (2004), who maintains that planning is the work a manager does to master the future, and through careful planning, set objectives are realized. Fayol (2006), appears to support Gabela et al (2011) when he defines planning as an act of forecasting and preparing for the future. Without adequate planning the performance of educational administrators will be impaired and the implementation of educational activities will be hampered.

According to the above definitions planning is future and goal oriented. It involves definition of goals and objectives. It is a process of orienting the institution towards the achievement of set goals. In schools, principals and educators set out in advance, the activities that would bring about the attainment of intended school goals. These activities include shared decision-making, clarification of school objectives and the establishment of school policies that will help the school management to realize its goals. Planning is an exercise for both school and class personnel. Educators work out a plan often things that need to be done and the means and methods of doing them to accomplish the set purpose. It would appear that the development of a school plan helps schools to coordinate their activities as they pursue their aims and values (Dull, 2011).

According to Marx (2011), the importance of effective planning includes that it is the starting point often management action. Planning is the means of establishing whether the school is still moving in the direction offset objectives. It causes one

to think: ahead and provides time for reflection. It helps towards the pursuit and achievement of set objectives. It provides the opportunity to consider alternative plans. It can lead to better utilisation of people and resources. It reduces the chances of overlapping. It also provides direction to those concerned and leads to team effort, and better cooperation and better co-ordination. In addition to the advantages stated above, Gabela et al, (2008) has this to say about the importance of planning: Gabela et al (2008): it provides an educational administrator, be it a school principal, district superintendent, director or secretary with reference points upon which to fix the course of organisational behaviour. Planning thus provides the administrator with a map and direction with which to guide and lead the organization which has an effect on teachers' motivation.

2.3. Principals' organisational leadership task and teachers motivation

After an educational administrator has completed his planning he has to put it into practice. This can only occur successfully if the principal, management and staff organize school activities together. If in organising and planning administrative tasks, the principal recognizes and implements educators' inputs, it is likely that teaching and learning is done according to agreed upon procedures as educators will own the plan and work with commitment and competence. This conception is confined by Koontz and O'Donnell (1964) who state that organising is a process by which managers can bring order out of chaos, remove conflicts between people over responsibility and establish an environment suitable for teamwork. From this

view, one would assume that successful organising consists often principle that tasks should be carried out effectively by all the members of the institution to ensure effective teaching. Sergiovanni (1998), appears to be in agreement with this conception when he argues that organising leads to the empowerment of educators and the feeling of empowerment among educators contributes to ownership and increased commitment, motivation.

Schools are expected, for example, to have a curriculum in place, to set goals and objectives and to organize themselves for general effectiveness and success. Allen (2011) confirms this notion when he maintains that organising is that management task which is performed to initiate planning and to establish connections with various activities of the institution so that goals may be realised and attained effectively. Marx (1981) gives a broader description of organising by stating that organising is the management task which deals with arranging activities and resources of the institution by allotting duties, responsibilities and authority to people and the determination of the relationship between them to promote collaboration and to achieve the objectives of the institution as effectively as possible. This implies that in a school, organising as a management task subdivides various tasks and activities and allots them to specific peoples that educative and effective teaching may be realised in an orderly manner.

What needs to be said at this point is that the theory of organising consists of the principle that tasks should be carried out effectively by other people to ensure that effective teaching takes place within an institution. Gabela (2011) has this to say about this view: when an educational administrator performs the function of organising, he is typically concerned with defining and arranging in some systematic way people's functions, activities, and resources. In practice organizing is a component of planning, but it has something extra to it. According to Cloete (2000), organizing and creating organisational structure extend much further than merely arranging individuals and groups to obtain effective teaching. After various people have been grouped to create organisation structure, various tasks have yet to be executed.

According to Van der Westhuizen (2010), to be able to organise, a structure of authority should be created. The creation of an organisational structure, as stated by Vander Westhuizen, is also one the principal's administrative functions which helps the principal with his administrative task by ensuring that the delegated tasks are carried out effectively. Reynders (1978), concurs with Van der Westhuizen's view of the organisational structure. He argues that the purpose of establishing an organizational structure is to ensure that there is no overlapping and duplication of work; but to ensure that tasks are logically grouped; that people are utilised according to their abilities in the execution of certain duties and to get an overall picture of the field in which the organisation operates.

Marx (2002) refers to the following as the advantages of good organising. First it promotes team spirit and group morale. Activities are clearly defined and each person knows what she/he and others should do. It prevents overlapping of activities. Organising facilitates effective internal communication. Organising makes guiding is easier. Through organising, there is a system for getting work done. Achieving goals is improved because an easily controllable structure has been created (Ifinedo, 2004). Organising and creating organisational structures extend much further than merely arranging individuals and groups to obtain effective teaching. For instance, after educators have been grouped to create an organisational structure various tasks have yet to be executed. This is brought about by delegation of some duties and authority by the administrator to his subordinates. Below is a discussion on the principal's task in delegating duties, responsibilities and authority within his or her institution. Principals' organisational tasks have an effect on teachers' motivation (Hoy, & Miskel, 2008).

2.4 Principals' delegation task and teachers' motivation

According to Schreuder, du Toit, Roesch and Shar (2003), delegating is a centuries old act of management. It may be regarded as the act executed by somebody in leadership position to entrust duties, responsibilities and authority to other people. Its purpose is meaningful division of work to enable it to be

performed more effectively and set objectives to be fulfilled. Van der Westhuizen (2011), supports the views of Schreuder, et al when he defines delegating as the task carried out by an educational administrator in entrusting duties and responsibilities to his subordinates and to divide the work meaningfully to ensure its effective execution by making people responsible for the achievement of organisational objectives. Musaazi's view (2002), is in line with that of the above theorists, although stated differently. He maintains that delegating is a process of dividing up your total work and giving part of it to your subordinates. Delegation 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.

It may happen that most tasks are totally delegated, but responsibility and authority may only be partially delegated. Marx (1981), in this regard, argues that the accountability of the school administrator to his superintendent cannot be delegated to the subordinates. Arguing about delegation, Van der Westhuizen (2011) and Schreuder et al (2011), maintain that an educational leader does not always have time to execute all administrative tasks effectively. He must delegate some of his tasks to his staff members. When teachers are delegated some tasks, they feel motivated and hence their job satisfaction is increased.

This does not only reduce his volume of work, but also allows ample time to pay attention to his or her other priority duties such as planning, curriculum development, teamwork and others. John (2008), in viewing delegation, maintains that effective delegating are closely related. John further argues that managers who complain that 'nowadays it is difficult to find responsible subordinates who can be confidently trusted to get on with the job' are usually guilty of failing to delegate effectively and overeating situation within the institution in which subordinates cannot hope to get any satisfaction.

According to Marx (1981) Musaazi; (2003); Schreuder, et al (2001) the most important benefit of delegating is that it reduces the school administrator's load. It thus enables him to devote his time to other duties which demand his attention within the organisation. The amount of work to be done by the administrator is greatly reduced and in this way delegating increases effectiveness. Delegating enables the principal to plan and use time economically. 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. By delegating more effective control may be exercised which has an effect on teachers' motivation .

From the above conceptions, the researcher concludes that delegation is essential because one person cannot do everything alone. It enables the school administrator to distribute his authority. The distribution of authority, argues Musaazi (2013), is a deliberate plan according to which the administrator makes his authority effective and influential through full utilisation of his staff talents. Delegation raises the problem of accountability. Jonde (2014), maintains that although the person who delegates must not seek to retain control of that sphere by personal intervention, the administrator remains responsible and accountable for the conduct and outcomes of all delegated fields of activities.

2.5 Principals' instructional supervisory task and teachers' motivation

Supervision is a term used to describe a variety of behavior carried out by a diverse group of people within the context of school system. It is generally conceptualized in two ways; overseeing and helping (Wanga, 2004). The 'overseeing' aspect is task oriented and involves directing, controlling, reporting and coordinating. The 'helping' aspects are person oriented. It involves supporting staff and students to grow academically, professionally and ethically. This function is more directly related to the line function in administrative and management practices and involves activities of the generalists (teachers) Chiemela (2010) defines instructional supervision as those activities concerned with maintaining and increasing effectiveness in teaching by working with teachers. Dull (2011) in talking about supervision in the school says that supervision is the process of bringing about improvement in instruction by

working with people who work with pupils which has an effect on teachers' 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. The head teacher is responsible for all school programmes and promotion of teachers' growth and effectiveness. The head teacher 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. That is to say evaluation cannot be separated from supervision Sergiovanni (1987).

Supervision is a broad process and this is evidenced by various definitions. According to Beare and Caldwell (2009) the Oxford English Dictionary defines to supervise as meaning to "oversee", or have the oversight of or superintend the performance of work by other people. In supporting this view, Smyth (2008), argue that in a school where concern for excellence is a driving force, supervision is a process of work with and through others to achieve quality education for all students. From Sergiovanni's point of view, supervision is a set of responsibilities and activities designed to promote instructional improvement in schools. He

maintains that supervision is an area of administration that is concerned with the development of the curriculum and the improvement of the teaching and learning process. Both educators and supervisors have a common responsibility for continuous improvement of instruction and need to acquire an overall understanding of the problems and needs of the school.

Musaazi (2013) believes that supervision involves day to day relationships between the principal, the community and his subordinates, that is, educators and learners. Musaazi further maintains that supervision involves training, directing, motivating, coordinating, discipline and the adjustment of plans whenever need arises. For example the principal guides the actions of his staff and students by informing them during morning assembly of what is to be done on that day or during the whole week. He also guides his educators in the staff meetings, while the educator guides and influences learners in the classroom. Elaborating on the school administrator's task on staff supervision, Glatter (2012), argue that the principal's supervision of staff is more acceptable when it could be regarded by both the principal and staff as an opportunity for providing professional guidance and development.

According to Cassim (2012), principals as supervisors need to address the adequacy of the curriculum, the success and failure of pupils, learning difficulties experienced in the classroom, physical conditions affecting the instruction

programune, treatment of individual differences and problems and the serving of supplies and the outcome of instruction. Obviously the above areas involve evaluation and by identifying the above areas for supervision, as stated by Cassim, the principal should be in a position to stimulate professional growth and select supervisory techniques appropriate for particular needs. According to Jacobson (2007) all educators need some type of supervision in all educational institutions. All educators also need some assistance and encouragement in reaching the highest level of professional development which has an effect on teachers' motivation.

Sergiovanni (1997), stresses that successful schools are characterized by diversified programme of supervision that is accepted by management and staff as natural life of the school. In such schools principals and educators are clear as to the purposes of the supervisory programme and share responsibility for its implementation. From this conception, supervision is not viewed as something done to educators but as a process in which educators participate as partners. Sergiovanni further maintains that in successful schools the emphasis is on understanding and improving teaching and learning and not on sorting out or grading educators. Clearly a principal's task as a supervisor not only entails evaluation, but it is also an important part of administration. The section on the principal's task as administrators to be concluded by looking at two other administrative tasks. These are decision-making and communication.

2.6 Principals decision making task and teachers' motivation

Rue and Byars (1992) first make a distinction between decision making and problem solving. They see problem solving as the process of determining the appropriate responses or actions necessary to alleviate a problem. Decision making on the other hand is the process of choosing among various alternatives. They further argue that problem solving involves decision making since all problems can be approached in numerous ways and the problem solver must decide which is best. On the other hand all decisions do not involve problem solving, for example a person sorting out fruits in the market.

Okumbe, (1998) defines decision making as the process of specifying the nature of a particular problem and selecting among variables alternatives in order to solve it. Just like Rue and Byars (1992), he sees decision making as the process of choosing between competing alternatives. Okumbe notes that making decision is one of the prime functions of educational management. Decisions are made in such important areas as the allocation of scarce teaching and learning resources, the enrolment of students, employing of teaching and non-teaching staff, student and staff discipline, staff training and methods of improving pedagogy and educational research.

Participatory decision making also helps the teacher to communicate freely on matters concerning their profession. Bulinda (1999) notes that involvement of

teachers in participatory leadership is a moral right because of the nature of their commitment in effort and time with the school organization. This helps in reduction of their feeling alienated in school organizational life. The depth, scope and content of participation should reflect relative to position in the school organizational hierarchy. The ability to make proper decisions is vital to the successful performance of a school principal and his management staff. Arguing about decision making, Gorton and Snowden (1993) maintain that decision making is 'the heart of the executive activity'. The empowerment of educators by giving them more responsibilities over such issues as curriculum adoption, staff development, formulation of school policies, work evaluation and other tasks, calls for proper decision making under different conditions for the school administrator. Schreuder (1996), concur with Gorton and Snowden when they regard decision making as an exclusive responsibility of the principal. Although all people make decisions within the organisation, the administrator (the school principal) makes decisions which affect the decisions and actions of others. They further state that, in teaching, for example, decisions may stretch further and influence the lives of learners, the parental community and the future adult community of which learners form part. In view of this conception decision making in education may not take place in a casual manner.

Simons (2013) views decision making as fundamentally an administration process. He points out that all people in an organisation specialize in the kinds of

decisions they make and the amount of time devoted to decision making. In this respect teachers, for example, make decisions which determine, to a greater extent the impact of their teaching on the learner. Other education officers who have less teaching responsibilities spend more time on making decisions of a different kind to those made by the principals, inspectors, educational planners, directors or secretaries. Indeed, a large body of literature both within and out of education focuses on decision making as a vital element which pervades the entire process of administration.

Decision making is regarded by many researchers as one of the most important tasks of management actions. It plays a determinative task in both school and classroom management. Before a decision is taken, an educational leader diagnoses the situation and then explore the various ways of acting (Lipham & Hoeh 2006). Robbins (2012), and Marx (1981), define decision making as a thought process which is carried consciously to direct the achievement of goals. Marx and Robbins, further stress that decision making could be regarded as a process of consciously choosing the most suitable way of acting to solve or handle a particular situation once the various alternatives and possibilities have been considered for the achievement of the desired goal.

Morphet, Lones and Reller (2012) argue that every organisation must make provision for decision making. Decisions made must be concerned with what

goals, purposes, objectives, policies and programmes will be acceptable to the members of the institution as legitimate. According to Gorton (1980), decision making involves the following steps. First, determining and formulating the problem, analyzing and evaluating the problem, identifying different solutions or alternatives, choosing the best solution or alternative, ensuring that the decision is acceptable to the members concerned, implementing the decision and finally evaluating the decision and the results.

It should be remembered that the above model is only a guide line for decision making. What may appear to be a problem for one school principal may not be the same for another administrator. However, Gorton (2007), supports the above model when they stress that decision making is a process influenced by values and information whereby a perceived problem is explicitly defined, alternatives and solutions are posed and weighed and a choice made that is subsequently implemented and evaluated. They further maintain that this approach increases the autonomy of the school staff as they participate in making decisions on institutional problems. Obviously decision making plays a central part in the management of schools. Situation which the principals face, will vary greatly and decision have often to be made in difficult circumstances (Wilkinson & Cave 2006).

According to Gorton (2003), the key factor in the acceptance of the principal's decision is not a self perceived legitimacy but the perception of others in regard to the administrator's legitimacy as a decision maker. Gorton et al further state that in securing the acceptance of the decision, the principal need to understand the perceptions of educators, parents and students regarding the administrator's legitimacy as a decision maker. The researcher now takes a close look at the school administrator's task in communication.

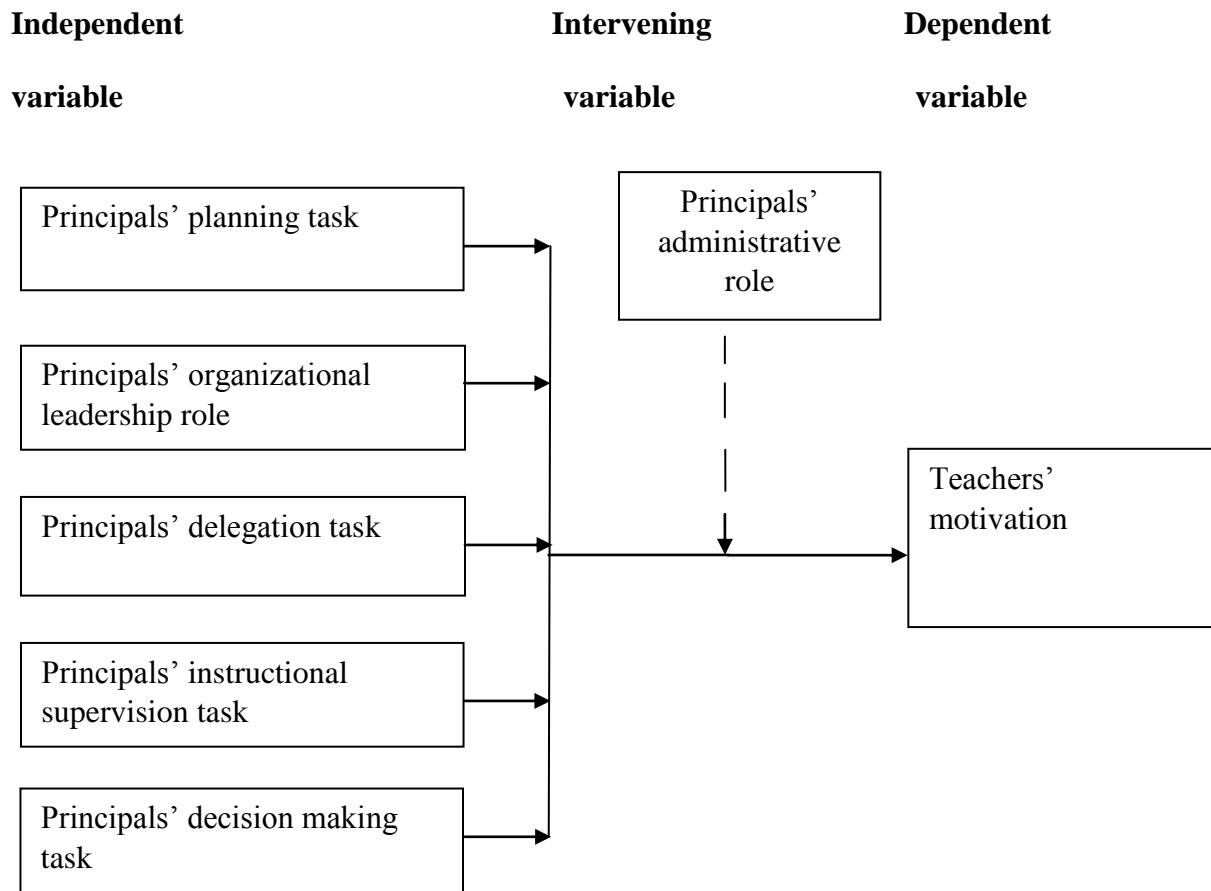
2.7 Theoretical framework

This study was guided by the Two Factor Theory advanced by Fredrick Herzberg (1965) on motivation and hygiene factors at work, which highlights the differences in levels of productivity among workers in various organizations. The two-factor theory categorized motivators as the intrinsic factors of a job. These factors were noted to enhance performance at work, Sergiovanni (1995) in Andiva (2001) identified Herzberg's hygienic factors as: interpersonal relationships, supervision, working conditions, personal life, policy and administration of the organization. Hygiene factors give therefore be governed by the hygienic and motivational variables which are principals' planning task, principals' organizational leadership task, principals' delegation task, principals' instructional supervision task and principals' decision making task.

2.7 Conceptual framework

The conceptual framework for the study is presented in Figure 2.1

Figure 2.1 Relationship among variables in the study



The conceptual framework for the study shows the interrelationship between variables in the principals' selected administrative tasks and their influence on teachers' motivation in public secondary schools in Kibwezi Sub-County, Makueni County, Kenya. The framework shows the influence of selected administrative tasks on teachers' motivation. The various administrative tasks

include principals' planning task, principals' organizational leadership task, principals' delegation task, principals' instructional supervision task and principals' decision making task. These are the independent variables while the dependent variable is the teachers' motivation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, target population, sample and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

3.2 Research design

According to Kothari (2001) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. It is the conceptual structure within which research is conducted. Study was based on descriptive survey design. The choice of the descriptive survey design is made based on the fact that in this study researcher is interested in the state of affairs already existing in the field and no variable was manipulated. Descriptive survey design therefore is appropriate because it enabled the researcher to gather information concerning the influence of principals' selected administrative tasks and their influence on teachers' motivation in public secondary schools in Kibwezi Sub-County, Makueni County, Kenya.

3.3 Target population

Kombo and Tromp (2003), define target population as an entire group of individuals, events or objects having common characteristics. It is the sum total of all that conforms to a given specifications. The target population of the study comprised of all the 62 public secondary schools in the Sub-County which comprise of 62 principals, 438 teachers (Kibwezi Sub County Office, 2015).

3.4 Sample size and sampling techniques

According to Kombo and Tromp (2004), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. In order to obtain a sample for this study, the researcher used the 20 – 30 percent suggested by Mugenda and Mugenda (2003), though a higher percentage is better. The researcher used a higher percentage of 50% of the schools yielding 31 schools. In these 31 schools, all the principals were sampled. The researcher took 20% of teachers which yielded 88 teachers. The sample for the study was therefore 31 principals and 88 teachers. The teachers and students were selected by use of simple random sampling.

3.5 Research instruments

This study used questionnaires to collect data. It enables the researcher to collect both qualitative and quantitative data for research. According to Mulusa, (1988) a questionnaire is a written set of questions that are cheap to administer to

respondents scattered over a large area and convenient for collecting information from a large population within a short space of time. In addition, the respondents felt free to give frank answers to sensitive or embarrassing questions especially if they are not required to disclose their identity. Both questionnaires had six sections each. Section A in both questionnaires focussed on the demographic data; Section B in both questionnaires had items on influence of principal' planning task on teachers' motivation in public secondary schools, Section C in both questionnaires contained items on influence of principals' organizational leadership task on teachers' motivation in public secondary schools, Section D in both questionnaires had items on the influence of principals' delegation task on teachers' motivation in public secondary schools, section E in both questionnaires had items on the influence of principals' instructional supervision task on teachers' motivation in public secondary schools while Section F in both questionnaires had items on the influence of principals' decision making task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Makueni County, Kenya.

3.6 Validity of the instrument

The researcher conducted a pre-test of the instruments. Based on the analysis of the pre-test, the researcher will be able to make corrections, adjustments and additions to the research instruments. The study used content validity to ensure the validity of the instruments. This was used to check whether the questions on the research instruments address the research questions. Consultations and

discussions with the supervisors was also done to establish content validity (Kombo & Tromp, 2006).

3.7 Reliability of the instruments

Reliability is the proportion of variance attributable to be the true measurement of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results or after repeated trials. The procedure for extracting an estimate of reliability was obtained from the administration of Test-Retest reliability method which involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

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

An alpha of above 0.8 will deem the questionnaires reliable (Mugenda & Mugenda, 2003). The reliability test results were 0.721 for principals' questionnaires and 0.732 for the teachers' questionnaires.

3.8 Data collection procedures

The researcher sought for a research permit from the National Council for Science and Technology (NACOSTI) and permissions sought from the Deputy county commissioner and the Sub County Education Officer (SCEO, 2015) and thereafter

write letters to the principals to be allowed to do the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected immediately on the same day.

3.9 Data analysis techniques

The study generated quantitative data from the questionnaires. The data analysis was based on the research questions. Data on the questionnaires was edited by inspecting the data pieces before coding them. The process help in identifying those items which are wrongly responded to, spelling mistakes and blank spaces left by the respondents. The data was coded to facilitate data entry into the computer to allow for statistical analysis. The researcher used Statistical Package for Social Sciences (SPSS) version 22.0. Descriptive statistics such as frequencies, percentages were used to summarize the data. Means were used to determine the extent to which the principals performed the administrative tasks and also to estimate the number of teachers who were satisfied with each of the administrative task carried out by the school principal.

3.10 Ethical Considerations

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. The researcher has to seek the consent of those he or she is going to interview, question, observe or take materials from. Moreover,

he or she has to reach agreements with them about the uses of the data, and how its analysis will be reported and disseminated. According to Bell (2004), the conditions for ethical research in practice are that all participants are offered the opportunity to remain anonymous, all information is treated with strict confidentiality, interviewees have the opportunity to verify statements when the research is in draft form and participants receive a copy of the final report.

For this study, ethical codes in terms of data collection, data analysis and diffusion of findings are conformed to. In this regard, the researcher contacted the principals of the sampled schools personally in order to seek their prior permission to administer the two research instruments. Adequate information on the aims of the research, the procedures followed and the use of results was given to each participant. The identity of the participants was regarded as confidential and anonymity assured. The participants were given full assurance that the findings of the study would be used strictly for academic purposes and the taped interviews and recorded transcripts will eventually be destroyed.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis and interpretation. The chapter focusses on influence of principal' planning task on teachers' motivation in public secondary schools, influence of principals' organizational leadership task on teachers' motivation in public secondary schools, influence of principals' delegation task on teachers' motivation in public secondary schools, influence of principals' instructional supervision task on teachers' motivation in public secondary schools and lastly the influence of principals' decision making task on teachers' motivation in public secondary schools

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires that are returned after administration to the respondents. In this study, out of 31 questionnaires administered to the school principals, all of them were returned. Out of the 88 issued to the teachers, 75 (85.2%) were returned. This implies that 100 percent and 85.2 percent were the percentage return rates for the principals and teachers respectively. These return rates were therefore deemed as high and adequate for data analysis and drawing of conclusions.

4.3 Demographic information of the respondents

Demographic information of the respondents refers to the personal characteristics of the population under study that the researcher intends to study. This section presents the demographic information of the school principals and then presents the demographic data of the teachers.

4.3.1 Demographic information of the school principals

The demographic information of the principals was based on their gender, age academic qualifications, professional experience, duration of teaching in the entire career and the duration that they had taught in the current school. The data on these variables is presented in this section. The school principals were asked to indicate their gender. The data is presented in Table 4.1.

Table 4.1 Distribution of principals by gender

Gender	F	%
Male	16	51.6
Female	15	48.4
Total	31	100.0

Data on the gender of the principals indicated that there was a balance in the representation of both gender in the study. This shows that the responses from the principals will not be gender biased. The findings still show that the one third policy of gender representation in school leadership has been achieved.

The study further sought to establish the age of the principals. The data is presented in Table 4.2

Table 4.2 Principals' distribution by age

Age	F	%
20 – 30 years	2	6.5
30 – 40 years	6	19.4
40 – 50 years	15	48.4
50 – 60 years	8	25.8
Total	31	100.0

Data on the principals' age revealed that over 48.4 percent of them were aged above 40 years. 25.8 percent were aged between 50 and 60 years. This shows that the principals were relatively elderly which implies that they may have been in the profession for a long time, a duration which may have provided them with opportunity to how principals' administrative tasks influence teachers' motivation.

The study further sought to establish the academic qualification of the principals. Data on the academic qualifications indicated that 11 (35.5%) had a Master of Education degree while 20 (64.5%) had a Bachelor of Education degree. The data shows that the principals were qualified and hence were able to provide information on the influence of principals' selected administrative tasks on

teachers' motivation in their schools. The data further sought to establish the years of professional experience of the principals. The data is presented in Table 4.3

Table 4.3 Professional experience in years

Years	F	%
1 – 5 years	3	9.7
6 – 10 years	6	19.4
11 – 15 years	7	22.6
16 years and above	15	48.4
Total	31	100.0

Data on the professional experience of the principals indicated that almost half of them had served for over 16 years. This shows that the principals had acquired adequate professional experience in education and hence were in a position to explain influence of principals' selected administrative tasks on teachers' motivation in public secondary schools. The researcher also asked the respondents to indicate the duration of time that they had been principals in the current school. Their responses are presented in Table 4.4.

Table 4.4 Duration of service as principals in the current school

Duration in years	F	%
0 – 2 years	5	16.1
2 – 4 years	8	25.8
4 and above years	18	58.1
Total	31	100.0

Data on the duration of service as principal in the current school revealed that over half of the principals had worked in the currents school for 4 years and above. In time of teaching experience, data showed that all the principals had worked for over 4 years. This is a time that can be considered adequate for them to have had experienced how f principals' selected administrative tasks influence teachers' motivation.

4.3.2 Demographic information of the teachers

After discussing the demographic information of the principals, attentions was shifted to the demographic information of the teachers. The demographic information of the teachers were based on their gender, age, academic qualifications academic and professional qualifications and duration of time that they had worked in the current school. This information is presented in the following section. The teachers were asked to indicate their gender. The data is presented in Table 4.5.

Table 4.5 Distribution of teachers by gender

Gender	F	%
Male	31	41.3
Female	44	58.7
Total	75	100.0

Data on the gender of the teachers indicated that majority of them were female. However the difference was not much as 41.3 percent were male teachers in the schools. This scenario implies that the difference may not present gender biasness in terms of the influence of principals' selected administrative tasks on teachers' motivation. The teachers were further asked to indicate the age of the teachers. Their responses are presented in Table 4.6.

Table 4.6 Distribution of teachers by age

Age	F	%
20 – 30 years	13	17.3
30 – 40 years	20	26.7
40 – 50 years	26	34.7
50 – 60 years	16	21.3
Total	75	100.0

Data presented in Table 4.6 shows that over half of the teachers were aged over 40 years. The data shows that there is a mixture of ages among the teachers hence the responses could not be influenced by the ages of the teachers. The researcher also sought to establish academic qualification of the teachers. The findings are presented in Table 4.7.

Table 4.7 Distribution of teachers by academic qualifications

academic qualification	F	%
Masters	21	28.0
Bachelors	50	66.7
Diploma	4	5.3
Total	75	100.0

Data on the academic qualifications of the teachers showed that all the teachers were qualified to teach in secondary schools. This shows that the teachers have gone thru the necessary training as teachers and hence are able to understand principals' selected administrative tasks and how they affect teachers' motivation. Asked to indicate their professional experience, the teachers responded as indicated in Table 4.8.

Table 4.8 Teachers' distribution by professional experience

Professional experience in years	F	%
1 – 5 years	16	21.3
6 – 10 years	13	17.3
11 – 15 years	27	36.0
16 years and above	19	25.3
Total	75	100.0

Data showed that majority of the teachers 46 (61.3% had a professional experience of above 11 years. In the same category 19 (25.3%) had a professional experience of 16 years and above. The data implies that teachers in Kibwezi Sub County had adequate teaching experience and hence are able to provide information regarding the influence of principals' selected administrative tasks on teachers' motivation. It was further noted that 27 (36%) had been teaching the current school for between 2 and 4 years while 10 (13.3%) had been teaching for 4 years and above. Asked to indicate their teaching experience since joining the career, they responded as indicated in Table 4.9.

Table 4.9 Teaching experience of teachers

Years	F	%
1 year	1	1.3
2 years	5	6.7
3 years	6	8.0
4 years and above	63	84.0
Total	75	100.0

Data indicated that majority of the teachers had been in the teaching profession for over 4 years. This is a relatively adequate teaching experience for the teachers to be able to provide information regarding the influence of principals' selected administrative tasks on teachers' motivation.

4.4 Influence of principal' planning task on teachers' motivation in public secondary schools

Planning is an exercise for both school and class personnel. Educators work out a plan often things that need to be done and the means and methods of doing them to accomplish the set purpose. It would appear that the development of a school plan helps schools to coordinate their activities as they pursue their aims and values (Dull, 2011). The study sought to establish the influence of principal' planning task on teachers' motivation in public secondary schools. The principals

were therefore asked to indicate how often they performed some of the administration functions. The data is presented in table 4.10.

Table 4.10 Principals' responses on planning task in the school

Statement	Always		Sometimes		Never	
	F	%	F	%	F	%
I hold staff meetings and the beginning of the year	21	67.7	10	32.3	0	0.0
I define school's educational goals and objectives	17	54.8	14	45.2	0	0.0
I plan school activities at the beginning of the academic year	19	61.3	12	38.7	0	0.0
I ensures that teachers are aware of their roles at the beginning of the year	6	19.4	25	80.6	0	0.0
I establishing objectives formulating vision statement set	11	35.5	19	61.3	1	3.2
Mean	15	47.7	16	51.6	1	3.2

Data on principals responses on performance of planning task in the school showed that majority of them (67.7%) always held staff meetings and the beginning of the year, majority (54.8%) defined school's educational goals and objectives, 61.3 percent planned school activities at the beginning of the academic year always. However, 80.6 percent ensured that teachers were aware of their roles at the beginning of the year. The findings imply that the principals

performed their planning task in the school. This is evidenced by the 47.7 percent of the principals who performed the planning task in the school always and 51.6 who did it sometimes. The teachers were also asked to indicate how often they performed some of the administration functions. The data is presented in table 4.11.

Table 4.11 Teachers' responses on their motivation on principals' performance of planning tasks

Statement	Highly motivated		Moderately motivated		Lowly motivated	
	F	%	F	%	F	%
Holding of staff meetings and the beginning of the year	22	29.3	53	70.7	0	0.0
Defining school's educational goals and objectives	28	37.3	47	62.7	0	0.0
Planning of school activities at the beginning of the academic year	36	48.0	37	49.3	2	2.7
Ensuring that teachers are aware of their roles at the beginning of the year	49	65.3	24	32.0	2	2.7
Establishing objectives formulating vision statement set	21	28.0	45	60.0	9	12.0
Mean	32	41.6	42	55	1	3.5

Data revealed that 70.7 percent of the teachers indicated that they were motivated with principals holding staff meetings and the beginning of the year sometimes 62.7 percent, 65.3% indicated that they were motivated with their principals always ensuring that teachers were aware of their roles at the beginning of the year while 60 percent indicated that they were motivated with their principals establishing objectives formulating vision statement set always. On average, 41.6 percent of the teachers were highly motivated by their principals' performance on planning task while 55 percent were moderately motivated. Keith and Girling (2011) argue that the fundamental activity that occurs in any well managed organization is planning. When teachers are involved in the planning of school activities they are motivate and work towards what has been planned. Planning according to Musaazi (2002) and Marx, (2011), is a rational process of preparing and reflecting on a set of decisions for future actions directed at achieving goals and objectives by optional means. When teachers are involved in the planning process they are motivated and tend to own the activities planned.

4.5 Influence of principals' organizational leadership task on teachers' motivation in public secondary schools

The study also sought to investigate the influence of principals' organizational leadership task on teachers' motivation in public secondary schools. The principals were asked to indicate the frequency at which they conducted leadership tasks in the schools. The responses are presented in Table 4.12.

Table 4.12 Principals' responses on performance of organisational leadership task

Statement	Always		Sometimes		Never	
	F	%	F	%	F	%
I practice democratic leadership in the school	13	41.9	17	54.8	1	3.2
I encourages leadership to emerge from teachers	12	38.7	19	61.3	0	0.0
I establish formal and informal channels of communication	20	64.5	11	35.5	0	0.0
I recognizes and implement teachers inputs	12	38.7	19	61.3	0	0.0
I seek to important channels for conflict resolution	14	45.2	15	48.4	2	6.5
Mean	14	45.8	16	52.3	1	3.2

Findings on the principals' performance for organizational leadership task indicated that 54.8 percent of them practiced democratic leadership in the schools sometimes, 61.6 percent also indicated at the principals encouraged leadership to emerge from teachers, 64.5 percent indicated that they established formal and informal channels of communication always, 61.3 percent indicated that they recognized and implemented teachers inputs sometimes while almost half the number of the principals (48.4%) indicated that they sometimes ought sought to important channels for conflict resolution. The data shows that principals performed the organisational leadership tasks sometimes as evidenced by the 52

percent who indicated that they performed the task sometimes and 45.8 percent who performed the leadership task always.

The teachers were on the other hand asked to indicate how they were motivated with principals' performance of leadership task in the schools. Their levels of satisfaction are presented in table 4.13

Table 4.13 Teachers level of satisfaction with principals' performance of organisations leadership task

Statement	Highly motivated		Moderately motivated		Lowly motivated	
	F	%	F	%	F	%
Principals' practice of democratic leadership in the school	30	40.0	34	45.3	11	14.7
Principals' encouraging leadership to emerge from teachers	47	62.7	26	34.7	2	2.7
Principals' establishment of formal and informal channels of communication	24	32.0	44	58.7	7	9.3
Principals' recognition and implementation of teachers inputs	42	56.0	26	34.7	7	9.3
Principals' seeking important channels for conflict resolution	41	54.7	32	42.7	2	2.7
Principals' practice of democratic leadership in the school	50	66.7	14	18.7	11	14.7
Mean	47	62.	35	46.9	8	10.6
		6				

Data on teachers levels of satisfaction with principals performance of leadership task indicated that 40 percent and 45.3 percent of the teachers were highly and moderately motivated respectively, majority 62.7 percent indicated that they were

highly motivated with principals' encouraging leadership emerge from teachers, 58.7 percent were moderately motivated with principals' establishment of formal and informal channels of communication in the schools while majority 54.7 percent indicated that they were highly motivated with principals seeking important channels for conflict resolution. It is also observed that majority 66.7 percent teachers were highly motivated with the principals' practice of democratic leadership in the school. On average, the data showed that 62.6 percent of the teachers were highly motivated with the principals' performance of leadership task, 46.9 percent were moderately motivated while 10.6 were lowly motivated. Organising makes guiding is easier. Through organising, there is a system for getting work done. Achieving goals is improved because an easily controllable structure has been created (Ifinedo, 2004). Organising and creating organisational structures extend much further than merely arranging individuals and groups to obtain effective teaching. For instance, after educators have been grouped to create an organisational structure various tasks have yet to be executed. This is brought about by delegation of some duties and authority by the administrator to his subordinates. Principals' organisational tasks have an effect on teachers' motivation (Hoy, & Miskel, 2008).

4.6 Influence of principals' delegation task on teachers' motivation in public secondary schools

The study also sought to establish the influence of principals' delegation task on teachers' motivation in public secondary schools. The principals were asked to indicate the extent to which they practices the delegation task in their schools. The data is presented in Table 4.13.

Table 4.13 Principals' responses on their practices of delegation tasks

Statement	Always		Sometimes		Never	
	F	%	F	%	F	%
I delegates some administrative work to teachers	9	29.0	20	64.5	2	6.5
I keep staff informed about departmental policies, and regulations	20	64.5	11	35.5	0	0.0
I get feedback from teachers on delegated duties promptly	19	61.3	12	38.7	0	0.0
I involve all staff members in school management	11	35.5	20	64.5	0	0.0
I entrust duties, responsibilities and authority to teachers	6	19.4	21	67.7	4	12.9
Mean	13	41.9	17	54.1	1	3.8

Data on principals' performance of delegation tasks showed that 64.5 percent indicated that they delegated delegates some administrative work to teach sometimes, majority however 64.5 indicated that they always kept staff informed

about departmental policies, and regulations. A further 61.3 percent indicated that they always got feedback from teachers on delegated duties promptly, 64.5 percent of the principals involve all staff members in school management sometimes while 67.7 percent indicated that they sometimes entrusted duties, responsibilities and authority to teachers. On average, data shows that majority of the principals performed delegation task sometimes as evidenced by 54.1 percent who indicated so and 41.9 percent who indicated that they performed the delegation task always.

The teachers were asked to indicate how motivated they were with the principals' practices of delegation tasks. Their responses are presented in Table 4.14

Table 4.14 Teachers' levels of motivation with principals practice of delegation task

Statement	Highly motivated		Moderately motivated		Lowly motivated	
	F	%	F	%	F	%
Principals' delegation of some administrative work to teachers	32	42.7	32	42.7	11	14.7
Principals' keeping staff informed about departmental policies, and regulations	44	58.7	22	29.3	9	12.0
Principals' getting feedback from teachers on delegated duties promptly	34	45.3	35	46.7	6	8.0
Principals' involvement all staff members in school management	20	26.7	44	58.7	11	14.7
Principals' entrusting duties, responsibilities and authority to teachers	16	21.3	33	44.0	26	34.7
Mean	30	38.9	33	44.3	12	16.5

Data shows that 42.7 percent and a similar number of teachers indicated that they were highly and moderately motivated with their principal's practice of delegation of some of the administrative work to teachers. Majority of the teachers 58.7 percent indicated that they were highly motivated by their principals practice of keeping staff informed about departmental policies, and regulations. While 45.3 percent of the teachers indicated that they were highly motivated by their

principals' getting feedback from teachers on delegated duties promptly, 46.7 percent of them indicated they were moderately motivated by the same practice. It was also reported by 58.7 percent of the teachers that they were moderately motivated by the principals' involvement all staff members in school management. On the issue of principals practice of entrusting duties, responsibilities and authority to teachers, 44 percent were moderately motivated, 34.7 percent were lowly motivated. The above findings indicate that teachers were motivated by the principals' practice of delegation task.

On average, 38.9 percent of the teachers were motivated with the principals' practice of delegation task, 44.3 percent were moderately motivated while only 16.5 were lowly motivated. . Delegation 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. Jonde (2014), maintains that although the person who delegates must not seek to retain control of that sphere by personal intervention, the administrator remains responsible and accountable for the conduct and outcomes of all delegated fields of activities.

4.8 Influence of principals' instructional supervision task on teachers' motivation in public secondary schools

The study also sought to influence of principals' instructional supervision task on teachers' motivation in public secondary schools. The principals were asked to indicate how often they practiced instructional supervision task in the schools. Their responses are presented in Table 4.15.

Table 4.15 Principals practices of instructional supervision task in schools

Statement	Always		Sometimes		Never	
	F	%	F	%	F	%
I supervise teachers' class work during teaching	8	25.8	22	71.0	1	3.2
I check teachers professional documents	18	58.1	13	41.9	0	0.0
I make sure the syllabus is covered in time	18	58.1	13	41.9	0	0.0
I ensure that schemes of work are prepared in time	16	51.6	15	48.4	0	0.0
I am actively involved in facilitating teaching and learning processes	14	45.2	15	48.4	2	6.5
Mean	15	47.7	13	50.3	1	3.2

Data from the principals' practice of instructional supervision in schools indicated that majority 71 percent said that they supervised teachers' class during working hours sometimes. Majority of them 58.1 percent indicated that they check teachers professional documents always, a similar number of principals indicated that they always made sure the syllabus was covered in time while 48.4 percent indicated that they sometimes ensured that schemes of work were prepared in time and yet a similar number of principals indicated that they were sometimes actively involved in facilitating teaching and learning processes. On average, 47.7 percent of the principals performed instructional supervision task always while 50.3 percent performed sometimes.

The teachers were asked to indicate how they were motivated by their principals' practices of instructional supervision task in schools. Their responses are presented in Table 4.16.

Table 4.16 Teachers' level of motivation by principals' practices of instructional supervision task

Statement	Highly motivated		Moderately motivated		Lowly motivated	
	F	%	F	%	F	%
Principals' supervision of teachers' class work during teaching	20	26.7	26	34.7	29	38.7
Principals' checking of teachers professional documents	15	20.0	28	37.3	32	42.7
Principals' making sure the syllabus is covered in time	26	34.7	36	48.0	13	17.3
Principals' ensuring that schemes of work are prepared in time	31	41.3	38	50.7	6	8.0
Principals' involvement in facilitating teaching and learning processes	33	44.0	34	45.3	8	10.7
Mean	25	33.3	32	43.2	18	23.4

Data on the teachers' level of motivation with principals' practices of instructional supervision task in schools indicated that while 34.7 percent of the teachers were motivated by the principals practice of instructional supervision, 38.7 percent were lowly motivated similarly, while 37.3 percent were motivated by the principals' checking of teachers professional documents, 42.7 were lowly motivated. On the issue of principals' making sure the syllabus is covered in time,

34.7 percent of teacher were highly motivated while 48.0 percent were moderately motivated. Half the number of teachers were moderately motivated by the principals' practice of ensuring that schemes of work are prepared in time. A significant number of teachers (45.3%) were motivated by the principals' practice of involvement of teachers in facilitating teaching and learning processes. The above findings indicate that teachers were motivated by the principals' practices of instructional supervision task. On average, 33.3 percent of the teachers were highly motivated with the principals' practices of instructional supervision task, 43.2 percent were moderately motivated with 23.4 were lowly motivated.

4.8 Influence of principals' decision making task on teachers' motivation in public secondary schools

The study sought to establish the influence of principals' decision making task on teachers' motivation in public secondary schools. The principals were asked to indicate the frequency at which they practices decision making task in their schools. Their responses are presented in Table 4.17

Table 4.17 Principals responses on their practice of decision making task

Statement	Always		Sometimes		Never	
	F	%	F	%	F	%
I involve teachers in decision making	13	41.9	18	58.1	0	0.0
I consult teachers before in making decisions	15	48.4	15	48.4	1	3.2
I follow all channels in decision making	7	22.6	23	74.2	1	3.2
I embrace cooperate decision making process	7	22.6	24	77.4	0	0.0
I encourage teachers opinions before making decisions	11	35.5	15	48.4	5	16.1
Mean	11	34.1	19	61.2	1	4.5

Data of the principals' practice of decision making task indicated that 58.1 percent of them involved teachers in decision making sometimes, 48.4 percent of them consulted teachers before in making decisions always while a majority 74.2 percent sometimes followed all channels in decision making. While 77.4 percent indicated that they embraced cooperate decision making process, almost half the number of principals (48.4%) indicated that they encouraged teachers opinions before making decisions. Data shows that majority of the principals performed the decision making task sometimes as shown by 61.2 percent who indicated so. On the other hand 34.1 percent indicated that they performed the task always. Teachers were also asked to indicate how motivate they were with the principals'

practice of decision making in schools. Their responses are presented in Table 4.18.

Table 4.18 Teachers levels of motivate with principals practice of decision making task

Statement	Highly motivated		Moderately motivated		Lowly motivated	
	F	%	F	%	F	%
Principals' involvement of teachers in decision making	36	48.0	33	44.0	6	8.0
Principals' consultations with teachers before in making decisions	34	45.3	35	46.7	6	8.0
Principals' following all channels in decision making	29	38.7	40	53.3	6	8.0
Principals' embracing cooperate decision making process	47	62.7	19	25.3	9	12.0
Principals' encouraging teachers opinions before making decisions	36	48.0	31	41.3	8	10.7
Mean	36	48.5	32	42.1	7	9.3

Data on teachers level of motivation by principals practice of decision making tasks indicated that 48 percent were highly motivated by the principal' involvement of teachers in decision making, with 44 percent who were moderately motivated. While 45.3 percent were highly motivated by the principals' consultations with teachers before in making decisions, 46.7 were

moderately motivated with principals' consultations with teachers before in making. It can also be observed that 53.3 percent of the teachers were moderately motivated with principals' following all channels in decision making. Majority of the teachers (62.7%) were highly motivated with principals' embracing cooperative decision making process while 48 percent were highly motivated with principals' encouraging teachers opinions before making decisions. The findings indicate that teachers were motivated with the principals' practice of decision making task in the schools. On average, almost half (48.5%) teachers were highly motivated with the principals' practice of decision making task, 42.1 were moderately motivated while only 9.3 were lowly motivated.

Participatory decision making also helps the teacher to communicate freely on matters concerning their profession. Bulinda (1999) notes that involvement of teachers in participatory leadership is a moral right because of the nature of their commitment in effort and time with the school organization. This helps in reduction of their feeling alienated in school organizational life. The depth, scope and content of participation should reflect relative to position in the school organizational hierarchy. The ability to make proper decisions is vital to the successful performance of a school principal and his management staff. Morphet, Lones and Reller (2012) argue that every organisation must make provision for decision making. Decisions made must be concerned with what goals, purposes, objectives, policies and programmes will be acceptable to the members of the institution as legitimate.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to establish the influence of principals' selected administrative tasks on teachers' motivation in public secondary schools in Kibwezi East Sub-County, Makueni County, Kenya. The study was guided by five research objectives. The research objectives sought to determine the influence of principal' planning task on teachers' motivation in public secondary schools; assess the influence of principals' organizational leadership task on teachers' motivation in public secondary schools; establish the influence of principals' delegation task on teachers' motivation in public secondary schools; establish the influence of principals' instructional supervision task on teachers' motivation in public secondary schools and finally find out the influence of principals' decision making task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya

This study was guided by the Two Factor Theory advanced by Fredrick Herzberg. Study was based on descriptive survey design. The target population of the study

comprised of all the 62 public secondary schools in the Sub-County which comprise of 62 principals, 438 teachers. The sample for the study was 31 principals and 88 teachers. Data for the study was collected by use of questionnaires. The questionnaires were validated and checked for reliability. The reliability test results were 0.721 for principals' questionnaires and 0.732 for the teachers' questionnaires. Data was analysed by use of descriptive statistics. Means were used to determine the extent to which the principals performed the administrative tasks and also to estimate the number of teachers who were satisfied with each of the administrative task carried out by the school principal.

5.3 Summary of findings

The summary of findings is presented according to the objectives of the study

5.3.1 To determine the influence of principal' planning task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya

Findings on the influence of principal' planning task on teachers' motivation in public secondary schools revealed that The findings imply that the principals performed their planning task in the school. This is evidenced by the 47.7 percent of the principals who performed the planning task in the school always and 51.6 who did it sometimes. Data revealed that 70.7 percent of the teachers indicated that they were motivated with principals holding staff meetings and the beginning of the year sometimes 62.7 percent, 65.3% indicated that they were motivated

with their principals always ensuring that teachers were aware of their roles at the beginning of the year while 60 percent indicated that they were motivated with their principals establishing objectives formulating vision statement set always. On average, 41.6 percent of the teachers were highly motivated by their principals' performance on planning task while 55 percent were moderately motivated.

5.3.2 To assess the influence of principals' organizational leadership task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya

Findings of the influence of principals' organizational leadership task on teachers' motivation in public secondary schools revealed that principals performed the leadership tasks sometimes as evidenced by the 52 percent who indicated that they performed the task sometimes and 45.8 percent who performed the leadership task always. In establishing the extent to which the teachers were motivated, it was established that 40 percent and 45.3 percent of the teachers were highly and moderately motivated respectively, majority 62.7 percent indicated that they were highly motivated with principals' encouraging leadership emerge from teachers, 58.7 percent were moderately motivated with principals' establishment of formal and informal channels of communication in the schools while majority 54.7 percent indicated that they were highly motivated with principals seeking important channels for conflict resolution. It is also observed

that majority 66.7 percent teachers were highly motivated with the principals' practice of democratic leadership in the school. On average, the data showed that 62.6 percent of the teachers were highly motivated with the principals' performance of organisational leadership task, 46.9 percent were moderately motivated while 10.6 were lowly motivated.

5.3.3 To establish the influence of principals' delegation task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya

Findings on the influence of principals' delegation task on teachers' motivation in public secondary schools revealed that majority of the principals performed delegation task sometimes as evidenced by 54.1 percent who indicated so and 41.9 percent who indicated that they performed the delegation task always. It was also revealed that On average, 38.9 percent of the teachers were motivated with the principals' practice of delegation task, 44.3 percent were moderately motivated while only 16.5 were lowly motivated. For example, majority of the teachers 58.7 percent indicated that they were highly motivated by their principals practice of keeping staff informed about departmental policies, and regulations. While 45.3 percent of the teachers indicated that they were highly motivated by their principals' getting feedback from teachers on delegated duties promptly, 46.7 percent of them indicated they were moderately motivated by the same practice. It was also reported by 58.7 percent of the teachers that they were moderately motivated by the principals' involvement all staff members in school management. On the issue of principals practice of entrusting duties,

responsibilities and authority to teachers, 44 percent were moderately motivated, 34.7 percent were lowly motivated.

5.3.4 To establish the influence of principals' instructional supervision task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya

Data on the influence of principals' instructional supervision task on teachers' motivation in public secondary schools showed that principals practices instructional supervision task. This was evidenced by 47.7 percent of the principals who performed instructional supervision task always while 50.3 percent performed sometimes. In establishing the extent to which the teachers were motivated, 34.7 percent of the teachers were motivated by the principals practice of instructional supervision, 38.7 percent were lowly motivated similarly, while 37.3 percent were motivated by the principals' checking of teachers professional documents, 42.7 were lowly motivated.

On the issue of principals' making sure the syllabus is covered in time, 34.7 percent of teacher were highly motivated while 48.0 percent were moderately motivated. Half the number of teachers were moderately motivated by the principals' practice of ensuring that schemes of work are prepared in time. A significant number of teachers (45.3%) were motivated by the principals' practice of involvement of teachers in facilitating teaching and learning processes. The

above findings indicate that teachers were motivated by the principals' practices of instructional supervision task. On average, 33.3 percent of the teachers were highly motivated with the principals' practices of instructional supervision task, 43.2 percent were moderately motivated with 23.4 were lowly motivated.

5.3.5 To find out the influence of principals' decision making task on teachers' motivation in public secondary schools in Kibwezi Sub-County, Kenya

Findings on the influence of principals' decision making task on teachers' motivation in public secondary schools showed that majority of the principals performed the decision making task sometimes as shown by 61.2 percent who indicated so. On the other hand 34.1 percent indicated that they performed the task always. Teachers were motivated by with the principals' practice on decision making. On average, almost half (48.5%) teachers were highly motivated with the principals' practice of decision making task, 42.1 were moderately motivated while only 9.3 were lowly motivated. Specifically 48 percent were highly motivated by the principal' involvement of teachers in decision making, with 44 percent who were moderately motivated. While 45.3 percent were highly motivated by the principals' consultations with teachers before in making decisions, 46.7 were moderately motivated with principals' consultations with teachers before in making. It can also be observed that 53.3 percent of the teachers were moderately motivated with principals' following all channels in decision making. Majority of the teachers (62.7%) were highly motivated with

principals' embracing cooperate decision making process while 48 percent were highly motivated with principals' encouraging teachers opinions before making decisions.

5.4 Conclusions

Based on the findings the study concluded that principals performed their planning task in the school. Teachers were motivated with the planning tasks such as principals holding staff meetings and the beginning of the year, principals ensuring that teachers were aware of their roles at the beginning of the year and principals establishing objectives formulating vision statement. The study and concluded that principals performed their organizational leadership task with which teachers were motivated. Teachers were motivated with principals' encouraging leadership emerge from them, principals' establishment of formal and informal channels of communication in the schools principals seeking important channels for conflict resolution and principals' practice of democratic leadership in the school.

The study also concluded that teachers were motivated by principals' delegation task. Teachers were for example motivated with principals practice of keeping staff informed about departmental policies, and regulations, principals' getting feedback from teachers on delegated duties promptly and principals' involvement all staff members in school management. It was also concluded that teachers were

motivated with principals' instructional supervision task. Specifically teachers were motivated principals' checking of teachers professional documents, principals' making sure the syllabus is covered in time, principals' practice of ensuring that schemes of work are prepared in time and also by the principals' practice of involvement of teachers in facilitating teaching and learning processes.

Teachers were motivated with the principals' decision making task teachers were for example highly motivated with the principals' practice of decision making task, principal' involvement of teachers in decision making, principals' consultations with teachers before in making decisions, principals' consultations with teachers before in making, principals' following all channels in decision making, embracing cooperate decision making process and encouraging teachers opinions before making decisions.

5.5 Recommendations

Based on the findings of the study the following were the recommendations:

- i. The study recommended that principals should perform their planning task always and not sometimes as indicated by the study. This would increase teachers' motivation. The study established that principals performed the organisational leadership tasks only sometimes. The study therefore recommends that principals should perform the organisational leadership always so that teachers' motivation can be improved.

- ii. It was noted in the study that on average, majority of the principals performed delegation task sometimes. The study therefore recommends that principals should practice the delegation task always rather than sometimes as this would increase teachers' motivation.
- iii. The study also recommends that the principals should perform instructional supervision and decision making tasks always rather than sometimes as shown by the study so as to improve teachers' motivation.

5.6 Suggestions for further research

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

- i. This study was carried out in public secondary schools in Kibwezi East Sub-County, Makueni County to determine the selected administrative tasks on teachers motivate. The researcher therefore recommends that another study be done in other areas so that to compare the results
- ii. The study focussed on selected administrative tasks namely planning task, organizational leadership, delegation task, instructional supervision task and decision making task. The study suggests that a study on other administrative tasks should be carried out to establish whether the tasks would have an influence of teacher's motivation.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

John Mwaura
Department of Educational
Administration and Planning
South Eastern Kenya University
P.O. Box 170 – 90200
Kitui
28th Dec, 2015

The principal,

_____ School

RE: AUTHORITY TO CONDUCT RESEARCH IN YOUR SCHOOL

I am Master of Education student from South Eastern Kenya University conducting research on *Influence of Principals' Selected Administrative Tasks on Teachers' Motivation in Public Secondary Schools in Kibwezi Sub-County, Makueni County, Kenya*. Your school has been selected for the study. I am kindly requesting your assistance in collection of data for the purpose of this study. You are assured that the information you give will be for the sake of this study and that your identity will remain confidential.

Yours faithfully,

John Mwaura

M.Ed Student

APPENDIX II

QUESTIONNAIRE FOR PRINCIPALS

The purpose of this questionnaire is to solicit information on influence of principals' selected administrative tasks on teachers' motivation in public secondary schools in Kibwezi Sub-County, Makueni County. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A: Demographic data

1 Please tick against your gender

Male [] Female []

2 What is your age?

20 – 30 years [] 30 – 40 years []

40 – 50 years [] 50 – 60 years []

3 What is your academic qualification?

Phd [] Masters [] Bachelors []

Diploma []

Others (specify) _____

4 Indicate your professional experience in years (tick one)

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 years and above []

5 How long have you been a principal in this school?

0 – 2 years [] 2 – 4 years []

4 and over []

6. How long have you been in teaching?

1 year [] 2 years []

3 years [] 4 years and above []

Section B: Influence of principal' planning task on teachers' motivation in public secondary schools

7. Indicate the frequency at which you perform the following tasks:

SN	Statement	Always	Sometimes	Never
1	I hold staff meetings and the beginning of the year			
2	I define school's educational goals and objectives.			
3	I plan school activities at the beginning of the academic year			
4	I ensures that teachers are aware of their roles at the beginning of the year			
5	I establishing objectives formulating vision statement set			

Section C: Influence of principals' organizational leadership task on teachers' motivation in public secondary schools

8. Indicate the frequency at which you perform the following tasks:

SN	Statement	Always	Sometimes	Never
1	I practice democratic leadership in the school			
2	I encourage leadership to emerge from teachers			
3	I establish formal and informal channels of communication.			
4	I recognize and implement teachers' inputs			
5	I seek important channels for conflict resolution			

Section D: Influence of principals' delegation task on teachers' motivation in public secondary schools

9. Indicate the frequency at which you perform the following tasks:

SN	Statement	Always	Some times	Never

1	I delegates some administrative work to teachers			
2	I keep staff informed about departmental policies, and regulations.			
3	I get feedback from teachers on delegated duties promptly			
4	I Involve all staff members in school management.			
5	I entrust duties, responsibilities and authority to teachers			

Section E: Influence of principals' instructional supervision task on teachers' motivation in public secondary schools

10. Indicate the frequency at which you perform the following tasks:

SN	Statement	Always	Some times	Never
1	I supervise teachers' class work during teaching			
2	I check teachers professional documents			
3	I make sure the syllabus is covered in time			
4	I ensure that schemes of work are prepared in			

	time			
5	I am actively involved in facilitating teaching and learning processes			

Section F: Influence of principals' decision making task on teachers' motivation in public secondary schools

11. Indicate the frequency at which you perform the following tasks:

SN	Statement	Always	Sometimes	Never
1	I involve teachers in decision making			
2	I consult teachers before in making decisions			
3	I follow all channels in decision making			
4	I embrace cooperate decision making process			
5	I encourage teachers opinions before making decisions			

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to solicit information on influence of principals' selected administrative tasks on teachers' motivation in public secondary schools in Kibwezi Sub-County, Makueni County. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A; Demographic data

1. Please tick against your gender

Male [] Female []

2. What is your age?

20 – 30 years [] 30 – 40 years []

40 – 50 years [] 50 – 60 years []

3. What is your academic qualification?

Phd [] Masters [] Bachelors []

Diploma [] Certificate []

Others (specify) _____

4. Indicate your professional experience in years (tick one)

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 years and above []

5. How long have you been teaching in this school?

0 – 2 years [] 2 – 4 years []

5 and over []

6. How long have you been in teaching?

2 year [] 2 years []

3 years [] 4 years and above []

Section B: Influence of principal' planning task on teachers' motivation in public secondary schools

7. Indicate your level of motivation with the following activities

Key

H M Highly motivated

MM Moderately motivated

LM Lowly motivate

SN	Statement	HM	MM	LM
1	Holding of staff meetings and the beginning of the year			
2	Defining school's educational goals and objectives.			
3	Planning of school activities at the beginning of the academic year			
4	Ensuring that teachers are aware of their			

	roles at the beginning of the year			
5	Establishing objectives formulating vision statement set			

Section C: Influence of principals' organizational leadership task on teachers' motivation in public secondary schools

8. Indicate your level of motivation with the following activities

Key

H M Highly motivated

MM Moderately motivated

LM Lowly motivate

SN	Statement	HM	MM	LM
1	Principals' practice of democratic leadership in the school			
2	Principals' encouraging leadership to emerge from teachers			
3	Principals' establishment of formal and informal channels of communication.			
4	Principals' recognition and implementation of teachers inputs			
5	Principals' seeking important channels for			

	conflict resolution			
6	Principals' practice of democratic leadership in the school			

Section D: Influence of principals' delegation task on teachers' motivation in public secondary schools

9. Indicate your level of motivation with the following activities

Key

HM Highly motivated

MM Moderately motivated

LM Lowly motivate

SN	Statement	HM	MM	LM
1	Principals' delegation of some administrative work to teachers			
2	Principals' keeping staff informed about departmental policies, and regulations.			
3	Principals' getting feedback from teachers on delegated duties promptly			
4	Principals' involvement all staff members in school management.			
5	Principals' entrusting duties, responsibilities			

	and authority to teachers			
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Section E: Influence of principals' instructional supervision task on teachers' motivation in public secondary schools

10. Indicate your level of motivation with the following activities

Key

HM Highly motivated

MM Moderately motivated

LM Lowly motivate

SN	Statement	HM	MM	LM
1	Principals' supervision of teachers' class work during teaching			
2	Principals' checking of teachers professional documents			
3	Principals' making sure the syllabus is covered in time			
4	Principals' ensuring that schemes of work are prepared in time			
6	Principals' involvement in facilitating teaching and learning processes			

Section F: Influence of principals' decision making task on teachers' motivation in public secondary schools

11. Indicate your level of motivation with the following activities

Key

H M Highly motivated

MM Moderately motivated

LM Lowly motivate

SN	Statement	HM	MM	LM
1	Principals' involvement of teachers in decision making			
2	Principals' consultations with teachers before in making decisions			
3	Principals' following all channels in decision making			
4	Principals' embracing cooperate decision making process			
5	Principals' encouraging teachers opinions before making decisions			

APPENDIX IV
LETTER OF AUTHORIZATION

APPENDIX V
RESEARCH PERMIT