

HEADTEACHERS INFLUENCE ON STAFF MORALE AND ITS EFFECTS ON PUPILS ACADEMIC ACHIEVEMENTS IN PUBLIC PRIMARY SCHOOLS IN BOMET EAST SUB-COUNTY, KENYA

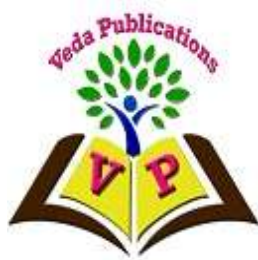
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ABSTRACT



Staff morale is critical in pupil's achievements in academic activities. This applies to every public primary school in which better academic achievements is contingent upon a motivated teaching work force. This study investigated the effects of Head teachers influence on staff morale of teachers and on pupils 'academic achievements in public primary schools in Bomet East Sub-County, Bomet County, Kenya. The objectives of the study were to: Establish if head teachers rewarded their teachers and its effects on pupils academic achievement in public primary schools in Bomet East Sub-County and determine if head teachers involved their teachers in decision making and its effects on pupils academic achievement in public primary schools in Bomet East Sub-County. The expectancy theory of motivation by Victor Vroom was adopted for this study. The study employed an eclectic research methodology or the quantitative and qualitative mixed methods approach with interviews being discussed qualitatively to support or dispute the findings from the questionnaires and document analysis. The target population was drawn from 15 County Education Officers, 83 schools, 83 head teachers and 562 teachers. Fifteen schools and all their head teachers, 160 teachers and 5 education officers were sampled for the study. The researcher used questionnaires, interviews and document analysis and observation checklists as tools for collecting data. The selection of these tools was guided by the nature of data to be collected, the time available as well as by the objectives of the study. The test re-test method was used to determine the reliability of research questionnaires. Pilot survey was carried out in Kembu Zone in Bomet west Sub County. The study will also go a long way in helping the Ministry of Education in formulating policies that embrace the positive effects of Head teachers influence on staff morale of public primary school teachers and its influence on academic performance in K.C.P.E in Bomet East primary schools.

Keywords: *Staff Morale, Head Teachers, Teachers, Pupils, Academic Achievements.*

INTRODUCTION

Attending Primary school in Africa is becoming the norm, but the quality of education remains a challenge. Most primary schools in Africa have achieved universal primary enrolment. As a result, the continent as a whole is expected to achieve universal primary education. Low completion and low grade academic achievements however, remains a challenge. The reasons include poor quality of education and a lack of awareness of the importance of schools with a motivated teaching staff. Ngaroga, (2006) avers that it is irrational to expect good academic achievements in an educational environment where teachers lack educational passion for work because of demotivation.

In Kenya, public primary schools situated in urban centers are far much better than those established in villages in terms of academic achievement in Kenya Certificate of Primary Education examinations. They do as well as the private schools situated even in villages. This is because of the pertinent and effective curriculum approach and delivery exercise prompted by head teachers influence on staff morale in the schools. Rosalind (2000) noted that the more the heads of the institutions are able to provide what the teachers want, the more they should expect what they really want, namely; productivity, quality and service.

Public Primary Schools in Bomet County like Manyatta Primary School, Motigo Primary School and others in Bomet Central Sub-county and other sub-counties have continued to post impressive KCPE examinations results over the years. The teachers here are more motivated in their teaching duty making the learners to achieve impressive marks in KCPE examinations results. This is emphasized by Whitaker & Lumpa (2009) who noted that if motivational needs of teachers are not met there is little chance that the needs of the learners will be met.

In Bomet East Sub-County learners in private schools do so well to attain good academic grades in KCPE examinations as those who are in public primary schools in other sub-counties of Bomet County where there is positive head teachers influence on staff morale programmes for teachers based on learners academic achievements in KCPE examinations results, However, in public schools with poor motivation programmes there has been dismal performance. (Bomet KCPE Results analysis pamphlets 2012-2015).

1.2 STATEMENT OF THE PROBLEM

Primary education is very important because it is the foundation for any future education programme (Mc Collum, 2001). Teachers in public primary schools need to be motivated in order to carry out their teaching task with enthusiasm and willingness (Hanushek, 2002). This is evidenced by the KCPE examination results posted by many public primary schools versus the private schools. A motivated teacher focuses more on his or her work and guarantees quality delivery of lessons to learners. However, there are inadequate educational motivation programmes in public primary schools in Bomet East Sub-County which are geared towards encouraging the teachers to have enthusiasm for effective curriculum approach and delivery exercise. Public primary schools in Bomet East Sub-county happen to be among those with very poor KCPE exams' results every year (CEO, 2015).

Dell (2004) notes the following about motivating employees, “the heart of motivation is to give people what they really want most from work. The more you are able to provide what they want, the more you should expect what you really want, namely: productivity, quality and service

Studies have been done in other areas to establish the correlation between the head teachers influence on staff morale of teachers in schools and learners academic achievements. However, there is dearth of such studies in Bomet East Sub-county public primary schools.

THE PURPOSE OF THE STUDY

The purpose of this study was to investigate the effects of head teachers influence on staff morale of teachers on pupils’ academic achievements in public primary schools in Bomet East Sub-County

OBJECTIVES OF THE STUDY

The following were the objectives of the study:

1. To establish if head teachers reward their teachers and its effects on pupils academic achievement in public primary schools in Bomet East Sub-County
2. To determine if head teachers involve their teachers in decision making and its effects on pupils academic achievement in public primary schools in Bomet East Sub-County.

RESEARCH QUESTIONS

This study will attempt to answer the following questions;

1. In what ways do head teachers reward their teachers and how does this affect pupils’ academic achievement in public primary schools in Bomet East Sub-County?
2. Do head teachers involve their teachers in decision making and how does this affect pupils academic achievement in public primary schools in Bomet East Sub-County

CONCEPTUAL FRAMEWORK

The conceptual frameworks illustrate the relationship between the main variables of the study. This is the relationship between teachers’ motivation and the corresponding academic performance in K.C.P.E examination putting into consideration the intervening motivational variables as shown in figure 2 below.

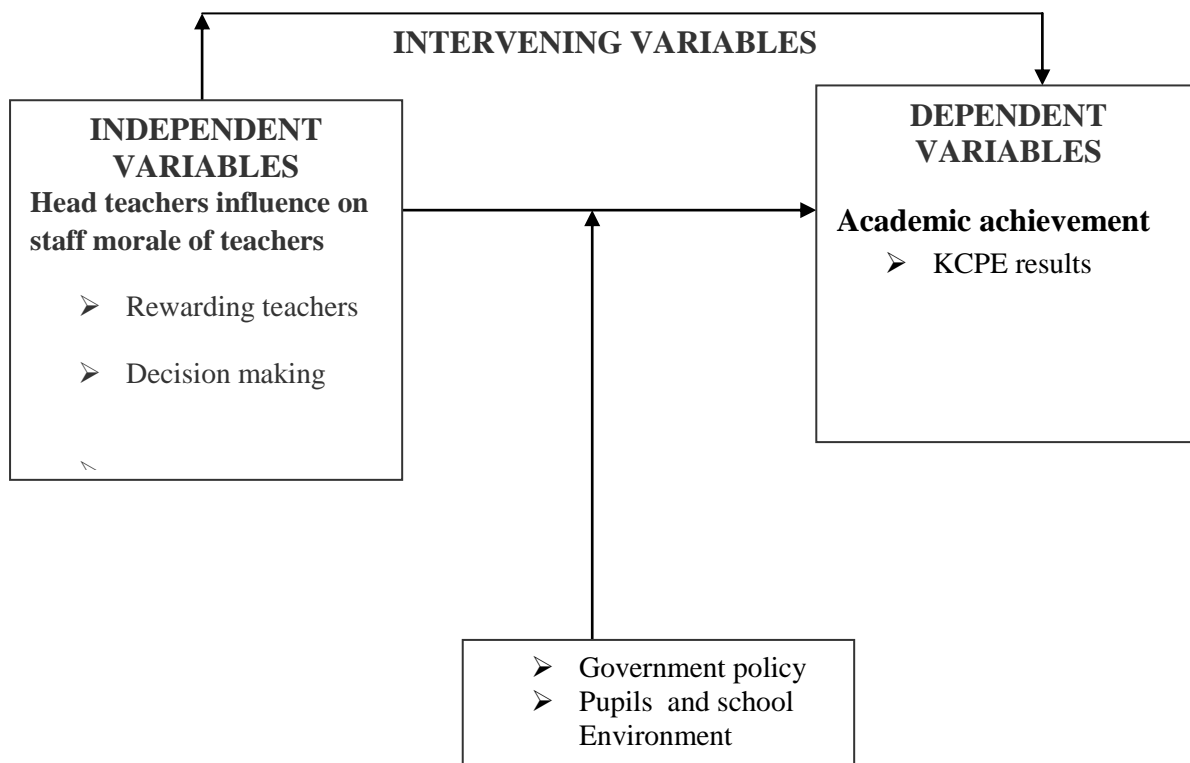
VARIABLES

Figure 2: Relationship between Head teachers influence on staff morale of teachers and academic Achievement in KCPE examinations

METHODOLOGY

The study population was drawn from 15 County Education Officers (CEO), 83 schools, 83 head teachers and 562 teachers. All were selected due to their proximity and access to public primary schools and teachers implementing the curriculum.

This population was suitable since it was the one involved directly or indirectly by way of provision of either technical advice or assistance in the teacher recruitment process. Further, these are the individuals on the ground that guarantee daily interaction of the teachers and the education officers at all levels of administration in the district.

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting 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 (Kombo & Tromp, 2006). This study was carried out in Bomet East Sub County with a sample size of 10% of the targeted population as Mugenda and Mugenda (2003) argue that 10-30% of a sample is appropriate for a study.

Mugenda and Mugenda (2003) argue that 10% of the target population is sufficient to determine the sample size that can be generalized. All respondents were based on 10% of the target population. So in this study the researcher used simple random sampling to determine the sample sizes of all the population included in the study. The researcher obtained a list of

all Schools in Bomet East Sub-County. Then, the researcher got an equal number of small pieces of papers and wrote down the names of all the schools. The researcher then folded the papers bearing the school names, shuffled them up and picked 9 papers at random. The 9 schools picked were therefore used for the study. Likewise, to 15 education officers, the researcher got the papers and wrote down the numbers with respect to education officers' positions. Then, the researcher folded the papers bearing these details and picked 9 papers at random. The 2 education officers picked were included in the study. Then, a similar process of determining the sample size of education officers was applied to 83 head teachers in order to get a sample size of 9 head teachers. A similar process on 562 teachers yielded a sample size of 46 respondents.

The number of teachers per school was obtained using proportionate sampling. This is a method of sampling in which the researcher divides the 56 sample size population of teachers into 9 sampled schools to get the approximate number of teachers expected from every school included in the study. This gave 6 subjects expected from every selected school. Where there is less number of teachers than is required, the researcher compensated with teachers from the selected schools having more teachers.

Population groups	Population(N)	Sample (N)	Percentage (%)
Education officers	15	2	10%
Schools	83	9	10%
Head teachers	83	9	10%
Teachers	562	56	10%

Table 1: Population and Sample size

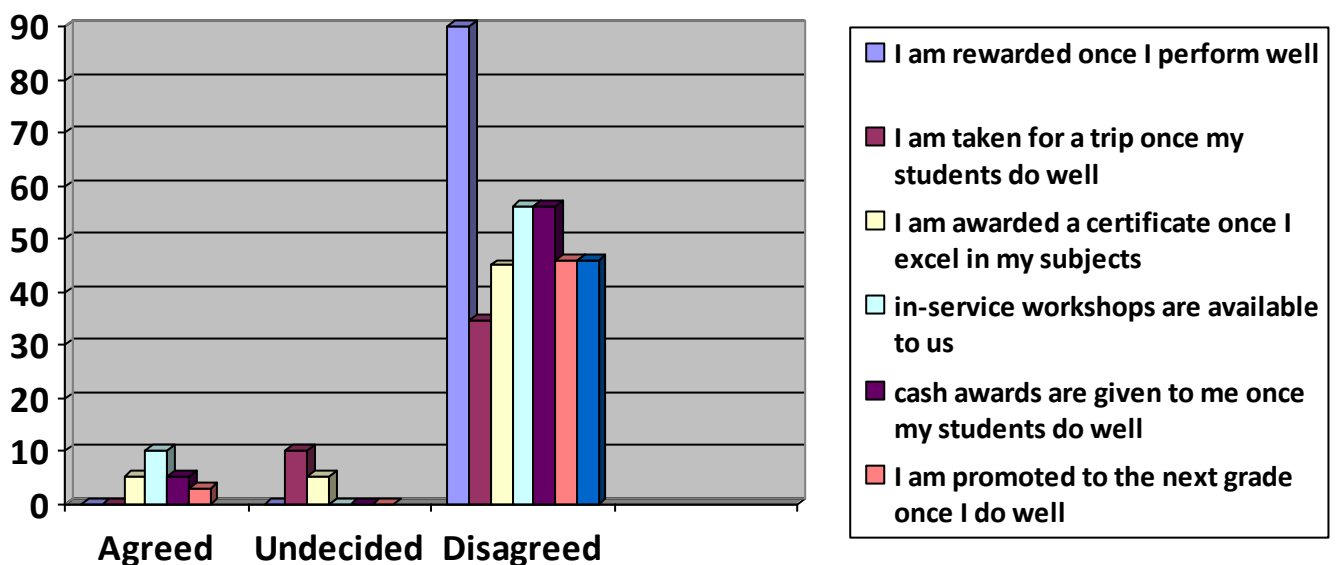
HEAD TEACHERS REWARD TO THEIR TEACHERS

The first objective of this study was to establish if head teachers reward their teachers and its effects on pupil's academic achievement in public primary schools in Bomet East Sub-County. To achieve this objective, the respondents were asked to respond to several items that the researcher felt were addressing this particular objectives. These included: awards given to the best performing teachers, providing teachers with trips, giving merit certificates organizing in-service workshops for the teachers, giving teachers cash awards after students perform well in their subject and promoting the best performing teachers to higher grades.

Table 2: Head teachers Reward to their Teachers.

Item	Agreed		Undecided		Disagreed		Total	
	F	%	F	%	F	%	F	%
I am rewarded once I perform well	-	-	-	-	56	100	56	100
I am taken for a trip when my students do well			10	17.9	56	82.1	56	100
I am awarded a certificate when I excel in my subject.	5	8.9	5	8.9	46	82.2	56	100
In-service workshops are available to us	10	17.9	-	-	46	82.2	56	100
Cash awards are given to me once my students do well	5	8.9	-	-	51	91.1	56	100
I am recommended for promotion to the next grade once I do well	3	5.4	-	-	53	94.6	56	100

Figure 2: Head teachers Reward to their Teachers.



When the teachers were asked whether they were given rewards once they performed well, all of them 56(100%) disagreed that they were rewarded, none agreed or was undecided. This perhaps explains why there is poor performance of public primary schools in Bomet Sub-County schools.

Regarding the issue of trips, a majority 46 (82.1%) disagreed that they are often taken for trips once they do well in school. Another 10(17.9%) teachers agreed that they were taken for the said trips. The high number of teachers disagreeing with the statement perhaps

explains the reason why there is poor performance since teachers don't go for trips and hence they are not motivated, and at the same time, they cannot be rewarded by being taken for trips and yet their performance was below average.

The teachers of Bomet public primary schools were asked whether they were given merit certificates when they performed well, a majority 46(82.2%) disagreed, 5(8.9%) agreed while an equal number 5(8.9%) were undecided. This shows that teachers in public schools in Bomet Sub- County schools were not rewarded by being given merit certificates once they did well in their work. This perhaps explains the reason why there is dismal performance in the area. Diameters (2004) argue that when teachers are motivated by being given rewards and certificates, their morale is boosted and hence their work output is high. He notes that a human being does not perform a task at similar level of effort exerted unless he/she expects an eventual recognition of his/her efforts in terms of merit certificates, gifts or recognition certificates (Diameters 2004).

When asked whether in-service workshops were available to them, a majority 46(82.2%) disagreed, while only 10(17.9%) agreed, none was undecided on this issue.

Another question that was posed to the teachers was whether cash awards were given to them once their students did well. A majority 51(91.1) disagreed, while 5(8.9%) agreed. None was undecided on the issue. A majority of teachers who disagreed with this statement perhaps explains the fact that it is against the ethics and integrity chapter six of our constitution for any public officer to receive an award especially in cash due to performance of his / her day to day duties. This seems to agree with the views of Teachers Service Commission Code of Conduct and Ethics (2003) which stipulates that "A public officer shall not accept a gift, including a gift from his/her school, that is given as a reward for, or in recognition of, the performance of the students unless the gift is a non-monetary gift whose value does not exceed Ksh 5,000. However, contrary to this stipulation GOK (2015) states that the Teachers Service Commission holds annual prize giving ceremonies for teachers who perform exceptionally well in national examinations. In 2015, eight secondary school teachers and eight principals were the finalists of a competition ran by KSSHA who were picked out of 7000 secondary school teachers and received cash and other awards,

The teachers were further asked if they are promoted from one grade to the next once they did well in their areas of specialization. A majority 53(94.6%) disagreed this, they were promoted, only 3(5.4%) agreed that they were promoted, once they did well in their area of expertise. This perhaps explains why these is dismal performance in the area. Zigzaglar (2006) argues that promotion of teachers or the expectancy of promotion will boost their self esteem and therefore strive to excel in their work hence students benefit a great deal.

Head teachers' involvement of their Teachers in decision making

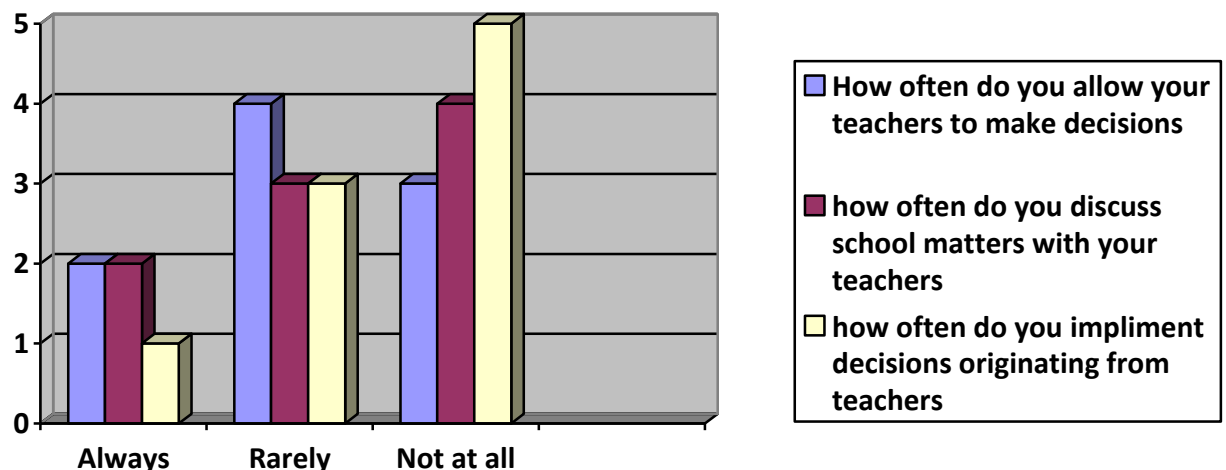
The second objective of this study was to determine if head teachers involved their teachers in decision making and its effects on public primary schools in Bomet East Sub-County.

To achieve this objective, the respondents were asked to respond to several items that the researcher felt were addressing this particular objective. These included if the head teacher allowed the teachers to make independent decisions, if the head teachers disclosed matters affecting the school, if the head teachers felt free to implement the decisions of the teachers

Table 3: Head teachers' involvement of their Teachers in Decision making

Item	Always		Rarely		Not at all		Total	
	F	%	F	%	F	%	F	%
How often do you allow your teachers to make decisions	2	22.3	4	44.4	3	33.3	9	100
How often do you discuss school matters with your teachers	2	22.3	3	33.3	4	44.4	9	100
How often do you implement decisions originating from your teachers	1	11.1	3	33.3	5	55.6	9	100

Figure 3: Head teachers' involvement of their Teachers in Decision making



When the head teachers were asked how often they allowed their teachers to make decisions, on academic issues, majority 4(44.4%) indicated that they rarely did that and a good number 3(33.3%) indicated not at all, only 2 (22.3%) did it always. This shows that when it comes to the aspect of decision making, rarely do the head teachers involve the teachers in decision making and this perhaps explains the reason why there is dismal performance in public

primary schools in Bomet Sub- County schools. Carole (1999) argues that people are more likely to embrace the decisions that they participate in making rather than those that are made for them.

When the head teachers were further asked how often they discussed school matters with their teachers, a majority 4(44.4%) indicated not at all, 3(33.3%) indicated rarely, while only 2 (22.3%) said always. This shows a majority of head teachers, don't discuss school matters with their teachers. Carole (1999) argues that when teachers are not involved in decision making, to aid their schools they don't fully support the decisions that come from the school management.

The head teachers were further asked how often they implemented decisions originating from their teachers, a majority 5(55.6%) indicated not at all, 3(33.3%) indicated rarely, while only 1 (11.1) indicated always. This clearly shows that most head teachers are shy to implement decisions that originate from their teachers; this perhaps makes them feel inferior. This behaviour retards progress since teachers can come up with good suggestions. This perhaps explains why public primary schools in Bomet East Sub-County will continue to perform poorly in the KCPE examinations as teachers are not fully motivated through involvement in decision making or low regards attributed to any academic decisions they try to put forth.

HEAD TEACHERS REWARD TO THEIR TEACHERS

When the teachers were asked whether they were given rewards once they performed well, all of them disagreed that they were rewarded, none agreed or was undecided.

Majority of the teachers disagreed that they are often taken for trips once they did well in school. Very few teachers agreed that they were taken for the trips.

As concerns whether the teachers were given merit certificates when they performed well, a majority of teachers disagreed, a few agreed while an equal number were undecided.

A majority of the teachers also disagreed that in service workshops were not available to them, very few agreed and none was undecided on the issue.

Another question that was posed to the teachers was whether cash awards were given to them once their students did well. A majority disagreed, while a few agreed. None was undecided on the issue.

A majority of teachers disagreed when asked if they were promoted from one grade to the next once they did well in their areas of specialization. Very few agreed that they were promoted,

HEAD TEACHERS' INVOLVEMENT OF THEIR TEACHERS IN DECISION MAKING

When the head teachers were asked how often they allowed their teachers to make decisions, a majority indicated that they rarely did that and a good number indicated 'not at all', only very did it always. This shows that when it comes to the aspect of decision making, rarely do the head teachers involve the teachers in decision making and this perhaps explains

the reason why there is dismal performance in public primary schools in Bomet Sub- County schools. A majority of head teachers also did not discuss school matters with their teachers, a few rarely discussed school matters with their teachers; while only two discussed school matters with their teachers always, this shows a majority of head teachers, don't discuss school matters with their teachers.

A majority of head teachers did not implement decisions originating from their teachers at all, a few implemented rarely, while only one implemented such decisions always.

CONCLUSIONS

1. Head teachers in most public primary schools in Bomet East Sub-County did not reward their teachers when they performed well, neither did they give their teachers trips once their students did well. Merit certificates were also not given to the teachers once students excelled in their subjects. Head teachers did also not organize in-service workshops for their teachers. Cash awards were not also given to teachers once their students did well. Teachers were also not promoted to the next grade once they did well in their subjects.
2. Most head teachers rarely or never involved their teachers in decision making, they also rarely or never discussed school matters with their teachers. The head teachers also rarely or never implemented decisions originating from their teachers and this had negative effects on pupils academic achievement in public primary schools in Bomet East Sub-County

RECOMMENDATIONS

1. Head teachers in public primary schools in Bomet East Sub-County should reward their teachers when they performed well, they should also organize trips for their teachers once their students did well. Merit certificates should also be given to teachers once students excelled in their subjects. Head teachers should also organize in-service workshops for their teachers. Cash awards should be given to teachers once their students did well. There is also need to promote teachers to the next grade once they did well in their subjects.
2. Head teachers need to involve their teachers in decision making; they should also discuss school matters with their teachers. The head teachers should also implement decisions originating from their teachers. This will have positive effects on pupils academic achievement in public primary schools in Bomet East Sub-County.

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