TEACHERS MOTIVATION IN KENYAN PUBLIC SECONDARY SCHOOLS

BY

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A Project submitted to the School of Business in Partial Fulfillment of the Requirement of the Masters Degree in Management and Organizational Development.

UNITED STATES INTERNATIONAL UNIVERSITY IN NAIROBI

FALL 1996
STUDENT'S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other College, Institution or University other than the USIU in Nairobi for academic credit.

Signed: John J. Njiru
(STUDENT'S NAME)
Date: 30/11/2000

This project paper has been presented for examination with my approval as the appointed supervisor.

Signed: [Signature]
(NAME OF SUPERVISOR)
Date: 27/11/2001

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Dean. School of Business
Date: 4/4/2001

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Deputy Vice Chancellor. Academic Affairs
Date: 26/4/2001
ACKNOWLEDGEMENT.

My first and sincere gratitude goes to my supervisor Dr. Okello for his advice and guidance. His encouragement and commitment to my success are greatly appreciated. Special thanks go to Mr. Anthony Kairu Karimi of U.S.I.U for his continuous support to make my work presentable.

Secondly, I would like to acknowledge my sincere gratitude to Mr. Muchire and Miss Wanarua of Riabai High School for their help in designing the research questionnaire. Thanks also to the entire Riabai High School staff for their support and contribution during my research.

Finally, I thank all the teachers who cooperated and assisted in my research project without whom this project would note have been successful.
ABSTRACT.

The purpose of this study was to determine the motivation level of Secondary School teachers and how it affects their labour turnover. The objectives were to find out to what extent individual needs are satisfied in the field to teaching and identify the motivational factors in teaching and evaluating them. The highlighting of the attitudes and assumptions held by head-teachers about their teachers in relation to their work, was also an aim of the research.

The study was carried out by collecting information from teachers who filled questionnaires designed to solicit for valid, reliable and relevant information. The researcher visited teachers in their schools and helped in the administration of the questionnaire. Oral submission from teachers, personal observation and readings from the relevant literature were also considered by the researcher.

The information collected were systematically analysed using simple statistical techniques focusing on the study’s objectives, the researcher analysed the quantitative data as well as the qualitative information, using tables, graphs and simple statistical calculations.
The findings have reasonably demonstrated that basic human needs are not adequately satisfied and there are no real motivating factors in teaching. It is also concluded that head-teachers have negative attitudes and assumptions about their teachers. This has affected their mobility to other professions.

The study indicated that as much as there are several factors affecting teachers motivation, the major contributing factor is the lack of satisfaction of their basic individual needs. Specifically, the lack of enough salary and benefits commensurable to those of others of similar qualifications and responsibilities coupled with scarcity of resources for raising additional income.
DEDICATION:

I dedicate this work to my dear wife Alice for her encouragement patience and support always. I would like to dedicate the same to my loving Dad for his invaluable financial and moral support. Without his determination, the completion of my studies would not have been achieved.
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.2 STATEMENT OF THE PROBLEM</td>
<td>3</td>
</tr>
<tr>
<td>1.3 OBJECTIVE OF THE STUDY</td>
<td>5</td>
</tr>
<tr>
<td>1.4 IMPORTANCE OF THE STUDY</td>
<td>6</td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong></td>
<td></td>
</tr>
<tr>
<td>LITERATURE REVIEW</td>
<td></td>
</tr>
<tr>
<td>2.1 INTRODUCTION</td>
<td>7</td>
</tr>
<tr>
<td>2.2 DEVELOPMENT OF FORMAL EDUCATION IN KENYA</td>
<td>8</td>
</tr>
<tr>
<td>2.3 TEACHERS PROBLEMS</td>
<td>11</td>
</tr>
<tr>
<td>2.4 TRAINING FOR MANAGEMENT IN EDUCATION</td>
<td>15</td>
</tr>
<tr>
<td><strong>CHAPTER THREE</strong></td>
<td></td>
</tr>
<tr>
<td>RESEARCH METHODOLOGY</td>
<td></td>
</tr>
<tr>
<td>3.1 RESEARCH DESIGN</td>
<td>16</td>
</tr>
<tr>
<td>3.2 SAMPLING METHODS</td>
<td>17</td>
</tr>
<tr>
<td>3.3 RESEARCH TOOLS</td>
<td>19</td>
</tr>
<tr>
<td>3.4 DATA ANALYSIS</td>
<td>23</td>
</tr>
<tr>
<td>3.5 LIMITATION OF THE RESEARCH</td>
<td>24</td>
</tr>
<tr>
<td><strong>CHAPTER FOUR</strong></td>
<td></td>
</tr>
<tr>
<td>RESEARCH FINDINGS</td>
<td></td>
</tr>
<tr>
<td>4.1 SATISFACTION OF INDIVIDUAL NEEDS</td>
<td>25</td>
</tr>
<tr>
<td>4.2 MOTIVATING FACTORS &amp; THEIR EVALUATION</td>
<td>31</td>
</tr>
<tr>
<td>4.3 HEADTEACHERS’ ATTITUDES &amp; ASSUMPTION</td>
<td>40</td>
</tr>
<tr>
<td><strong>CHAPTER FIVE</strong></td>
<td></td>
</tr>
<tr>
<td>MAJOR SUMMARIES, CONCLUSIONS AND DISCUSSIONS</td>
<td></td>
</tr>
<tr>
<td>5.1 CONCLUSION</td>
<td>44</td>
</tr>
<tr>
<td>5.2 DISCUSSION</td>
<td>47</td>
</tr>
<tr>
<td>5.3 RECOMMENDATION</td>
<td>48</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>50</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>54</td>
</tr>
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</table>
CHAPTER ONE

1.1 INTRODUCTION

The research conducted was concerned with administration and management of public schools in Kenya. All public schools are administered and managed by headmasters and teachers who are employees of the Teachers Service Commission (T.S.C.) Other support personnel such as bursar, clerk etc. are employed by their respective Board of Governors (B.O.G’s) The head-master of Head-mistress is responsible for the overall running and control of the school in all aspects.

The research was narrowed down to a specific study of teachers motivation. It is generally believed that for quality education to evolve and be sustained, the question of teachers is a central factor. At the community level teachers are not only supposed to provide leadership, but they are expected to be persons of refined tastes and sophistication explorers in the world of ideas and experts in child development. At the school lever the teacher is a disciplinarian, a parent substitute, a judge, a confidant, and above all a mediator of learning who guides children to achieve certification in education. It is because of these reasons that it is agreed in contemporary society that the teacher is perhaps the most important socializing agent of the child.
Therefore it is necessary that teachers should be well trained and efforts to retain such teachers should be made both at society and school levels. The output and retention of teachers is necessary as it is closely bound up with educational standards. This calls for problem of teachers motivation to be addressed. The teachers remuneration should be looked at, as well as motivational factors and how school administration affects teachers performance.
1.2 **STATEMENT OF THE PROBLEM.**

The research conducted was concerned with the school organization and management with special interest in public secondary schools. The research was narrowed down to a specific study of teachers motivation. The researcher was of the opinion that the role played by the teachers in the school is pivotal and therefore their motivation to work with zeal should be addressed.

The researcher had assumed that most secondary teachers seem to lack motivation. More often than not, articles appear in Local dailies highlighting teachers problems and their low moral to work. The author also assumed that many teachers especially the graduate teachers do not like to make it public that they are teachers. Poor motivation is also evident in the number of teachers mostly in the towns, those who are studying extra courses which have little to do with their teaching profession. All these factors among others that the researcher has observed, were the underlying reasons which prompted him to study teachers motivation in public secondary schools. In this research, motivation was viewed from three perspectives:
1. Individual needs
2. Motivational factors in teaching (i.e. Job content and context)
3. Assumptions and attitudes of headteachers to teachers.
1.3 OBJECTIVE OF THE STUDY

In the study the researcher attempted to answer the following questions:-

i. To what extent teaching satisfies the individual needs of teachers?

To answer the question the researcher used Abraham Maslow's theory of motivation to design a questionnaire which would give information regarding the level of satisfaction of individual needs. (see Appendix A)

ii. What are the motivating factors in teaching and of these, which are lacking in our public schools?

To answer this question, the researcher had a brainstorming session in one of the school, where the possible motivating factors were given.

The researcher then used Herzberg's Hygiene and Motivator factor theory to classify the factors into hygiene and motivator factors and finally designed a questionnaire relating to those factors. (see Appendix B)

iii. What assumptions and attitudes do headteachers have about teachers? Here the researcher used Mc Gregor's theory X and theory Y to design questionnaires which would give the required information. The researcher looked at how the two theories manifest themselves in school administration. (see Appendix C).
1.4 **IMPORTANCE OF THE STUDY**

Education and training is the backbone of growth and development of any Country in the World. A better educated society is obviously superior in many ways than a lesser educated society. The researcher is concerned with the betterment of education in our society by attempting to find out factors which undermine teachers capacity to contribute towards educational improvement.

The results of this research can be used by the Teacher Service Commission (TSC), The Ministry of Education, Parents Teachers Association PTA and School Administration to boost the morale of teachers in public secondary schools thereby improving the Country's educational standards. The Kenya National Union of Teachers (K.N.U.T.) would also find the results useful. There is a lot of information about teachers and teaching profession, which can be used by K.N.U.T in bargaining for better terms of service and conditions for teachers.

It is also hoped that the study would give incentives to academicians who would like to pursue to topic further, probably incorporating teachers in Primary School and Colleges.
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION.

Many researchers have addressed the problem of employee motivation both in Kenya and in other Countries, however no one has ever investigated the problems of motivation regarding public secondary school teachers. There is a lot of literature on Kenya Education System in general and other on general motivation of employees. In order to identify the problems facing our education system and consequently problems facing teachers, we must have a brief look at the historical perspective of education development in Kenya.

The teachers problems in Kenya since independence are also looked at, as given by several authors. The Management training in education is another issue which is touched here. This is because managerial performance of the head teachers can affect teachers Motivation.
2.2 Development of Formal Education in Kenya

Kenya had an education system even before the coming of Europeans. This was traditional African education, the main goal of which was to train individuals to fit into their societies as useful members. It provided skills, knowledge, and values relevant to the society. The main objective was to socialize individuals to fit and participate adequately in the development of society. Formal Education (Western Education), where learning and teaching activities are formalized into a classroom situation, was introduced in Kenya by Missionaries around 1845. The missionaries believed this was the best strategy for spreading Christianity to Africans. Africans were taught to read the Bible and assist in spreading Christianity and Western civilization to fellow Africans.

Missionaries controlled education in Kenya up to about 1911, when the Colonial government stepped in. Education given to Africans by the Colonial government was practically oriented. It was aimed at providing skills necessary or the development of rural areas, whereas the Europeans and the Asians had a different type of Education which emphasized academic work to prepare them for leadership roles in white collar jobs. In the late 1940’s and in the 1950’s there were basically two structures of Education. One for Africans and the other for Europeans and Asians.
Primary school for Africans lasted only four years (standard 1 to 4) while the European/Asian primary school lasted seven years (standard 1 to 7). The final year in the primary school was terminal for most African students. The graduated were expected to have gained minimal literacy and numeracy. On the other hand the final year in the European/Asian primary school was a preparatory time for secondary school education. There were limited opportunities for secondary school education for the Africans, limited by controlling the number of Africans who could move from primary to secondary education. One strategy was to introduce intermediate school for Africans (standard 5 and 6, and form I and II). The graduates of intermediate school teachers, with a few of them ending up in trade schools and agricultural training centres. So teaching profession is one of the oldest professions in Kenya. For the European/Asian they could choose to take one of the following after secondary education: Employment or training or further education (form V).

After secondary education, Africans could only train as teachers (T2’s) or Agricultural assistants, nurses etc or go to form V. After from VI, Europeans/Asians could go on to higher education overseas for professional training such as Engineering, Medicine, Accountancy etc while Africans could go
to Makerere University College for a diploma in Education or Agriculture or to Royal Technical College in Nairobi or train as teachers.
2.3 **THE TEACHERS PROBLEMS.**

As seen earlier teaching is one of the oldest professions in Kenya, and as the Nation developed teaching became a big industry employing scores of thousands of teachers. Teaching grew bigger and bigger and so the teachers problems also became equally multiplied and complicated.

First and foremost, teaching lacked professionalism. Professionalism dictates that its practitioners command a body of specialized knowledge which is not available to the public. It is doubtful whether teaching meets this criterion. It is generally held that anyone can teach so long as he/she has a fair command of the subject. In the high of this argument it would be difficult to classify teaching as a profession. A good example of a profession in the essence of this criterion is that of an engineer or a doctor. Qualified Engineers have knowledge that anybody else who was not trained in the profession could not have access to. For this reason anybody could not be an Engineer simply because he had mastered the subject matter in Mathematics and Physics. Many people thing that teachers among professionals need not be trained. Even the trained teachers did not get thorough or extended preparation. A profession affords a life career, livelihood and permanent membership for its practitioners. Although teaching provided a livelihood for teachers, this criterion was perhaps the weakest claim by teaching to
professionalism. The professional life expectancy of members of the teaching occupation was relatively low. In Kenya more was heard of teachers’ exodus to other jobs than one heard among Lawyers, Engineers and Doctors.

Undoubtedly, this was one of the major complaints made by such official documents as the Ominde Report (1964/65), the Gachathi Report (1976) and Development Plan 1966-1988. It is also rare to hear people joining teaching from other occupations. When and if it happened, the individuals concerned were failures in their original occupations and were seeking refuge in teaching.

Another problem of teachers is that they failed to carve out a career which is as enviable as law, medicine or theology. Each of the latter professions was made of a closely knit elite while teaching was composed of may people with different levels of educational achievement. This created the problem of organization as teachers are also scattered across the length and breadth of the republic found and in every village.

The Kenya National Union Teachers (K.N.U.T) did not contribute sufficiently to giving teachers a professional status similar to that of other professions. While the legal and medical professions had worked out codes of ethics and regulations for their members K.N.U.T. left the formulation of the code of conduct to the
employer, the Teachers Service Commission (TSC); they were content with mere union politics over terms of service of teachers. Defending teachers when they erred did not build teacher professionally.

According to Bogonko teachers have a lot of problems. The other problem they face is their salaries are low and other conditions poor compared with those offered in other professions, especially Las and Medicine or even public services. This problem lead to other problems such as quitting teaching for other careers which better paying. What the public expect of teachers is also too high to the extent of interfering with their private lives. For a long time it had been regarded as anti-social for teachers to take alcohol, smoke, dress shabbily, marry outside the regulations or engage in business. This expectations of teachers did not commensurate with what society paid them. Teachers need to make their economic ends, either by being paid handsomely or by taking part in business which could supplement their meagre salaries. If it was unethical to do business it was equally unethical for teachers to live at substandard level and yet pose as models to their students.
Chances of upward mobility in teaching are very remote. The only clear openings that exist have been those of headteachers and their deputies. Each school can generally have only two of such people; the other teachers have no hope of ever going beyond the classroom.

In summary it is clear that teaching is the oldest profession in Kenya but worst hit by problems. Its problems range from professional credibility, opportunity for career development to remuneration.
2.4 TRAINING FOR MANAGEMENT IN EDUCATION

One of the reasons cited for the poor performance of educational system and
demoralization of teachers in Kenya as well as in many developing Countries is the
weak managerial capabilities in the those systems (Eshiwani 1987). It was perhaps
with this realization that the Kenya government established the Kenya Education
Staff Institute (K.E.S.I) in 1981 to serve as an instrument for the development of
administrative staff for the Ministry of Education. The greatest concern when
K.E.S.I. Was established was heads of schools in the Republic. School teachers
who had barely taught for two years after University were being appointed
headteachers without any induction course whatsoever.

Many of these heads would continue administering school without any systematic
initiation into their new positions. Some of these heads may pick bits and pieces
here and there from Heads’ Association meetings and seminars organised by
Provincial Directors of Education usually on school book-keeping. This was not
enough for the requirements of their positions. K.E.S.I was the means to change all
that but up to today it has never been able to achieve this noble goal. There still
very many heads who are appointed without any prior management training and
continue administering schools for as long as five years without attending any
managerial course apart from the said seminars. K.E.S.I cannot handle the large
number of headteachers appointed. It is unable to expand its facilities to the
increase of schools in our Society.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN:

The research design used for this study is survey questionnaire. Usually, surveys are conducted with the intention of:-

i. Describing the nature of existing conditions.

ii. Comparing existing conditions against standard conditions.

iii. Determining the relationship between specific events.

This survey involves some public secondaries in Muranga and Kiambu District. The intent was to obtain information relating to teacher motivation and factors which affect their motivation. It was also intended to collect information on the attitudes and assumptions that headteachers have about teachers. In the survey, I used various techniques to collect information. The techniques include:-

i. Questionnaires.

ii. Oral interviews.

iii. Observation.

I had designed questionnaires which were distributed to be completed by the respondents while I also verbally interviewed them. Finally, observations were also used as a technique primarily focusing on line-staff relationships (e.g. In departmental meetings, Committee meetings etc.)
3.2 **SAMPLING METHODS.**

It was practically impossible to visit all the public secondary school, given such constrains as time and resource limitations. Therefore I decided to take a random sample which would be representative or typical of the entire population. I conducted the research in Muranga and Kiambu Districts. The Schools involved were:-

- Riabai High School, Mixed day.
- Muhu Secondary School, Mixed day.
- Kikuyu day, Mixed day.
- Muranga High School, boys boarding.
- Kahuhia Girls School, Girls boarding.
- Mumbi Girls, Girls boarding.
- Kiroge Secondary School, Boys boarding.
- Gitige Secondary School, mixed day.
- Gikandu Secondary School, mixed day
- Maragai Secondary School, Mixed day.
- Aga Khan High School, mixed day

The reasons for assuming that the sample is representative are:-

1. All Public Secondary Schools in Kenya are under the same terms and conditions of service.
2. The codes of conducts, ethics and regulations apply across the board.
3. The governing administrative structure is the same.

Initially I expected to involve between 150 and 200 teachers but only managed to involve 100 in my research. The reason for this being that I visited the Schools during exam time, therefore not all teachers were available.
3.3 RESEARCH TOOLS

Many theories have been developed on motivation. In my research, I mainly used three theories as advised by Abraham Maslow with his Hierarchy of Needs Theory, Frederick Herzberg’s theory and Douglas Mc Gregor’s theory X and theory Y to examine teachers motivation. In explaining the results, I supplemented with other theories such as, ERG motivation theory.

Abraham Maslow’s Hierarchy of Needs Theory.

Maslow believed that individuals are motivated by a desire to satisfy their needs which are arranged in Hierarchy and that lower needs must be satisfied before the higher levels needs can become important.

Maslow developed a pyramid showing five levels of needs with the lowest level being the physiological or the most basic needs. It is in the next page.
Figure 3.1.1
Maslow’s Hierachy of needs

**MASLOW’S HIERACHY OF NEEDS**

Maslow said that if the employees needs are being met in the work place, the employees will most likely be motivated. If on the other hand the employees needs are not being met the employees will most likely be continually frustrated.
Frederick Herzberg’s Theory of Motivation.

Herzberg researched on the factors that lead to job satisfaction and his findings uncovered two categories of factors. There were Hygiene factors of Job Satisfiers "stay-ons", that encourage an employee to stay on the job. These factors do not necessarily promote motivation but their absence can be serious enough to create a dissatisfied employee. Such factors are company policies, supervisory action, relationships, job status, salary benefits, working conditions and job security among others.

The other group of factors motivators or job "turn-ons", encourage employees to do their best. Motivators are internal to the job itself, that is, they are found in the job content, examples of motivators are achievement, recognition, nature of job, responsibility, personal growth and others.

Herzberg concluded that real motivation comes from the employees accomplishments (the job content) and not from environmental factors (the job context).
Mc Gregor’s Theory x and Theory Y.

Mc Gregor believed that the Manager’s view of human nature determines how they motivate their employees.

**Assumptions of Theory X.**

People inherently dislike work, they have no ambition and therefore hate responsibility, people seek security and want to led. As such therefore, Managers must control, direct and coerce people into action. Theory X is based on the traditional belief that people need to be controlled or threatened to be motivated. This type of management results in strict chains of command, enforcement of regulations and rules and severe monitoring of employee performance.

**Assumptions of theory Y**

Work is natural, self-direction is desired, people seek and accept responsibility. External controls are not needed to control people. Theory Y management is based on the belief that people are motivated to be responsible and mature and do not need external controls to motivate them. Rather, employees seek challenges to fulfill their needs. Implementation of Theory Y management should involve integration of employee’s needs and the Organization’s goal in the system.
**E.R.G. Theory of Motivation.**

This Theory says that human beings have needs that must be met in the work place, among them being; The need for existence, need for relatedness and need for growth.

3.2 **DATA ANALYSIS.**

The information was organized by use of tables. Then simple statistic techniques were used to analyze and represent the data. This included calculation of them mean and drawing of graphs.

i) The mean

\[
\bar{X} = \frac{\sum x f}{\sum f}
\]

ii) The graphs drawn were:-

(a) Comparison of Maslow’s modalities and research data.

(b) The graph of "stay-ons"

(c) The graph of "stay-ons".
3.5 **LIMITATIONS OF THE RESEARCH.**

i. Even though the questionnaires were simple and clear, one cannot rule out the possibility that some teachers did not understand exactly what they were expected to respond. This refers to situations in which the teachers gave answers that were not of actual relevance to the questions in the questionnaire.

ii. The information obtained was only a response to the questions asked during the interview and in the questionnaires. This involves an element of individual bias on the part of the teachers involved (respondents). Again there might be other factors that affect teacher motivation to which the teachers did not refer or allude to.

iii. The comparison was done using theories that were developed in different and more developed regions and societies of the World like America, even though the theories are meant to have a universal applicability in the argument of the commonality of human needs the World over.
CHAPTER FOUR

RESEARCH FINDINGS.

4.1 SATISFACTION OF INDIVIDUAL NEEDS.

X – represents the percentage level of satisfaction.

F - represents the respective response to the given individual needs. For example, F1, represents the response for first individual need/the basic or physiological need.

F2 – represents the response for the second level needs/Safety needs.
**Table 4.1.1**

*Frequency Distribution of the various Individual Needs.*

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SUM of XF
X = \frac{\text{SUM of F}}{
\begin{align*}
X_1 &= 34.10 & X_2 &= 56 & X_3 &= 59.4 & X_4 &= 33.1 & X_5 &= 25.5 \\
S_1 &= 12.4 & S_2 &= 18.48 & S_3 &= 19.99 & S_4 &= 18.89 & S_5 &= 16.0
\end{align*}
S(\text{Standard deviation})

In reference to the above data, an average secondary school teacher in Kenyan.

Public Secondary Schools might be describes as follows:-
- Of his/her Physiological needs, 34.1% are satisfied.
- Of his/her Safety needs, 56% are satisfied.
- Of his/her Social needs, 59.4% are satisfied.
- Of his/her Self-esteem needs, 33.1% are satisfied.
- Of his/her Self-actualization needs, 25.5% are satisfied.
The Comparison of Maslow's and the Research Data

Figure 4.1.1 Comparison of Maslow's hypothetical and research data
Abraham Maslow suggested that an average person might be described as:
85% of the basic needs satisfied.
70% of the safety needs satisfied.
50% of social needs satisfied.
40% of the self-esteem needs satisfied.
20% of the self-actualization needs satisfied.

He however noted that, not all needs are completely satisfied at that time, and he gave the hypothetical example of a well motivated employee. Comparing my research data with Maslow’s hypothetical example, it clearly indicates that the level of satisfaction of the basic needs of a teacher is well below average. This is true because, compared to other workers of equivalent qualification, especially their private sector counterparts, public secondary school teachers earn very little money, not enough to provide for their basic needs. As for the safety needs, I tend to believe that one compares with Maslow’s the relatively low score was probably affected by the many untrained graduates employed by the Teachers Service Commission (TSC), whose terms of service are on a temporary basis such that they do not feel secure in teaching. All the others compare favorably with Maslow’s hypothetical example and the little difference may be attributed to the differences in the Societies in which the study was conducted and that on which Maslow based his theory.
4.2 MOTIVATING FACTORS AND THEIR EVALUATION

X – Represents the number which were used to evaluate the given factors.

F – Represents the respective response to the given factors (number of teachers)

\[ \bar{X} = \frac{\sum X \cdot f}{\sum f} \]

X represents the mean

The numbers were as follows:-

- Poor
- Below average
- Average
- Good
- Very Good
### Table 4.2.1

**Frequency Distribution of the Evaluation of Motivational Factors**

<table>
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<th>XF1</th>
<th>F2</th>
<th>XF2</th>
<th>F3</th>
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**ARITHMETIC MEANS OF CONSIDERED FACTORS**

\[ X_1 = 2.72 \quad X_2 = 3.82 \quad X_3 = 1.89 \quad X_4 = 2.32 \quad X_5 = 2.28 \]

\[ X_6 = 4.32 \quad X_7 = 2.66 \quad X_8 = 2.32 \quad X_9 = 2.54 \quad X_{10} = 1.87 \]
‘STAY ONS’

X1 = Working conditions – (Average)

X2 = 3.82 Job security – (Good)

X2 = 2.28 Salary – (Below Average)

X6 = 4.32 Relationship with colleagues – (Good)

X7 = 2.66 = Job status – (Average)
Figure 4.2.1 Comparison of ideal case and research data concerning stay-ons
X3 = 1.89 Students Efforts – (Below Average)

X4 = 2.32 Recognition for work well done – (Below Average)

X8 = 2.32 Students discipline – (Below Average)

X9 = 2.54 Challenges of the job – (Average)

X10 = 1.87 Opportunities for career advancement – (Below Average)

According to Herzberg, hygiene factors sustain the employee on the job and maintain a level of satisfaction. These factors do not promote but can prevent dissatisfaction and hence make the employee stay on the job. My research showed that the hygiene factors are generally there in teaching. Working conditions and job status were rated as average, while job security and relationship with colleagues were rated as good.
However, salary which is also a hygiene factor was rated as below average. Another factor is the T.S.C policy which can be rated as good according to the content of the T.S.C codes and regulations. Most teachers interviewed said the policies were good but the problem was with their implementation. The research clearly explains why teachers stay on the job.
Figure 4.2.2 Comparison of Ideal case and research data concerning turn-ons
In his research, Herzberg discovered that real motivation comes from the job itself: that is, motivation comes from the employees accomplishments on the job. The motivators I considered are students’ efforts, recognition of work well done, students discipline, challenges of teaching job and opportunities of career advancement. In my research, I could not consider achievement because the achievement level as far as results are concerned differs in schools. Instead, I considered students efforts. All these factors as I had implied before were generated in brainstorming sessions in one of the schools. Mine was just to classify them into hygiene factors and motivators.

The research indicated that teaching as a profession lacks motivation. These are no real motivators in teaching since all the motivators considered were rated below average except for on the job challenges which were rated as average. Summarily then, ‘stay-ons’ are to be found in teaching but there no ‘turn-ons’.
4.3 **HEAD-TEACHERS ATTITUDES AND ASSUMPTIONS.**

X - represents the number indicating Head-teachers’ attitudes.

F - represents the number of H-teachers responding to the respective question.

**Table 4.3.1**

Frequency Distributions of Head-teachers attitudes

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- - - - - - - - -

X1 = 3.83  X2 = 3.04  X3 = 3.04  X4 = 3.17  X5 = 2.17

- - - - - - - - -

X6 = 3.54  X7 = 3.42  X8 = 2.87  X9 = 2.58  X10 = 2.46
**Table 4.3.2**

Theory X Items analysis.

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<th>Item</th>
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THEORY Y

Table 4.3.3.

Theory Y Items Analysis

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</tr>
<tr>
<td>TOTAL</td>
<td>14.58</td>
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</table>

A person with purely theory X assumptions is expected to score a maximum of 20, for the items representing theory X, but a person with theory Y assumptions expected to score 5 for the items representing theory Y.

Therefore, the above results indicates that on average, headteachers us both theory X and theory Y assumptions although there is a slight difference in the score but which in negligible. Mc Gregor believed that for a Manager to effectively motivate his/her subordinates, theory Y assumptions should dominate over those of theory X. He believed that the management style of a Manager with theory Y makes the subordinates comfortable and realize their potential in their work.
The result reveal much about the relationship between teachers and their head-teachers. Due to the blend of assumptions, situations arise where some teachers support the school administration while others don’t. This then degenerates to the development of ‘camps’ which are either pro or anti the head-teacher.

The short and long of it is that the attitudes and assumptions adopted by head-teachers have a profound effect on teacher motivation due to the underlying work relationships not to mention the teachers interpretation of the presence of the lack of support from the head-teacher depending on the said ‘camp’ the teacher is in.
CHAPTER FIVE

MAJOR SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSION

The study or research conducted was on teacher motivation. The basic proposition was that teachers in Public Secondary Schools lack motivation. So the main task was to test the hypothesis and if found to be true, determine the contributing factors. In the research motivation was examined from three perspectives and a number of conclusions arrived at the three perspectives included:

- Individual needs.
- Motivational factors in teaching
- Head-teachers’ attitude towards teachers.

In terms of individual needs, the basic or physiological needs are not satisfied. According to Maslow, 85% of these needs must be satisfied for an employee to be motivated but the research has shown that only 34.1% of these needs are satisfied for the teachers. This explains why, some teachers continually search for greener pastures. However, the other individual needs seem to be relatively well satisfied as they compare Maslow’s hypothetical example of an average person. As such the major contributor to the inadequate satisfaction of teachers physiological needs are poor salary and lack of other benefits.

The study also examined motivation in terms of job context and content. Here, I refer to the environmental factors and the real nature of the job. The research revealed that most of the environmental factors generally exist. These are the factors referred to by Herzberg as ‘stay-ons’.
The factors considered in the research were:-

- Working conditions,
- Job security,
- Salary,
- Relationships,
- TSC and
- Job Status.

All except salary which is below average, were found to be either average or good. The other factors referred to as motivators by Herzberg or ‘turn-ons’, were:

- Students efforts,
- Recognition for work well done,
- Students discipline,
- Challenges of the job and
- Opportunities for career advancement.

All were found to be below average indicating that there is no real motivation in teaching in Kenyan Public Secondary Schools. The essence is that though the conditions allow for teachers to do their job passably, there really is no incentive for the teachers to put in extra effort.

The research finally examined the head-teachers assumptions and attitudes. It was found that head-teachers use both theory X and theory Y management styles even though theory X seemed to appear dominant. The research revealed that most head-teachers believed in close supervision, and their relationship with their teachers is mostly official.

However, head-teachers have been known to encourage teachers to work as teams and they even delegate duties to enhance this.
This notwithstanding, the research did show that other factors which motivate teachers. Safety and security needs were adequate. The relationship with others is also ample enough to warrant ‘staying on’ the job. Other salient factors which other salient factors which though passable appeared average, including working conditions, challenges of the job, and job status Notable also is that some head-teachers do use theory Y management styles. Conclusively then, it appears evident that teachers lack motivation since the conditions that exist, though they don’t induce “de-motivation”, they have little if any effect in enhancing motivation. Real motivation to work in terms of the nature of the job comes from the job itself but this is a foreign paradigm when it comes to teaching in Public Secondary Schools. The question to be addressed then is how the teachers should be or and can be motivated.
5.2 **Discussion.**

The problem of poor motivation is not only prevalent in teaching circles but also in other fields. However in teaching, the major culprit for the prevalent situation was found to be the lack of satisfaction of the basic or physiological needs of teachers. The salary and benefits they get are below average and they are therefore not able to meet their basic needs.

Also there is no real motivation for teachers to work as far as the job content and context are concerned. Students rarely put in any extra effort to study further demoralizing their teachers. The low levels of student discipline in the contemporary Public Schools does not augur well with teacher motivation. Contrary to expectations of other employees, teachers in both private and public schools have little or no opportunity or further training after initial college education and as such have no access to career advancement.

The management styles used by head-teachers in our Public Secondary Schools are a thorn in the teachers flesh where the management styles reflect a theory X orientation which is rather oppressive.
5.3 **RECOMMENDATIONS.**

The following are my recommendations in reference to the research conducted. For one, the Teachers Service Commission in collaboration with the directorate of Personnel Management should view the scheme of service for teachers and equate their grades to those of other Officers in Public Service having equivalent qualifications. For example, like other professionals, Graduate teachers should enter the job in Job-Group K and after three years of continuous service, be promoted to the next Job-Group automatically. The scheme should be in such a way that, it encourages teachers to advance in their education by promoting or deploying them to better Institutions.

Secondly, the Ministry of Education should give School Board of Governors or the Head-teachers absolute powers to deal with student’s discipline. This would drastically reduce the indiscipline in Schools, further easing the teachers job as well as giving the teachers no point on which to bargain as a reason for their poor performance on the job.

On another note, on appointment, head-teachers should be given adequate management training because, the course taken in College concerning Management and Administration is inadequate.
The course should cover areas such as:-
- Human resource management,
- Financial management,
- Counselling Psychology,
- Leadership and Management of change.

Equally important, only those people who have an interest in teaching who are patient and intellectually able should be recruited as teachers. The Government should set up machinery to identify such people early in their school career. It would be necessary then for the career masters to develop more interest for teaching in such pupils. When all is said and done, remuneration is still a major key.
APPENDIX A.

This questionnaire is designed purely for research. The information given will be treated with uttermost confidentiality and anonymity. Think about your needs and then circle the number on the scale that indicates to what level of the given category of needs are satisfied in your present job.

1. Basic or Physiological needs (E.g Salary and other Benefits).

Low                        High
0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%

2. Safety/Security needs (E.g Job security and retirement benefit plans).

Low                        High
0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%

3. Social needs (E.g Teachers Welfare Groups and other social relations).

Low                        High
0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%

4. Self-esteem needs (Job status and recognition of your work).

Low                        High
0%  10%  20%  30%  40%  50%  60%  70%  80%  100%
5. Self actualization needs (E.g an opportunity to realize one’s full potential).

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**APPENDIX B**

Circle the number which best evaluates your School and your teaching job.

**GUIDE.**

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APPENDIX C

This questionnaire is designed purely for research. The information given will be treated with uttermost confidentiality and anonymity. Circle the number which best describes what happens in your School or what think should happen.

GUIDE

2  Strongly Agree
2  Agree
2  Disagree
1  Strongly Disagree

1. Teachers should be encouraged to work as teams
2. H/M’s should ensure teachers attend all lessons
   Without failure
3. Teachers do not contribute much in staff-meetings
4. Most teachers hate responsibility
5. Teachers handle discipline cases effectively
6. It is necessary to hold frequent staff-meetings
7. Most teachers relate with me Officially
8. It is necessary to monitor what teachers are doing all times
9. It is necessary to delegate duties as much as possible
10. Most teachers are concerned with the overall improvement of our school
REFERENCES


14.


