

**A SURVEY OF FACTORS INFLUENCING TEACHER MOTIVATION
TOWARDS IMPLEMENTATION OF PASTORAL PROGRAMME
INSTRUCTION IN CATHOLIC SPONSORED PRIMARY SCHOOLS
IN KENYA: A CASE OF MARAKWET WEST SUB-COUNTY**

JUDITH JEMUTAI TANUI

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for the award of a degree in any other University. No part of this thesis may be reproduced without prior authority of the author and/or University of Eldoret.

JUDITH JEMUTAI TANUI

EDU/PGRE/006/14

DATE

Declaration by the Supervisors

This thesis has been submitted for examination with our approval as the university supervisors:

DR. JACOB LOLELEA NATADE

DATE

Department of Curriculum and Instruction
University of Eldoret, Kenya

DR. RUTH ANDAMBI

DATE

Department of Curriculum and Instruction
University of Eldoret, Kenya

DEDICATION

I dedicate this thesis to my beloved daughter Ashley Kibet and son Abel Kibet for the encouragement they gave me and Edwin Kibet for the financial support. God Bless you.

ABSTRACT

Programme of Pastoral Instruction (PPI) is perceived as an easy subject that requires less attention in teaching it like other subjects in the curriculum because of the teachers' opinions that it is an extension of church services and the Bible. This leads to teachers' low attitude towards the program and its subject content. The attitude of teachers towards this subject affects how this programme is implemented in schools. Some teachers in primary schools have perceived that the programme of pastoral instruction is a source of disunity of learners and teachers in schools. These teachers think that, the most suitable people to teach pastoral instruction are catholic sisters and priests. While others view PPI as an extra duty given to them yet they are already too heavily burdened with the pressing demands of the 8-4-4 education curriculum. It was against such background that the study sought to establish factors influencing teacher motivation towards the implementation of programme of pastoral instruction in catholic sponsored primary schools in Kenya. The objectives of the study were; First, to determine teachers' attitude towards the implementation of the Pastoral Programme Instruction. Secondly, to establish how teachers are motivated to implement the programme of pastoral instructions and thirdly, to establish the status of teaching and learning institution resources in implementation of programmes of pastoral instruction. The study was guided by Herzberg's two factor theory (1959). The theory is known as Motivator-Hygiene theory. The study employed descriptive survey research design. The study targeted 965 respondents. Simple random sampling technique was used to select fourteen catholic sponsored primary schools in Marakwet West sub-county in Elgeyo Marakwet County. All head teachers of the sample schools participated in the study. Simple random sampling technique was used to select 42 PPI teachers and 272 pupils in the upper primary school, class 6, 7 and 8. Data was collected by use of questionnaires and interviews schedule. Data analysis was done using descriptive statistics which include use of percentages, means, frequency and tables. The findings showed that the respondents strongly disagreed that pastoral instruction overcrowded the teaching timetable. Teachers strongly agreed that it was never possible to teach all topics in PPI because of lack of resources. The working conditions of teachers needed a boost by providing them with incentives as a way of boosting their morale. There was also need to recognize and appreciate the efforts of teachers by rewarding them. Furthermore, teachers strongly disagreed that instead of buying resource materials for PPI we could buy more for examinable subjects. The study concludes that the teachers and learners required more resource materials for PPI subjects. For teachers to deliver effectively the management was required to look into teachers' welfare by harmonize their services accordingly. The study makes the following recommendation: there is need for teachers to undergo training. This is based on the fact that teachers who have adequate training on instructional resource use influence pre-school learners' achievement in both examinable subjects as well as non-examinable ones. The study further recommended that the Government through the education officers should provide primary schools with PPI instructional materials. This is due to the fact that availability of instructional resources influences positively the acquisition of the content. The Ministry of Education through the County education officers could provide audio and audio-visual materials to pre-schools, since they are known to positively influence the acquisition of the content among primary school learners. The government could find ways of motivating the teaching staff as they are the main pillar in the implementation of the Programme for pastoral instruction.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Virus
CCEA	Christian Churches Educational Association
CPPI	Catholic Program of Pastoral Instruction
CRE	Christian Religious Education
DREA	Diocesan Religious Education Advisor
HIV	Human Immune Deficiency Virus
KCCB	Kenya Conference of Catholic Bishops
KCS	Kenya Catholic Secretariat
NACOSTI	The National Commission for Science, Technology and Innovation
PPI	Programme of Pastoral Instruction
SDA	Seventh Day Adventist
TSC	Teachers Service Commission

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter discusses the background to the study, the statement of the problem, purpose of the study, objectives of the study and research questions, significance of the study, scope of the study, limitations and delimitations, theoretical and conceptual framework and operational definition of terms.

1.2 Background of the Study

Religion is regarded as one of the external agencies of morality that helps humans to make moral decisions. Religion could enable the learner to look towards humanity's final goal and destiny (Rivas, 2012). It is the most binding moral agency because of its transcendent authority. Religious education aims at transforming the life of an individual into right relationship with God, fellow men and both his/her physical and cultural environment (Rivas, 2012). It offers supernatural assistance to help human person make rational decision. Religious education has been identified as an important curriculum area in the transmission of desirable values.

Modern education can be traced to Christian missionaries. They were responsible for majority of schools until independence. With the attainment of independence, the circumstances changed. There was concern about the place of religious education within a secular state, with a diverse and complex religious scene (Chemutai, 2015). The education commission, under Ominde (1964) was given the task to review and make recommendations on education in newly independent Kenya. In section 72, the Ominde Report (1964) rejected both the establishment of a state religion and a purely secular state for Kenya. It stated that religious education be offered and taught in

primary schools as an academic subject based on acceptable educational criteria. When a common syllabus for CRE was formed in 1972, the church wished to be left to offer their specific church teachings to their followers in primary schools. The specific church teachings were the ones that were used to form Programme of Pastoral Instruction (Odongo, 2011).

The Ominde Commission recommended the churches to produce syllabus A and B Education Act (1967) for teaching Religious Education in Protestant and Catholic schools respectively. Each syllabus had the common Christian beliefs that are upheld by all the Christian churches and specific denominational beliefs and practices. The Catholic Church for example upholds praying through the Virgin Mary and adherents also use the rosary to pray which the protestant churches do not. However, following the enactment of the Education Act (1968) schools which were hitherto denominational became public (Odongo, 2011).

The curriculum of a school shall be such that; the syllabuses used in any school and the books or other teaching aids used in connection with such syllabuses shall be approved by the Minister; but in a sponsored school, syllabuses, books and other teaching aids used for religious education shall be those prepared or recommended by the sponsor and approved by the Minister. This meant that children could enroll in any school regardless of denominational background and so it became difficult to use syllabus A and B. Wrangles arose because each denomination insisted on using its own syllabus and emphasized the denominational doctrines at the expense of the common Christian heritage. This undermined national unity and the government asked the churches to produce a unified syllabus (Murphy, 2013).

The effort towards a joint syllabus was partly realized in 1972 when an interim joint syllabus was approved. The specific protestant and Catholic teachings formed a new syllabus known as Programs of Pastoral Instruction. By 1978 three such programs had been developed; Catholic in 1972, Protestant in 1975 and Seventh Day Adventist in 1978. The Kenya Episcopal Conference developed a syllabus for teaching the Catholic Program of Pastoral Instruction with the following specific objectives; to develop commitment and appreciation to the Catholic belief, practice and mission, appreciate God as a loving Father to whom they can respond in faith, love and admiration and Play an active role in the gospel commission and Christian service to mankind (Orabator, 2009).

Each and every Program of Pastoral Instruction lesson had two specific objectives guiding the teacher on what to teach. The Cognitive objective (knowledge objective) which states what knowledge or information the learner could gain by the end of the lesson and the affective objective which states what attitudes, values and virtues the learner could develop. The teacher prepares the lesson by reading and comprehending well a given text from the bible, preparing a poster, picture, a chart or a dramatized song (Klein & Blomberg, 2017). Teachers have the responsibility matched by their creativity to improvise materials, depending on their situation and environment. The Diocesan Religious Education Advisor (DREA) may be consulted by the interested teachers of PPI about the resources available for example textbooks in local languages, appropriate posters and other appropriate spiritual books (Larson, 2019).

The Catholic Church has been clear in its teachings regarding the nature of its schools and the role of teachers in these institutions (Flannery, 2014). In addition to teaching academic subjects and imparting values, Catholic schools assist in the religious

formation of their students. The Church refers to teachers in Catholic schools as “witnesses to faith” (Flannery 2014) and identifies teachers as having the “prime responsibility for creating this unique Christian school climate, as individuals and as a community” (Congregation for Catholic Education, 2012). Thus, in order for the teachers to be effective in contributing to the dual purposes of a Catholic school academic and religious formation, they must understand their roles, be properly motivated and be satisfied with their efforts.

It is not reasonable to expect that all teachers in a Catholic school are motivated to teach in the mentioned institution for the same reasons or have the same understanding of their dual roles of academic formation and religious formation (Shimabukuro, 2014). Previous studies (Squillini, 2011) have shown that the primary motivation for some teachers in a Catholic school is an identification or commitment to the school’s religious mission, while for others the primary motivation is more to the profession of teaching as exemplified by their desire to work with young people, their love of teaching and their view of the opportunities that the school affords for personal growth.

The motivation to teach in a particular school because of its academic philosophy and its environment is an important predictor of the teachers’ satisfaction with their sense of efficacy (Internal Satisfaction), their relationships outside of the classroom (External Satisfaction) and overall with the school itself for both Catholic teachers and non-Catholic teachers at all levels. While many Catholic school teachers are motivated by religious reasons, they will not be happy nor remain there long if they are not impressed with their teaching and the school’s academic philosophy and its environment (Convey, 2014). The results of the study on motivation and job

satisfaction of teachers clearly show that, in addition to the learning institution's academic philosophy and its environment, the motivation to teach was because the type of learning institution is important for Catholic teachers (Convey, 2014).

For many years, the Ministry of Education has appealed to the Kenya churches to help provide in-service courses. This was to prepare teachers in using the joint CRE syllabus, One in Christ, and the Programme of Pastoral Instruction (PPI). The church, particularly the Catholic Church has responded by building the great CAMPUS, CISRET and REAP for training teachers on how to use various methods of teaching CRE and PPI. Further training enables a teacher to improve the quality of instruction at class level. Program of Pastoral Instruction is not examinable by the Kenya National Examination Council, making the teachers feel it as an imposition by the sponsor and not their employer. Another disadvantage of making PPI a common course in teacher training colleges is that some teacher trainees may not have the aptitude or desire to teach PPI in primary schools. It would be better if those trainees who are good at religious education and PPI were allowed to specialize in these subjects.

According to Koech (2014), pastoral instruction is seen as simple subject requiring little teaching, it is a mere extension of church service and the Bible. This results to a negative attitude towards the subject. Teachers attitude towards a subject affect how a programme is implemented. Some teachers in primary schools have a perspective that the programme of pastoral instruction is a source of disunity among learners, and among teachers. These teachers think that, the most suitable people to teach pastoral instruction are pastors, catholic sisters and priests. While others view PPI as an extra

duty given to them yet they are already too heavily burdened with the pressing demands of the 8-4-4 education curriculum.

In view of the deliberations of the Catholic Teacher Association (CTA) in Marakwet West (2011), it was vivid that there was inadequate training since the cost of training by TPC and CISRET is high for individual teachers. It was observed that there was no follow up by the employer, Ministry of Education as well as the sponsor in the implementation of PPI and as result teachers who are non-Catholic use the lessons allocated for PPI for other subjects. Similarly, the school administrators who are non-Catholic do not offer much material support in terms of teaching and learning material resources. It was further reported that pupils are normally very reluctant during PPI lessons due to the reason that not all pupils come from catholic backgrounds and more so that the subject is not examinable hence minimizing the desired outcome. In view of the deliberations of CTA in Marakwet West (2011), there is an indication of lack of structure, form and content of PPI which manifests itself in a de-motivated teacher and is a drawback to its implementation

1.3 Statement of the Problem

Religious education has been identified as an important curriculum area in the transmission of desirable values. Program of Pastoral Instruction (PPI) is an integral part of religious education, but with Pastoral approach (Muthamba, 2017). All primary school teachers are trained in colleges to teach PPI. This is infused in CRE at college level. Apart from the training they receive at college, there are other trainings they do attend as mentioned for the Catholic teachers' training on CISRET and REAP. PPI was meant to help pupils become better members of their respective churches. But the teaching of Program of Pastoral Instruction has encountered a lot of

criticism and challenges since the teachers feel that they are already too heavily burdened with the demands of 8-4-4 education curriculum and they consider it as an extra work since it is not examined at the end of the primary school cycle (Munishi, 2016).

Moreover, the Teachers Performance Contract and Appraisal Tool (TPCAL), pursuant to section 11 (f) and 35(i) of TSC Act 2012; the Commission was mandated to monitor the conduct and performance of teachers in the teaching service. In this regard the Commission introduced an open Performance Appraisal System for teachers to strengthen supervision and to continuously monitor their performance in curriculum implementation at the institutional level.

In a study carried out by Odongo (2011) on the implementation of the Program of Pastoral Instruction (PPI) in Primary Schools within Eldoret Municipality, the study found out that instructional resources were needed to help teachers improve their instructional performance, motivate their professional growth, and implement their curricular development.

In another study by Nderitu (2015) on application of the life approach to the Program of Pastoral Instruction, the findings showed that teachers were not adequately prepared to apply the life approach methodology. Furthermore, teachers who attempted to apply the methodology encountered problems such as shortage of time and inadequate moral and material support. The historical roles where sponsors were the main developers and providers for educational institutions have changed. At this time, the missionaries were the main developers and providers for educational institutions they owned. They developed facilities and provided nearly all essential learning resources. These gave significant roles to sponsors in the management of schools in Kenya.

However, changes in the Education Act on school sponsorship seem to be causing some misunderstanding between sponsors, community, teachers and the Government (Mabeya 2010). Some sponsors have been accused of interfering with the schools' core business by closing down schools indefinitely. In other instances, some have rejected and even evicted principals posted to schools by the Ministry (Cheruiyot, 2011). According to Gikandi (2015) some sponsors meddling in schools destabilize the instructive activities in the system. It is against this background that the current study focused on establishing factors that influence teacher motivation towards the implementation of Programme of Pastoral Instruction in catholic sponsored primary schools in Marakwet West Sub-County, Elgeyo Marakwet County.

1.4 Objectives of the Study

1.4.1 Main Research Objective

To establish factors that influence teacher motivation towards the implementation of programme of pastoral instruction in catholic sponsored primary schools in Marakwet West Sub-County.

1.4.2 Specific Research Objective

- i). To determine the teachers' attitude towards the implementation of Programme of Pastoral Instruction;
- ii). To establish how teachers are motivated to implement the Programme of Pastoral Instruction;
- iii). To establish the status of teaching and learning instructional resources in implementation of Programme of Pastoral Instruction.

1.4.3 Research Questions

1.4.3.1 Main Research Question

How are teachers motivated towards the implementation of programme of pastoral instruction in catholic sponsored primary schools?

1.4.3.2 Specific Research Questions

- I. What are the teacher's attitudes towards the implementation of Programme of Pastoral Instruction?
- II. How are the teachers motivated to implement the Programme of Pastoral Instruction?
- III. What is the status of teaching and learning instructional resources in the implementation of Programme of Pastoral Instruction?

1.5 Significance of the Study

The findings of this study would shade light on teacher motivation in implementing the PPI. It may benefit the Ministry of Education when formulating policies concerning curriculum content, curriculum implementation and improvement of pupils 'perception of PPI and performance in general.

Furthermore, it may assist future programme planners in not only PPI but also other subjects on implementation strategies. It shades some light on what programme planners could do in terms of provision of prerequisite teaching and learning materials, teacher motivation, preparation and educating managers before innovation of any programmes.

The study is also for the benefit of churches especially the Catholic Church to help in resting up material content and support to Catholic teachers in the teaching of PPI in all catholic sponsored schools in the country.

The study findings may be useful to the future researchers investigating the effects of teacher motivation in PPI in primary schools. Therefore, recommendations based on the findings may pave way to future researchers, education planners, administrators, and teachers on effects of motivation and attitude in other fields.

1.6 Assumption of the Study

The study made the following assumptions;

- I. That the respondents expressed their sincere feelings in response to the questionnaire items.
- II. That all catholic sponsored primary schools participated in the P.P.I programme as stipulated by the Ministry of Education.
- III. That what is practiced in the teaching of P.P.I. In the Catholic Sponsored schools is what is expected of the programme.
- IV. That there are catholic teachers teaching in the targeted schools.

1.7 Scope of the Study

The study investigated the factors influencing teacher motivation in the implementation of PPI in Marakwet West Sub County. The variables under the study were teachers' attitude, motivation and the teaching and learning instructional resources in implementation of PPI. 14 Catholic Sponsored primary schools, 42 teachers who teach programme of pastoral instruction, 14 head teachers' and 907 pupils from class six, seven and eight were sampled in the study. It further

interviewed the SCDE and Quality Assurance and Standard officer within the Sub-County. The study was carried out between the Months of August to November 2018.

1.8 Limitation of the Study

The main limitation in this study was attributed to the geographical and demographic set up of Marakwet West Sub-County. Due to time and manpower constraints it was not possible to cover a large number of primary schools within the Sub-County. The findings of this study therefore are confined to the sampled schools and would not be generalized to all primary schools in the county.

1.9 Theoretical Framework

1.9.1 Motivator-Hygiene Theory

The study was guided by Herzberg's (1959) two-factor theory known as Motivator-Hygiene Theory. American Frederick Herzberg (1923-2000) was one of the most influential management teacher and consultant of the post-war era. The 'Father of Job Enrichment' challenged thinking on work and motivation and conducted a widely-reported motivational study on accountants and engineers to develop two-factor theory, the theory was further advanced by (Malik & Naeem, 2013).

Herzberg's based his research on in-depth interview techniques, known as a critical incident technique. One problem with this approach is that respondents generally associated good times with things under personal control, or for which they could give themselves credit. Bad times, on the other hand, were more often associated with factors in the environment, under the control of management. Herzberg concluded those jobs satisfiers are related to job content and job dissatisfies are allied to job context. Herzberg labeled satisfiers motivators and called dissatisfies hygiene factors.

The hygiene factors, which are mostly concerned with the work environment, can be explained through Abraham Maslow's (1956) Hierarchy of Needs. Maslow was a famous American psychologist who determined that some human needs take precedence over others. Beyond the details of air, water, food and sex, Herzberg laid out five broader layers: the physiological needs, the need for safety and security, the need for love and belonging, the need for esteem, and the need to actualize the self, in that order.

The first three needs physiological, safety and social are all in the hygiene factor of Herzberg's Theory. This informs that the hygiene needs are generally the basic needs of individuals. This compatibility of Herzberg's Theory and the Hierarchy of Needs proves that Herzberg's Theory is different from Maslow's only in the method of categorization.

Herzberg categorizes basic needs of human beings as hygiene factors. This means basic needs do not give motivation but merely create a conducive work environment. There would be no dissatisfaction among workers when basic needs are fulfilled, but it does not motivate them or give them satisfaction; it merely removes dissatisfaction.

The motivation factors are esteem and self-actualization needs. These needs, when fulfilled, would give a teacher satisfaction. Before satisfaction can actually be achieved, there must not be any element of dissatisfaction.

Thus, it is easier to actually apply Herzberg's Theory (1959) coupled with Maslow's Hierarchy of Needs (1956). This serves to strengthen Herzberg's Theory as it simplifies its application as a strategy to motivate employees. By identifying the needs in Maslow's hierarchy, the hygiene and motivation factors can be obtained and

subsequently fulfilled. Herzberg recognizes that true motivation comes from within a person and not from the environment, or external factors.

The presence of hygiene factors according to Hatjin (2009) does not cause satisfaction and do not increase performance of workers. Hygiene factors include: company policy and administration, technical supervision, salary, interpersonal relationship with the supervisors and work conditions. All these factors are associated with job context. These factors are necessary but not sufficient conditions for the satisfaction of workers. According to Hatjin (2009), if hygiene factors are allowed to deteriorate, a climate of dissatisfaction, tension, frustration and friction will prevail and workers will not perform their best.

Motivators on the other hand include achievement which is the drive to excel and accomplish challenging tasks and achieve a standard of excellence, recognition, the work itself, responsibility and prospects for career advancement. Motivators are associated with the job content or what workers actually do in their work. Hatjin (2009) pointed out that dissatisfaction is not the opposite of satisfaction but both hygiene and motivation factors are important in different ways.

Highly motivated and satisfied teachers can create a conducive social, psychological and physical climate in the classroom to implement PPI. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships) and intrapersonal knowledge (ethics and reflective capacity) when they are satisfied with the job (Vansteenkiste, 2019).

Further, a teacher's commitment to teaching at their work place has been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making,

positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay and learning opportunities providing challenging task and accomplishment (Meece, 2016). On the other hand, extrinsic incentives such as merit pay or affecting teaching rewards have not been found to effect teacher job satisfaction and effectiveness. According to Bissessar (2014), pay incentives have been found to be unsuccessful in increasing motivation. In their studies of 167 teachers, Sylvia and Hutchison, 1985 (cited in Bissessar, 2014) concluded:

“Teacher motivation is based in the freedom to try new ideas, achievement and appropriate responsibility levels and intrinsic work elements...based upon our finding, schemes such as merit pay were predicted to be counterproductive.”

They regarded that true job satisfaction is derived from the gratification of higher order needs, “social relations, esteem and actualization” rather than lower-order needs. The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a great effectiveness by designing and developing teachers’ higher level needs (Nwanchukwu, 2006).

However, several researchers are of the opinion that if educational administrators and policy makers understand teacher’s job satisfaction needs, they can design a reward system to satisfy both the teacher and the educational goals. Nwanchukwu (2006) was of the opinion that “however highly motivated to perform a teacher may be, they need to possess the necessary ability to attain the expected level of performance.”

The theory is applicable to this study in that teacher’s motivation to implement PPI is primarily influenced by psychic rewards such as acknowledgement of teaching competence, meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work

load, adequate resources, pay and learning opportunities providing challenging task and accomplishment. Herzberg's Theory allows for the shaping of a teachers job needs, motivation and can be used to modify teachers needs profile

1.9.2 Critique of Motivator-Hygiene Theory

Herzberg's Theory (1959) can be employed by teachers' employers to motivate them in embracing and teaching PPI in Primary Schools. Even so, there are a few weaknesses in Herzberg's Theory (1959), one of which is the standardized scales of satisfaction. Herzberg did not take into account the various job factors that might cause satisfaction or dissatisfaction. Some job factor scales are not purely motivation or hygiene factors. Herzberg used a general standardized scale, which may have caused errors in his findings.

Apart from that, these unspecific job satisfaction scales are more likely to be a general morale survey, which means that they were not based on actual job experience or situation.

The validity of the deductions drawn by Herzberg is also questionable. Herzberg failed to recognize the existence of substantial individual differences. Different individuals might have different needs and thus, different motivators.

Herzberg's Theory (1959) can be applied by managers to motivate employees. By identifying the hygiene factors, managers can fulfill the basic needs of employees and remove any element of dissatisfaction. When employees have no dissatisfaction arising from the job environment, they are in a better mode to be motivated.

By applying the theory, employees can be motivated by fulfilling their esteem and self-actualization needs. This includes a sense of achievement when they have

performed their jobs satisfactorily. Therefore, managers can fulfill this need by improving job content.

By improving job content, employees get a higher sense of achievement and work enjoyment. When employees are happy with their jobs, the general mood improves and so does productivity. Hence, the advantage of this theory is that managers are able to actually work on basic needs, once identified, and then go to more complex needs of employees.

This way, employees are more wholly satisfied with their job content and job environment. This could lead to organizational citizenship behaviour and work commitment. Employees who have job satisfaction need minimal motivation from the management to actually perform well. When job satisfaction is high, employees are more willing to do more for less. This behaviour is termed organizational citizenship behaviour where employees indulge in discretionary job activities, which are not rewarded.

On the other hand, the Herzberg Theory (1959) can also be a disadvantage to managers where employees with low motivation needs are concerned. There are those who do not conform to the conventional Hierarchy of Needs. Usually less-educated employees do not have the need for achievement and self-actualization. Basic hygiene needs are all it takes to satisfy them (Maslow's Hierarchy of Needs, 1943)

If managers fail to identify these types of employees, the theory could backfire if applied. Instead of being motivated and having a sense of achievement, these employees would only be overwhelmed by the work content. They might also be dissatisfied, even though their basic needs have been fulfilled.

Also, certain hygiene factors are motivators to some individuals. Take for example money. Money is a hygiene factor, based on Herzberg's Theory, but it is a motivation for a lot of employees. It motivates them to work harder in order to gain recognition, which translates into a higher salary.

Herzberg's Theory parallels Maslow's Hierarchy of Needs, thus making it easier to apply. However, the methodological bias that exists makes the theory questionable to some extent. Managers can apply the theory to motivate employees by identifying the hygiene and motivation factors. Individual differences must still be taken into account because not every employee would appreciate this method.

1.9.3 Application of Motivator-Hygiene Theory to the Study

There are numerous motivation theories that have influenced the way organizations manage employees to achieve a motivated work force. These theories attempt to explain why people behave the way they do and advice on factors and strategies which when employed can get the best out of employees in terms of their commitment to work. Notwithstanding, because of the complex nature of the issues worth considering when motivating people, it is always not an easy task when it comes to organizations motivating workers for effective implementation of specific programmes. Dartey-Baah (2011, p.16) put it: "The question of what motivates workers to perform effectively is not an easy one to answer".

Indeed, a motive is something, which impels a person to act, a reason for behaviour. Motivation refers to the forces within an individual that account for the level, direction and persistence of effort expended at work (Dartey-Baah, 2011).

Competition as a result of globalization, information technology and industrialization has compelled managers all over the world to seek to motivate their employees in order to get the best out of them and to stay competitive. This has led managers to employ all sorts of techniques to motivate and satisfy their employees. Although managers are quick to sometimes provide incentives like salary increases, provide security and good working relationships and opportunities for growth and advancement; the question is; do these incentives motivate and satisfy employees to give off their best at the workplace? (Lai, 2009).

Frederick Herzberg in a bid to understand this question and the issue of employee satisfaction and motivation in the 1950s and 60s set out to determine the effect of attitude on motivation by asking people to describe situations where they felt really good and really bad about their jobs. Herzberg found out that people who felt good about their jobs gave very different responses from the people who felt bad. The results formed the basis of Herzberg's 'Motivation-Hygiene Theory' also known as the 'Two-Factor Theory'.

The conclusions he drew from this theory were extraordinarily influential and still form the bedrock of good motivational practices in organizations today. Herzberg revealed that certain characteristics of a job are consistently related to job satisfaction while different factors are associated with job dissatisfaction (Ratzburg, 2013). This is classified into motivator factors and hygiene factors which form the basis of his Motivational-Hygiene Model and which this study applies in order to establish teacher motivation towards implementation on programme of pastoral instruction in catholic sponsored primary schools.

1.10 Conceptual Framework

The conceptual framework in this study is adapted from Herzberg's theory of motivation. Herzberg (1959) identified two sets of factors that are responsible for job satisfaction: Hygiene factors and motivators. Hygiene factors included company policy, technical supervision, salary, interpersonal relationship with the supervisors, and work conditions. These factors are associated with job context and are necessary but not sufficient conditions for the satisfaction of workers. They are associated with decreased effort; an inclination to produce less. Motivation here is extrinsic. It comes from outside and alone it cannot make a person happy.

Hygiene factors have to be there in sufficient levels of quantity and quality before an individual can start to be motivated. If they are not, there is no motivation or satisfaction that will happen. For example, if job security is not guaranteed, no amount of motivation will work. Motivators on the other hand include: achievement (drive to excel), recognition, work itself, responsibility and advancement. They (motivators) are associated with job content or what workers actually do in their work. Motivation comes in when the hygiene factors are already there. There has to be a certain amount of good administration, secure job, good working conditions and sufficient responsibility. Fig 1.1 below is a simplified example of motivation as the independent variable while implementation of PPI is the dependent variable.

1.11 Operational Definition of Terms

Implementation: It is a stage of making a curriculum and curriculum materials that include teaching and learning aids, available to all learners. It focuses on putting into practice a curriculum through the interaction of teachers and pupils (Odongo, 2009). In the study it is used to refer to the process of putting into practice the PPI education programme.

Motivation: These are external and internal factors that stimulate desire and energy in a teacher to be continually interested in and committed to his or her teaching job, and to exert persistent effort in ensuring that objective and desired goals are achieved desirably.

Programme of Pastoral Instruction (PPI): It emphasized common Christian heritage of different denomination and religions. It encourages unity in diversity through helping pupils to respect others who belong to different denominations.

Catholic Sponsored Schools: It really means that the Catholic Church founded the schools and is public and run by the government who send teachers, maintain the curriculum, and provide teaching materials. But the church, as the sponsor, offers spiritual guidance to the students and teachers. As sponsors, they have a few privileges such as being consulted when head teachers are being appointed and also have a larger share in the membership of the school boards.

1.12 Chapter Summary

The chapter outlined the introduction, background of the study, statement of the problem, research objective, research question, significance of the study, scope of the study, conceptual framework, and limitations of the study and definition of terms.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews literature from sources such as textbooks, dissertations and magazines. This assisted the researcher to establish the objectives of this study and also provide a link between the present study and those previously done in the same or related field. The relevance of the reviews to the present study is pinpointed and the knowledge gap, which the present study intended to fill, is highlighted.

2.2 History of Programme of Pastoral Instruction in Kenya

Originally religious Education formed the core of the whole curriculum. Modern education can be traced to Christian missionaries. They were responsible for majority of schools until independence. With the attainment of independence, the circumstances changed. There was concern about the place of religious education within a secular state, with a diverse and complex religious scene (Odongo, 2009). The education commission, under Ominde (1964) was given the task to review and make recommendations on education in newly independent Kenya. The Ominde Report of 1964 relieved the Christian churches of their remaining responsibility in managing maintained schools according to section 30 of the Report. In section 72, the Ominde Report of 1964 rejected both the establishment of a state religion and a purely secular state for Kenya. It stated that religious education be offered and taught in primary schools as an academic subject based on acceptable educational criteria. When a common syllabus for CRE was formed in 1972, the church desired to be left to offer their specific church teachings to their followers in primary schools. The specific church teachings formed programme of pastoral instruction. This is where a

teacher who belongs to their faith would teach separately according to their denomination. The specific church teachings are not common to all Christian churches. They are unique teachings of a particular denomination.

While CRE entails all the common Christian teachings from different denomination. PPI is on the time table for primary schools and is offered once a week. It is not examinable, while CRE is examinable at all levels in primary schools. The Christian Churches Educational Association (CCEA) representing the protestant churches made PPI syllabus A for the protestant pupils. The Kenya catholic secretariat (KCS) made PPI syllabus B for the catholic pupils. The Seventh Day Adventist (SDA) made one for the SDA pupils. Ever since the Ominde commission was formed in 1964, there have been a number of government policies touching on religious education. The Mackay report of 1981 focused on the entire system of education. It recommended major changes in the structure and content of all the subjects including PPI. As a result of the changes, the Ministry of Education again requested the church in 1981 to prepare new syllabuses, books and other teaching materials for PPI, alongside the common syllabus for CRE.

The new programmes of pastoral instruction syllabuses for different churches were implemented in 1981. These were adopted as the programme of pastoral instruction in 1985, when the 8-4-4 System of education was launched in all primary schools. There were controversies concerning 8-4-4 Education System. It seems the necessary conditions for the implementation of the programme were not met (Odongo, 2009). Since 8.4.4 Education System was introduced, there have been many changes in the education system. For example, in 2003 the new government made major reforms to revamp the education sector. It also reduced the workload for both teachers and pupils

in primary schools Kenya Economic Recovery Report (2004). No data has ever been collected on the study of PPI subject. The study hoped to establish the extend PPI as a subject met in fulfilling conditions necessary for implementation.

2.3 Catholic Church Policy Recommendations and Procedures for Catholic

Schools

The Catholic Church has been involved in education since pre-independence times. After independence the Church came into partnership with the government. Since 1968 the church has been collaborating with the Government not only in implementing education policies, but also in searching for new approaches in education in Kenya.

The Education Act (1968) empowered the Church to maintain the religious tradition of the schools they sponsor. The Basic Education Act, 2013, empowers the church to continue providing spiritual care, Pastoral instruction, and Religious education and chaplaincy services in basic educational institutions. This is done through the teaching of Christian Religious Education, Programmes for Pastoral Instruction Pastoral Care and Worship. The Act also empowers the Church to have representation in the Boards of Management and School Management Committees. The Act further enables the Church to participate and make recommendations on syllabuses, curriculum, books and other teaching aids.

Arising from the provisions of the Constitution of Kenya, (2010), the TSC Act, (2012) and the Basic Education Act, (2013), new demands on provision, administration and management of basic education have developed. Of great significance is the devolvement of education services in line with the new government structures. This is the National Education Board, the County Education Board, County Directors of

Education, TSC County Directors, Parents Teachers Associations, compulsory teacher registration by TSC among other changes. All these structures are meant to enhance provision of compulsory and free education as provided for by the constitution 2010.

The Kenya Conference of Catholic Bishops, (2013) through the Commission for Education has created dialogue and co-ordination between the different responsible authorities and the Ministry of Education. The National Executive Secretary appointed by the KCCB maintains regular correspondence with Diocesan Education Secretaries and religious Education Advisors and the schools to advise on policies and to provide or request for information. The Commission aims at providing opportunities resources for spiritual and professional development of the administrative and teaching personnel of Catholic educational institutions (KCCB, 2013).

In consultation the specific roles of the Education and Religious Education Commission participates with Kenya Institute of Curriculum Development in policy matters relating to the development of a CRE, PPI and other relevant education curricula, as well as teaching and learning resources. It also liaises with the Chief Executive Officer of Education Standards and Quality Assurance Council in policy matters relating to the implementation of CRE, PPI, Chaplaincy and other subjects in the curricula, in-service courses for teachers and distribution of teaching and learning materials to schools.

It further advises the Kenya Conference of Catholic Bishops on policy matters relating to changes in education and on possible courses of action, and on curriculum matters relating to CRE, PPI, Chaplaincy and other subjects in the curricula. They identify and coordinate the Catholic Church CRE and PPI Panels and guide them in

the development of CRE, PPI and other relevant subjects teaching and learning resources. They also ensure that feedback on the implementation of the CRE, PPI and other relevant curricula are received at the national level and regular in-servicing of teachers in private and public sponsored Catholic institutions in relevant areas such as management, administration, leadership, pastoral care, CRE and PPI in accordance to the mission of the Catholic Church in education. In collaboration with the parish priests within the district, enhance the teaching of CRE and PPI and implementation of Catholic education in all Catholic schools (KCCB, 2013).

A report is normally made to the Diocesan and the national education offices on the successes and challenges of the teaching personnel, CRE and PPI teaching-learning resources and maintenance of Catholic religious' traditions in all Catholic schools in the dioceses in Kenya. The same ensures appropriate structures are in place enhance the teaching of CRE/PPI and pastoral care in their sponsored schools.

All sponsored special schools, vocational training institutes and schools for children with disabilities under the diocese could incorporate CRE/PPI in their curriculum. The special needs schools could be provided with appropriate trained teachers, support staff, materials and equipment as stipulated by the Basic Education Act, 2012, 44(4). The church is to enhance in-servicing of CRE, PPI and Guidance and Counseling teachers.

2.4 Implementation of PPI as an Educational Innovation

Implementation is the process of putting into practice a developed curriculum, an idea, a set of activities and structures new to the people expected to change (Fullan, 2014). It is a systematic process of ensuring that the new curriculum reaches its immediate beneficiaries, the learners (Laurillard, 2013).

On the other hand, Gross et, al. (2011), stresses that the implementation focuses on what happens in practice, it is concerned with the nature and extent of actual change as well as the factors and processes that influence how and what changes are achieved. It therefore captures the context and the process of contending with new ideas, programmes, activities, and structures new to the people involved. It is concerned with whether any change has actually occurred in practice. Hawes (2009) adds that the implementation involves not only introduction of a new practice into a system, but its consolidation and continuation after the first impulse has been worn off.

When looking at conditions necessary for successful implementation, (Mohammed, 2011) points out that implementation is concerned with a wide range of approaches of bringing about curriculum change, the conditions in implementing curriculum change, of matching innovations with the realities and the prevailing social climate. The process of implementing a new curriculum is a highly complex one and requires an extremely skillful assortment of particular and relevant contexts for effective results. Mohammed (2011) stated that implementation of a new curriculum could only be attempted by the institution in which the right conditions prevail. Mohammed (2011) outline the key factors that affect the process of implementation as the nature of the innovation, which include need, clarity, complexity, quality and practically, local character as well as external factors.

Several researchers reveal that for implementation to take place effectively, the people involved must identify the need and clearly understand the quality of the innovation. Other studies have revealed that implementation is more effective when it is relatively focused Mohammed (2011). The implementation of a new curriculum demand that a

workable strategy based on the objective conditions could be established, this calls for a situation analysis in which the curriculum will operate, before any step is taken towards its implementation. The curriculum planners and implementers need information about the situation within which and how the curriculum will work. Although they effectively state the prerequisites for successful implementation, the authors above do not consider the situation where implementation is forced on teachers “from above” as happens so often in Kenya. This study endeavors to address the problems associated with teacher motivation towards implementation of PPI in catholic sponsored primary schools.

According to Nachmias (2014), the value of situation analysis depends on its ability to bring out various factors within which the school system and those from the society that are likely to hinder or promote the change, within the school system, factors such as pupils, teachers, the school, status of the existing curriculum and the existing support system could be given due consideration before implementation. Alongside these, external factors outside the school system such as, a change in society, communication, assumption and values, the changing nature of knowledge and the flow of resources into school could be considered. On the other hand, persuading a variety of people such as policy makers, teachers and parents to accept the new curriculum leads to effective results of implementation (Oluoch, 2002). Unfortunately, Oluoch does not suggest how to build consensus between such heterogeneous groups. According to Fafunwa (in Bishop 1985), for teachers to be fully involved in the process of educating change they must understand the principles behind the reasons for change, more so they must fully appreciate the philosophy underlying the innovation. He emphasizes that change in practice, change in

curriculum has no meaning unless the teachers understand and accepts it. This will not happen if the change has been imposed on the teacher by a higher authority.

Several studies have established that the history of earlier attempts to innovate is important in guiding and helping the planners to design a strategy for effective implementation. Gross et al (2011) points out that historical conditions are vital in influencing the success of a planned change effort, because it gives impetus to the planned change programme, it further explains why certain change programme, may succeed in one organization but not the other.

In addition, most curriculum developers therefore agree with Gross et al (2011) that for implementation process to take place effectively the following variables or conditions could be fulfilled. The extent to which members of an organization possess the capabilities needed to carry it out, if they lack the skills and knowledge required to perform in accordance with the demands of the innovation, it would be /were impossible to implement it hence, there is need for training as a form of motivation.

There could be availability of materials and other resources as well as management support and positive attitudes that enhances motivation of the implanting actors. It could also be remembered that failure to implement change at a particular time could mean that change could be attempted at a later date. It is on the basis of PPI implementation that the study examined the approaches towards teaching of PPI programme. According to Odongo (2009) the 8.4.4 system of education was introduced in 1985. Since then the teaching of programme of pastoral instruction has never been taken seriously. Many primary school teachers use the programme of pastoral instruction to teach subjects which are nationally examined at the end of the primary school cycle

There is also the negative attitude held among many people that programme of pastoral instruction is a mere extension of church services. The shortage of professionally trained and in-serviced teachers, appropriate textbook and learning resources have slowed down the implementation and proper teaching of PPI in primary schools. The authors do not make the connection between the neglect of PPI and the overloading of the 8.4.4 system. The link between lack of PPI at an early age and the absence of moral direction of youth later in life is an issue worth researching which the study addressed (Odongo, 2009).

Since January 2003 when the new government came to power, major reforms to revamp the education system have been implemented. The government has provided a policy guideline to ensure every Kenyan the right to education and training no matter his or her socio economic status, (Economic Survey, 2003). When all teachers are trained, it ensures quality education. Since there have been controversies concerning implementation of curriculum, it seems necessary conditions for the implementation are not met.

In 2017 the Government of Kenya has provided The Basic Education Curriculum Framework (BECF) which has recommended for Pastoral Program of Instruction to be conducted once a week in the Upper primary which is part of middle school (GOK, 2017)

2.5 Attitudes of teachers towards teaching of PPI

Attitudes are the learned predisposition to respond positively or negatively to certain objects, situations, institutions or persons. As such, attitudes constitute the cognitive, affective and performance components. The attitude of teachers toward a programme affects the way the programme is implemented. Rikard (2016) pointed out that

attitude also affect pupils' fitness for various curricula activities and that unless a pupil has a favourable attitude towards a set of instructional objectives and sets them over as desirable goals for himself, the additional processes were relatively ineffective. They go further to define attitude as a feeling towards something or somebody and that the attitude of the pupil depends on the role of the teacher. Odongo (2011) underscores the need to change people's attitudes to favorable implementation of any particular innovation.

When he points out that, in the very simplest analysis, the task of curriculum implementation can be said to involve changing the attitude of policy makers, administrators, parents, and ultimately the learners. In addition, Gross, (2004) emphasized the need for the staff to be willing to expand their time and effort required for this implementation and this condition must be operative.

According to Walkington (2012), initiating a curriculum change encompasses human engineering, a strategy of modifying attitude and feeling, which often is a task of producing competence for curriculum development. To him professional skills and attitude go hand in hand each affecting the other. These authors neglect the impact of policy and administration on attitude as teachers simply adopt the prevailing attitude towards PPI from their superiors and the policy environment which this study extensively addressed.

A study carried out by Avramidis (2007) on the availability of resources for teaching social ethics reveal that teachers had a positive attitude towards the subject and this had bearing of its successful implementation. Positive attitude towards an innovation not only influences the willingness of people involved to implement but also the pupils' willingness to learn. In the same way, a negative attitude impairs the

motivation of implementers and learners. In 1985, PPI syllabus was revised, since then; Major changes have taken place in the content and structure of education of which PPI is part.

According to Adongo (2009), since these changes were made, PPI has not been taken seriously in primary schools. PPI is not examined in the national examination at the end of primary school cycle. Most teachers use the period of PPI to teach subjects which are examined at national level. Many people think that pastoral instruction is an easy subject needing little teaching being a mere extension of church services and the Bible. This leads to a negative attitude towards the subject. The attitude of teachers towards a subject affects the way the programme is implemented. Some teachers in primary schools see programme of pastoral instruction as a source of disunity. These teachers think that, the most suitable people to teach pastoral instruction are pastors and priests. While others see PPI as an extra duty given to them, yet they are too heavily burdened with the pressing demands of the 8.4.4 education curriculum. Pupils also think PPI is a waste of time. From January 2003 a new curriculum whose aim is to reduce the workload for both teachers and pupils was implemented.

2.6 Motivation of Teachers in Catholic Schools

Weiner (2010) identifies three characteristics that define motivation: a presumed internal force; it energizes for action; and it determines the direction for that action. Salifu (2016) observes that motivation refers to forces that maintain and alter the direction, quality and intensity of behavior. According to Ololube (2006), employee motivation is the complex force, drives, needs, tension, states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. Dessler (2011) looks at motivation as the intensity of a person's desire

to engage in some activity. Locke (2014) based their suggestions on motivation on their studies of work motivation amongst their employees. They argued that the accumulation of achievement leads to a feeling of personal growth in the individual, accompanied by a sense of increasing responsibility. Locke (2014) sees an organization's liveliness, whether public or private as coming from the employee's motivation although their abilities play an important role as well in determining their work performance.

Onyambu (2014) refers to motivation as the degree of readiness of an individual to pursue some designated goal and implies the determination of the nature and locus on the forces inducing the degree of readiness. Jacobsen (as cited in Mcknney, 2000) noted that the central premise of performance-related pay, that reward can effectively motivate teachers to improve their performance, is based on the assumption that teachers are primarily motivated by money. From these definitions, some issues are brought to mind that deal with the ignition and the energizing of human behavior, how these forces are directed and sustained as well as the outcomes they bring about (performance). It is fair to conclude motivation is primarily concerned with goal-directed behavior. As Sigh and Tiwari (2011) argues a motivated worker is easy to spot by their agility, dedication, enthusiasm, focus, zeal and general performance and contribution to the organizational objectives and goals.

Drive theory Solms (2012) posits that motivation is all activity directed toward reducing the tension triggered by needs and drives. Solms (2012) further emphasizes a more cognitive drive, which he calls a drive for identity. For both theorists, these drives create an internal psychic energy that is the motivating force behind all human actions (Fry, 2013). It appears though that drives consist primarily of two types,

namely, primary and acquired. Consequently, primary drives are forces within the individual that are triggered by biological needs such as hunger and thirst. These drives produce random activity which is directionless until the need is satisfied. Skinner's animal experiments are a good example for this position; and the fact that whatever satisfies the biological needs becomes learned through the process of drive reduction. Acquired drives are like desires and do not spring from a biological need. Rather, they are acquired through a process of association with a primary drive. It turns out then that according to drive theory, all activity is directed toward reducing the tension that is triggered by needs and drives.

In Africa, there appears to be mounting concerns that high proportions of teachers working in public school systems are poorly motivated due to a combination of factors. Low morale, job dissatisfaction, poor incentives, inadequate controls and other behavioral sanctions, and the excessive politicization of public education are some of them. The poor and declining quality of public education has led to growing numbers of parents sending their children to private schools (Tooley, 2005). Incentives for teachers in the public education system to perform well are frequently weak and ineffective. Very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Poor human resource management practices also seriously de-motivate teachers. Teacher management at the national and sub-national levels is nothing short of chaotic. Where teachers pay large bribes to secure employment and desired postings, this may impact on job commitment and overall motivation. In these situations, teaching positions are little more than sinecures, which means that teachers do not feel accountable to the school management, parents or the wider community. Being posted to a rural school is likely to be de-motivating for most teachers.

Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the “social contract”) is not pitched at a realistic level in many countries given the material rewards, workloads, and living environments. In many countries, teachers are being asked to take on extra responsibilities, including HIV/AIDS education, counseling, and CRE/PPI and community development. Another study revealed factors in the teaching profession which contributed to dissatisfaction: low pay, too much work load, unavailability of school equipment, unfair promotion opportunities, lack of leave allowance, lack of house allowance for married teachers, low recognition for teachers, far off salary pay points, unnecessary salary deductions, and poor school infrastructure. The study further found out that those factors such as teachers’ sex, age, professional grades, teaching experience and status in the school influenced their levels of satisfaction and dissatisfaction.

The Catholic Church has been clear in its teachings regarding the nature of a Catholic school and the role of teachers in Catholic schools (Congregation for Catholic Education, 2013). In addition to teaching academic subjects and imparting values, Catholic schools assist in the religious formation of their students. The Church refers to teachers in Catholic schools as witnesses to faith (Sacred Congregation for Catholic Education, 2013) and identifies teachers as having the “prime responsibility for creating this unique Christian school climate, as individuals and as a community” (Congregation for Catholic Education, 2012). Thus, in order to be effective in contributing to the dual purposes of a Catholic school of academic formation and religious formation, teachers must understand their roles, be properly motivated, and be satisfied with their efforts.

It is not reasonable to expect that all teachers in a Catholic school are motivated to teach in Catholic schools for the same reasons or have the same understanding of their dual roles of academic formation and religious formation (Sjöborg, 2013). Previous studies (Squillini, 2011) have shown that the primary motivation for some teachers in a Catholic school is an identification or commitment to the school's religious mission, while for others the primary motivation is more to the profession of teaching as exemplified by their desire to work with young people, their love of teaching and their view of the opportunities that the school affords for personal growth.

2.7 Status of teaching and learning instructional resources

Materials are essential components of any curriculum programme because they are designed to help the teachers to understand and implement the ideas contained in it. Most curriculum studies carried out reveal that for a programme to be implemented successfully, material resources should be available (Gross, 2011)

As argued by Okumu (2014) provision of teaching as well as instructional materials is quite useful in the implementation success of any curriculum. The use of media makes learning interesting. Visking (2002) emphasizes that the teacher is seen as the agent responsible for developing the training environments. On the availability of materials, schools with superior facilities, equipment, supplies and innovated instructional materials should be more successful than schools that are physically antiquated and dilapidated.

2.8 Summary and Knowledge Gaps

A critique of existing literature relevant to the study showed that teacher motivation had a positive influence on teacher attitude, motivation and status of teaching and learning instructional resources. A number of studies have shown that there is a link

between teacher attitude, motivation and status of teaching and learning instructional resources and teacher's motivation in the implementation of PPI.

Implementation is the process of putting into practice a developed curriculum, an idea, a set of activities and structures new to the people expected to change (Fullan, 2014). It is a systematic process of ensuring that the new curriculum reaches its immediate beneficiaries, the learners (Laurillard, 2013). Hawes (2009) adds that the implementation involves not only introduction of a new practice into a system, but its consolidation and continuation after the first impulse has been worn off. The authors have touched on the implementation processes, but it falls short of identifying the key elements of PPI.

Rikard (2016) pointed out that attitude affect pupils' fitness for various curricula activities and that unless a pupil has a favourable attitude towards a set of instructional objectives and sets them over as desirable goals for himself, the additional processes were relatively ineffective. Odongo (2009) underscores the need to change people's attitudes to favourable implementation of any particular innovation. This review has pointed to the inadequacy of practical orientation among most of the catholic sponsored schools because of attitude related problems that this study envisages to provide in bridging that gap in knowledge about the implementation dynamics of the pastoral instructions by the teachers in many of the catholic sponsored primary schools in Kenya.

Weiner (2010) identifies three characteristics that define motivation: a presumed internal force; it energizes for action; and it determines the direction for that action. Salifu (2016) observes that motivation refers to forces that maintain and alter the direction, quality and intensity of behavior. As Sigh and Tiwari (2011) argues a motivated worker is easy to spot by their agility, dedication, enthusiasm, focus, zeal

and general performance and contribution to the organizational objectives and goals. This review has pointed to the inadequacy of practical orientation among most of the catholic sponsored schools because of motivational related problems that this study envisages to provide in bridging that gap in knowledge about the implementation dynamics of the pastoral instructions in many of the catholic sponsored primary schools in Kenya.

In a study done by Gross et.al (2011) reveal that for a programme to be implemented successfully, material resources should be available. Also as argued by Okumu, (2004) provision of teaching and instructional materials is quite useful in the implementation success of any curriculum and Visking (2002) emphasizes that the teacher is seen as the agent responsible for developing the training environment and has touched on the status of teaching and learning instructional resources in the implementation of Programme of Pastoral Instruction hence need for this study.

In general, the above reviewed literature provides valuable information, but failed to paint a comprehensive picture of the influence of teachers' motivation towards the implementation of PPI across the globe because they were limited in scope, therefore in Marakwet West sub-county in particular little has been done in catholic sponsored primary schools to address the issue. This is why the researcher intends to fill the gap by determining the factors influencing teacher's motivation towards the implementation of PPI in catholic sponsored primary schools in Marakwet West sub county, Elgeyo Marakwet County Kenya. The findings from the study may benefit the Ministry of Education when formulating policies concerning curriculum content, curriculum implementation and improvement of teacher perception on PPI.

2.9 Chapter Summary

This chapter covered the review of literature on the motivational factors affecting the implementation of PPI, empirical review was done on the teacher attitude and motivation factors towards the implementation of PPI, status of teaching and learning resources. The chapters also highlighted the summary and gaps to be filled by the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with procedures followed in conducting the study. It included the description of the research design, study area, population, sample and sampling procedures, the research instruments, data collection procedures, the validity and reliability of research instruments and data analysis procedures.

3.2 Research Design

A research design is a set of methods and procedures used in collecting and analyzing measures of variables specified in the research problem of study. The design of a study defines the study type such as descriptive, correlation, semi-experimental, experimental, review, meta-analytic and the sub-type such as Cohort study, Cross-sectional study, Cross-sequential study, longitudinal study and descriptive-longitudinal case study. The study employed descriptive survey design. Survey design collects data on various variables as found in the system and deals with incidences and relationships (Mitchell, 2012).

According to Kothari (2012), descriptive design describes the present status of a phenomenon, determining the nature of the prevailing conditions, practices, attitudes and seeking accurate descriptions. A mixed research design was preferred because it is efficient in collecting large amounts of information within a short time. Cross-sectional survey is the only means through which views, opinions, attitudes and suggestions for improvements regarding motivation as an administrative challenge on implementation of PPI in catholic primary education, educational practices and

instructions can be collected. Kerlinger (2012) argues for the use of surveys in educational fact finding because they provide a great deal of information which is accurate.

3.3 Study Area

The study was carried out within Marakwet West Sub-County in Elgeyo Marakwet County. Marakwet West is one of the four Sub-Counties in the county with an area of 804.6 km² and a population of 108,374 (KNBS, 2009). It borders Baringo and Marakwet East to the East, West Pokot to the North, Trans Nzoia to North West, Uasin Gishu to the South West and Keiyo North to the South. The Sub-County has seven Education Zones with 128 Primary Schools (46 Catholic Sponsored and 82 other Sponsors). The study was carried out in Marakwet West Sub County since it has more catholic sponsored school than other sub counties in Elgeyo Marakwet County, also no other research on the factors that influence teacher motivation towards the implementation of programme of pastoral instruction in catholic sponsored primary schools has been carried out in Marakwet West Sub County.

3.4 Study Population

The population refers to the group of people or study subjects who are similar in one or more ways and which forms the subject of the study in a particular study. The target population of the study comprised mainly of 42 teachers who teach programme of pastoral instruction, 14 head teachers, 907 pupils, 1 SCDE, and 1 Quality Assurance and Standards Officer within the Sub-County.

Table 3.1 Target population

Category	Target population
Learners	907
Teachers	42
Head teachers	14
SCDE	1
QASO	1
Total	965

(Source; author, 2019)

The head teachers participated in the study because they are the supervisors of the implementation of any curriculum in schools. Class eight, seven and six pupils participated because they have been taught pastoral instruction and they can analyze facts and provide objective responses. Furthermore, the researcher assumed that standard eight pupils are exposed to the knowledge and attitudes pertaining to pastoral instruction. The teachers teaching PPI participated in the study because they are the implementers of any curriculum innovation. The SCDE, QASO'S and head teachers participated in the study because, they are feedback agents. They carry suggestions and ideas from below and re-orient at those involved in the decision making at the top.

3.5 Sampling and Sampling Procedures

A descriptive design was used for the study. Purposive, stratified and simple random sampling procedures was used in selecting the required sample for this study. Schools were first categorized into Catholic and Non-Catholic Sponsored schools within the Sub-County. Simple random sampling was used to select the schools within the Sub-County. Purposive sampling was used to select 14 head teachers, 1 SCDE and

QASO's on the implementation of the curriculum. The researcher sampled 30% of the learners, in a descriptive research; a sample size of 10-50% is acceptable (Mugenda & Mugenda, 2009).

Table 3.2 Primary schools in Marakwet West Sub-County

TOTAL	CATHOLIC SPONSORED SCHOOLS	OTHERS
128	46	82

Table 3.3 Sample size

Category	Target population	Sample size
Learners	907	272
Teachers	42	42
Head teachers	14	14
SCDE	1	1
QASO	1	1
Total	965	330

Source; author (2019)

3.6 Data Collection Instruments

The researcher used questionnaire and interviews

3.6.1 Questionnaire

The researcher preferred to use questionnaires in carrying out the research because they have the ability to reach a large population. Asking questions is a way of getting information about persons by asking them via documented questions to which they

write responses. A questionnaire as a research tool is in the hands of the respondents as it is completed by them, (Kerlinger, 2012). Furthermore, questionnaires are efficient as a research tool because the researcher is likely to obtain personal ideas from a respondent. A comprehensive questionnaire with open and closed ended questions was administered to the respondents. 9 Open-ended questions were used in order to provide opportunities for flexibility and inclusion of the respondents' options and opinions. The questionnaires were developed for PPI teachers and pupils. The questionnaires were divided into two parts: Part one consisted of statement seeking information on respondent background. This was necessary in describing respondents participating in this study. Part two consisted of statements relating to the specific objectives of the study.

3.6.2 Interview Schedule

The researcher interviewed 14 head teachers from the sampled school, one sub county education officer and One Quality Assurance and Standards Officer. Face to face interviews were employed to verify the reliability of the information gathered by the questionnaires. Through this approach the respondent gained interest and provided more reliable, valid and objective results on the implementation of PPI. All interviews were conducted through discussions using a set of structured questions. This informal structure was preferred to other techniques because the researcher thought it would create a more relaxed atmosphere and consequently encourage more complete and spontaneous response from the interviewees.

The interview schedules were arranged prior to meeting the respondents; they were made up of open-ended questions, which the researcher followed. The researcher began by explaining the purpose of the study to the participants and assured them of

the confidentiality of the information given. The researcher spent at most 15 minutes in every interview and took notes during the sessions.

3.7 Validity of the Research Instruments

Validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. To achieve reasonable validity of the research instruments, the research instruments were given to supervisors for accountability. The supervisors together with other experts from University of Eldoret ascertained the relevancy of the content to be used in the questionnaire in relation to the objectives of the study. Validity of an instrument is the success of a scale in measuring what it sets out to measure so that differences in individual scores can be taken as representing true differences on the characteristics under study (Lakshmi, 2013).

3.8 Reliability of Research Instruments

According to Lakshmi (2013), reliability is concerned with the findings of research and relates to the credibility of the findings. Other authors post that it is concerned with the extent to which the research process is consistent and stable over time and across researchers and methods. A test technique was used in order to measure the reliability of the instrument. The sample comprised of teachers of PPI and pupils randomly sampled from schools with the same characteristic with the respondents. The questionnaires were presented in the first instance and participants allowed to respond.

The completed questionnaires were collected and analyzed. After two weeks the questionnaires was presented. The response to the items in the questionnaires was divided into odd numbers and even numbers using split half technique. The Pearson's moment correlation coefficients between the scores of the two different occasions

were used to calculate coefficient. A correlation coefficient (r) was calculated and r was found to be 0.7 which was considered reliable. Hinton et.al (2014) suggested four cut off points for reliability which includes excellent reliability (0.9 and above), high reliability (0.70-0.90) moderate reliability (0.50-0.70) and low reliability (0.50 and below). Although reliability is important for the study, it is not sufficient unless combined with validity. In other words, for a test to be reliable, it also needs to be Valid (Wilson, 2010).

3.9 Piloting of Research Instruments

The catholic sponsored schools within Marakwet West Sub County not in the sample were used for pilot testing. The researcher sought permission from the sampled schools for piloting in order to collect the data. Students were sampled using simple random sampling, given the questionnaire and collected, after one week the same questionnaires were administered to the same respondents. After obtaining the results the researcher used the scores of the two different occasions to calculate correlation coefficient. A Pilot study was carried out in order to determine the questionnaires' internal consistency and to detect any difficulties that the respondents might likely to face when responding to the items. Errors were corrected and necessary amendments made the research instrument. The instrument showed consistent results and therefore considered to be reliable.

3.10 Data Collection Procedures

Data collection was conducted using questionnaire as the main data collection tool. The questions were subdivided into sections to capture the response and details that was required. The researcher collected data from the selected respondents after receiving an authorization letter from National Commission for Science, Technology

and Innovation (NACOSTI) and the University authority to carry out research in the identified area of study. In addition, the researcher obtained permission from the Ministry of Education Elgeyo Marakwet County to carry out a research in the study area. The researchers thereafter notified the head teachers of the selected primary schools, of the intention to conduct the study and the intended dates.

The researcher took the questionnaires personally to the selected respondents where the purpose of the study and its potential benefits to them was explained. Finally, the researcher assured them that the information provided was used for the purpose of the study and would be maintained in strict confidence. After familiarization, data was collected from the respondents using the two mentioned instruments. There was a questionnaire for the sampled teachers and pupils. The researcher personally distributed the questionnaires and the head teacher of each sampled school assisted in the collection of the questionnaires from their learners and teachers.

3.11 Data Analysis Procedures

After data collection, responses from all items were crosschecked to facilitate coding and processing for analysis using Statistical Programme for Social Sciences (SPSS) computer package version 20. Descriptive statistics such as frequency distribution, percentages and means was calculated. Data was presented using frequencies and percentages on graphs, charts and tables.

3.12 Ethical Considerations

Permission to carry out the study was sought from Elgeyo Marakwet County Government administration, NACOSTI and from the participants who participated in the study. The nature and the purpose of the research was explained to the

respondents by the researcher. The researcher assured the individuals of their rights and to safeguard their personal integrity. At all times during the course of the data collection, the respondents were free to withdraw from the study if they so wish. The respondents were assured of anonymity and confidentiality. No names or personal identification numbers was reflected on the questionnaires except the numbering for questionnaires, which was done for purposes of identification of data during data editing.

3.13 Chapter Summary

This chapter outlined the research methodology for the study. The pilot study highlighted gaps; there was a need to rephrase the question before the actual study could start and also include other participants who could assist in providing answers to the question. The qualitative research approach allowed the researcher to access information that affects implementation of PPI. The researcher was therefore satisfied that the necessary data was collected through individual face-to-face interviews and questionnaires, which highlighted critical issues that were not envisaged.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents an analysis and discussion of the data gathered from the three categories of respondents; pupils, teachers, (Head teachers, Sub County Director of Education and Quality Assurance Standard Officer), using the tools discussed in the previous chapter. The data were collected through structured questionnaires and interview schedule. The methodologies used provided an insight that brought to the fore key issues involved in the teaching of the P.P.I in catholic sponsored schools. The chapter provided answers to the following research questions;

- I. What are the teacher's attitudes towards the implementation of Programme of Pastoral Instruction?
- II. How are teachers motivated to implement the Programme of Pastoral Instruction?
- III. What is the status of teaching and learning instructional resources in the implementation of Programme of Pastoral Instruction?

4.2 Demographic Information of the Respondents

Demographic analysis covers whole background information of the respondents by gender, academic qualification, teaching experience.

4.2.1 Distribution of the Respondent by Gender

This study sought to establish the gender distribution of the respondents.

Table 4.1: Distribution of the Respondent by Gender

Gender	Frequency	Percentage (%)
Male	200	60
Female	120	40
Total	330	100.0

From the data collected in Table 4.1, it was established that 60% of the respondents were male while 40% were female. From the findings we can therefore infer that the population under study was almost evenly distributed between male and female. Gender indicators are important tools for planners and policymakers in monitoring progress towards gender equality in education and in the teaching of PPI.

4.2.2 Academic Qualifications

The study sought to find out the academic qualifications of the respondents. The findings are as shown in figure 4.2 below.

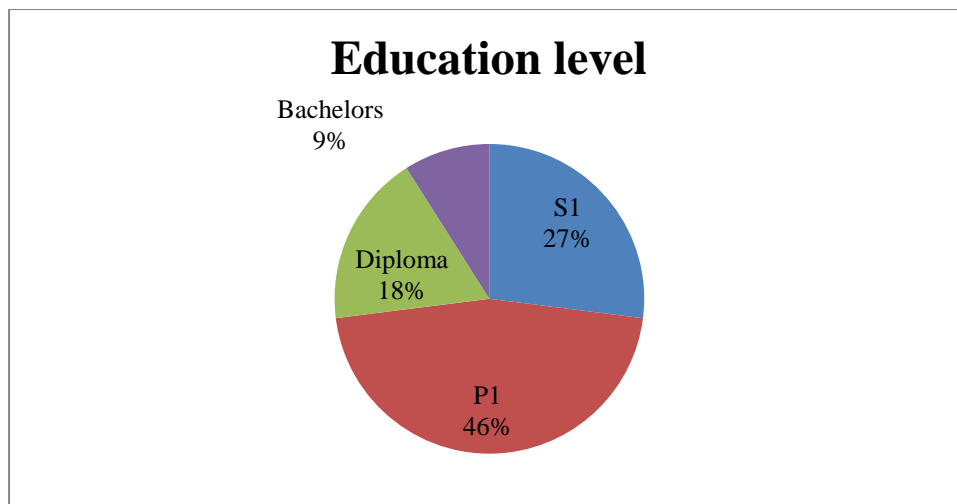


Figure 4.1 Respondents level of Education

From the data collected, it was established that majority of the teachers had P1 level of education. This represented 46% of the total teachers. This implies that most of the teachers in Catholic sponsored Primary Schools are actually qualified to teach the PPI.

4.2.3 Distribution of Respondents by Teaching Experience

Respondents were provided with predetermined age ranges and asked to indicate their teaching experience in years. The findings are shown in figure 4.3

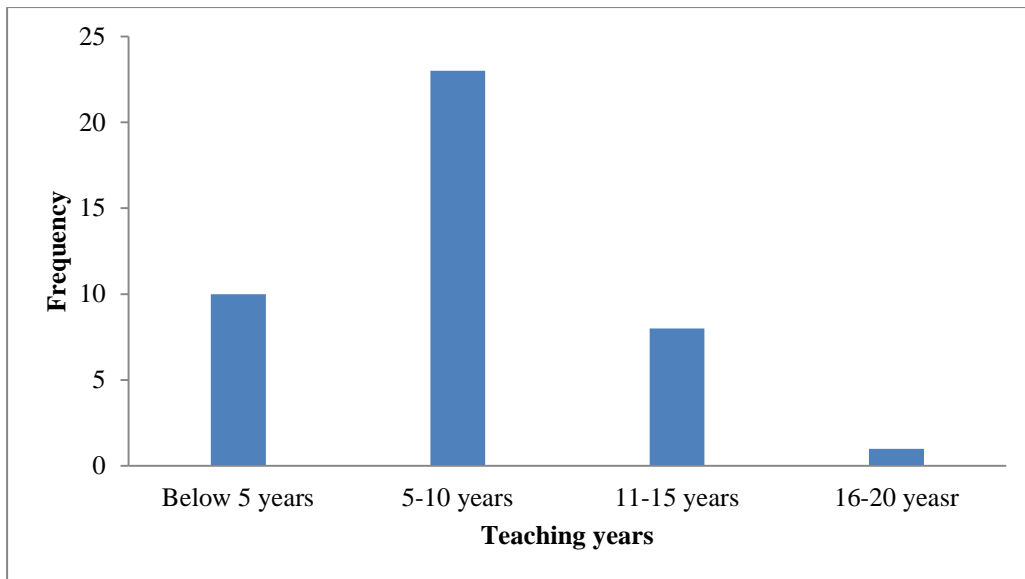


Figure 4.2 Teaching Experience in Years

The findings showed that those with teaching experience between 5-10 years formed the majority 54%. From the data, we can infer that the majority of the teachers had considerable teaching experience and were energetic; therefore, can be relied upon to provide very in-depth information regarding the teaching of PPI.

4.3 Teachers Attitude Towards Implementation of Programme for Pastoral Instruction

The first research question was to investigate teacher's attitudes towards the implementation of programme for pastoral instruction. On A likert scale of 1-5 where 1 represents strongly disagreed and 5 represents strongly agreed, the respondents were asked to indicate their agreement with the statement.

Table 4.2 Teachers Attitude Towards Implementation of Programme for Pastoral Instruction

Statement		SA	A	U	D	SD	Mean
Instead of buying resource materials for P.P.I we could buy more for examinable subjects	F	20	5	4	5	8	9
	%	48	11	9	13	19	
Programme for pastoral instruction could be taught in churches	F	9	23	0	4	6	8
	%	21	55	0	9	15	
Programme for pastoral instruction has overcrowded the timetable for nothing	F	5	10	0	5	22	8
	%	12	24	0	12	52	
It is never possible to teach all topics in P.P.I because of lack of resources	F	23	6	4	0	9	9
	%	55	15	9	0	21	
P.P.I is exciting and enjoyable to teach	F	18	10	3	5	6	10
	%	42	24	8	12	14	
If P.P.I is not examined at K.C.P.E level then it could not be taught.	F	9	10	6	17	0	10
	%	20	24	15	41	0	
Teachers need in-service training and seminar courses to be able to effectively implement the P.P.I education programme.	F	19	10	8	2	3	9
	%	45	24	18	5	8	
P.P.I education is an important subject that develops pupils morally	F	17	13	4	0	8	10
	%	41	30	9	0	20	

(Source: Field data, 2019)

Table 4.2 shows level of teacher's attitude, following the likert scale. 55% of teachers were of the idea that PPI be taught in churches, many of them agreeing that it is never possible to teach all topics in P.P.I because of lack of resources. 52% of the teachers strongly insisted that Programme for pastoral instruction has overcrowded the timetable for nothing, while 48% said that instead of buying resource materials for P.P.I they could buy more materials for examinable subjects.

On the statement that teachers need in-service training and seminar courses to be able to effectively implement the P.P.I education programme, 45% were in agreement with

the assertion, whereas 42% of the teachers indicated that PPI is exciting and enjoyable to teach. 41% of the teachers strongly agreed that P.P.I education is an important subject that develops pupils morally while 41% disagreed that if PPI is not examined at K.C.P.E level then it should not be taught.

From the findings its evident that most of the teachers had a positive attitude towards the implementation of PPI in Catholic sponsored schools in Marakwet West Sub-County. The findings were contrary to Adongo (2009) who indicated that PPI has not been taken seriously in primary schools since it is not examined in the national examination at the end of primary school cycle. Most teachers use the period of PPI to teach subjects which are examined at national level. Many people think that pastoral instruction is an easy subject needing little teaching being a mere extension of church services and the Bible. This leads to a negative attitude towards the subject. The attitude of teachers towards a subject affects the way the programme is implemented. Some teachers in primary schools see programme of pastoral instruction as a source of disunity. These teachers think that, the most suitable people to teach pastoral instruction are pastors and priests. While others see PPI as an extra duty given to them, yet they are too heavily burdened with the pressing demands of the 8.4.4 education curriculum. Pupils also think PPI is a waste of time.

The response from the SCDE and SCQSO revealed that teacher's attitude towards PPI was the main challenge facing the teaching of PPI in Primary schools this may arise due to the fact that the subject is not examinable in the main exams. There is also the negative attitude held among many teachers' that programme of pastoral instruction is a mere extension of church services. The shortage of professionally trained and in-serviced teachers, appropriate textbook and learning resources have slowed down the implementation and proper teaching of PPI in primary schools.

4.4 Teachers Motivation Towards Implementation of PPI

The second research question was; how are teachers motivated to implement the Programme for Pastoral Instruction? On A likert scale of 1-5 where 1 represents strongly disagreed and 5 represents strongly agreed, the respondents were asked to indicate there agreement with the statement. The study responses were as shown in table 4.3.

Table 4.3 Teachers Motivation Towards Implementation of PPI

Statement	SA	A	U	D	SD	Mean
Teacher motivations play an important role in determining their performance in implementation of P.P.I.	4 10. 3	22 51.5	0 0	5 12.1	11 26.1	8
Motivated teacher is easy to spot by their enthusiasm, zeal and general performance in P.P.I education programme	17 41	13 30	4 9	0 0.0	8 20.0	9
Teaching experience and status in the school influences their levels of satisfaction with P.P.I education programme	12 28. 2	14 34.2	0 0	8 18.0 5	8 18.05	7
Low pay de-motivate teachers to improve their performance in implementation of P.P.I education programme	10 24. 2	14 33.9	2 3.6	16 37.3	0 0	10
Larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in implementation of P.P.I education programme	5 10. 9	20 47.3	1 3.3	10 24.2	6 14.3	9
Teachers are de-motivated to teach P.P.I since it's not an examinable subject.	4 9.5	23 54.8	2 4.8	4 9.5	9 21.4	8
Primary motivation is more to the profession of teaching as exemplified by their desire to work with young people.	10 23. 9	6 15.2	2 3.3	17 41.5	7 16.1	10

Source: Field data (2019)

In table 4.3, 54.8% of the teachers agreed that they are de-motivated to teach P.P.I since it's not an examinable subject. 51.5% of the teacher agreed that motivations play an important role in determining their performance in implementation of P.P.I. 47.3% of the teachers agreed that larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in implementation of P.P.I education programme.

Most of the teachers 41.5% disagreed that primary motivation is more to the profession of teaching as exemplified by their desire to work with young people, while 41% strongly agreed that motivated teacher is easy to spot by their enthusiasm, zeal and general performance in P.P.I education programme whereas 37.3% disagreed that low pay de-motivate teachers to improve their performance in implementation of P.P.I education programme and 34.2% agreed that teaching experience and status in the school influences their levels of satisfaction with P.P.I education programme.

From the findings its evident that teacher motivation plays an important role in determining their performance in implementation of PPI, motivated teacher is easy to spot by their enthusiasm, zeal and general performance in PPI education programme, on the other hand teachers are de-motivated to teach PPI since it's not an examinable subject in Catholic Sponsored primary schools in Marakwet West Sub County.

The SCDE and SCQAO were also interviewed on what ways they motivate their teachers in implementation of PPI, they indicated that they will improve the working conditions of teachers by providing them with incentives as a way of boosting their morale, recognize and appreciate the efforts of teachers by rewarding them with certificate of recognition and recommending for promotion. This statement was in agreement with study by other researchers that, there could be availability of materials

and other resources as well as management support and positive attitudes that enhances motivation of the implanting actors.

According to Squillini (2011) the primary motivation for some teachers in a Catholic school is an identification or commitment to the school's religious mission, while for others the primary motivation is more to the profession of teaching as exemplified by their desire to work with young people, their love of teaching and their view of the opportunities that the school affords for personal growth.

The findings agreed with Motivator- hygiene theory (1959) which asserts that teachers generally associate good times in their jobs with things under their personal control, or which could give them credit. Bad times on the other hand were more associated with factors in the environment, under the control of the management. From the findings teacher motivation is easily spotted by enthusiasm, zeal, general performance in PPI, teacher experience in teaching PPI while teachers are de-motivated to teach PPI since it's not an examinable subject and also large class sizes, more subjects and constantly changing curricula are the de-motivators in the implementation of PPI education programme.

4.5 Status of Teaching and Learning Instructional Resources

The third research question was; what is the status of teaching and learning instructional resources in the implementation of Programme of Pastoral Instruction?

4.5.1 Training in PP1

The study sought to find out if the respondents had any training in PPI. The respondents were asked to indicate with a Yes or No answer and the findings were as follows:

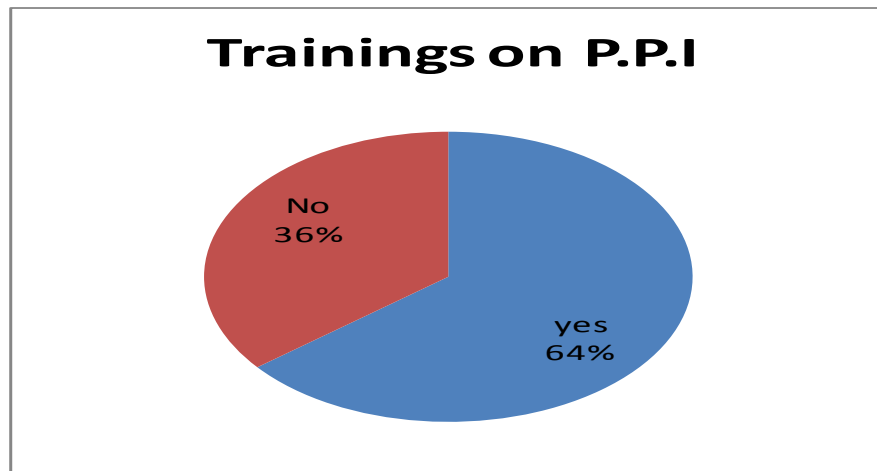


Figure 4.4 Training on PPI

From figure 4.4, 64% of the respondents indicated that they had training in PPI while the remaining 36% indicated they did not. From the findings it is evident that majority of the teachers 64% had training on PPI hence they could offer the necessary pastoral instruction to the pupils.

The SCDE and SCQAO were interviewed on whether they are in-service, workshop or seminars for teachers, the response was Yes, there are in-service courses, workshops and seminars and the teachers attend them. *“We also work in collaboration with the parish priest in organizing them, during the trainings we encourage teachers to implement PPI course as it nourishes the spiritual and psychological needs of the pupils”.*

The study findings agreed with Gross et al (2011) who stated that for implementation process to take place effectively the following variables or conditions could be fulfilled. The extent to which members of an organization possess the capabilities needed to carry it out, if they lack the skills and knowledge required to perform in accordance with the demands of the innovation, it would be /were impossible to implement it hence, there is need for training as a form of motivation.

4.5.2 Mode of Training in PPI

The respondents were provided with a list of options to pick from. They were either required to pick in-service, seminar or workshop as their mode of training in PPI.

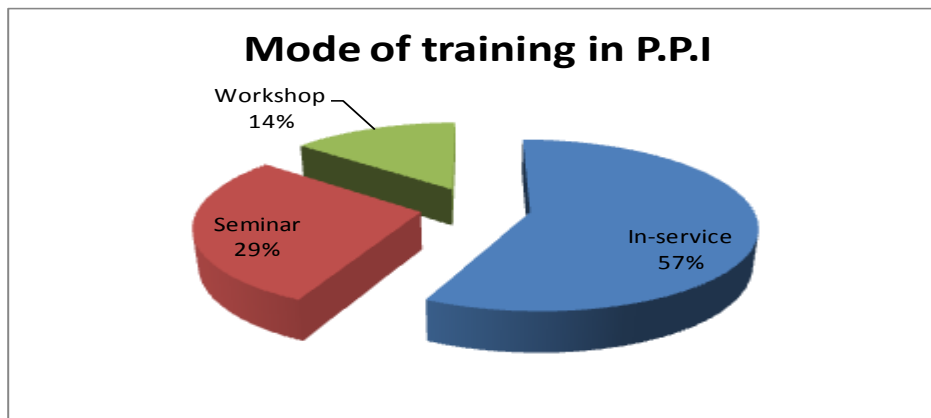


Figure 4.5 Mode of training on PPI

Figure 4.5 shows various modes of training for teachers in PPI in catholic sponsored primary schools in Marakwet West, 57% indicated in-service, 28% indicated seminar while the remaining 15% indicated workshop. From the findings, it is evident that in-service was the most popular mode of training for the majority of the teachers in catholic sponsored schools in Marakwet West Sub County.

The above responses were in agreement with KCCB (2013), who stated that the specific roles of the education and the Religious Education Commission participates with the KICD in policy matters pertaining to the development of CRE, PPI, Chaplaincy and other subjects in the curricula, in in-service courses for teachers and distribution of teaching and learning materials to schools.

Asked on the assessment methods they recommend to assess the learning of P.P.I in primary school, they indicated that question and answer was the simplest method to assess the learning of P.P.I, others cited were continuous assessment test and assignments.

4.5.3 Specific Instructional Problems

Table 4.4 Specific Instructional Problems

Statement		SA	A	U	D	SD	Mean
Poor wide syllabus	F	10	18	3	5	6	9
	%	24	42	7.6	12.1	13.6	
Lack of adequate books and resources materials	F	18	8	3	10	3	10
	%	45	19	6	24	6	
Adequate in service training	F	8	9	0	7	18	8
	%	20	22	0	16	42	
Inadequate management support	F	6	21	4	5	6	9
	%	15	50	9	11	15	

(Source: Field data, 2019)

Based on the findings on table 4.4 above, the majority of the teachers 50% agreed that inadequate management support was the major specific instructional problem experienced, 45% strongly agreed that there was lack of adequate books and resource materials while 42% agreed that poor syllabus coverage in PPI was a specific problem they experienced whereas 42% strongly disagreed that there is adequate in-service training. This implies that there is inadequate management support and in-service training for teachers who implement PPI education programme in Catholic Sponsored Primary Schools in Marakwet West Sub County.

The findings were contrary with the statement that, there could be availability of materials and other resources as well as management support and positive attitudes that enhance motivation of the implanting actors. It could also be remembered that failure to implement change at a particular time could mean that change could be

attempted at a later date. It's on the basis of PPI implementation that the study examined the approaches towards teaching of PPI programme.

According to Otiende & Malusu, (1994) the 8.4.4 system of education was introduced in 1985. Since then the teaching of programme of pastoral instruction has never been taken seriously. Many primary school teachers use the programme of pastoral instruction to teach subjects which are nationally examined at the end of the primary school cycle also Visking (2002) emphasizes that the teacher is seen as the agent responsible for developing the training environments. On the availability of materials, schools with superior facilities, equipment, supplies and innovated instructional materials should be more successful than schools that are physically antiquated and dilapidated.

4.5.4 Methods for Teaching PPI

The respondents were asked to indicate how often they use the methods stated below of teaching PPI.

Table 4.5 Methods for teaching PPI

Statement		SA	A	U	D	SD	Mean
Debate	F	4	6	0	9	23	8
	%	9	15	0	21	55	
Story telling	F	2	10	3	8	19	9
	%	6	24	6	18	45	
Discussion	F	18	7	4	8	5	7
	%	42.9	16.7	9.5	19	11.9	
Lecture	F	0	5	5	10	22	8
	%	0	12	12	24	52	
Question and answer method	F	18	10	0	8	6	10
	%	42	24	0	20	14	
Discovery	F	8	9	0	7	18	9
	%	20	22	0	16	42	
Class project	F	5	8	4	3	22	8
	%	19	19	9	7	52	

(Source: Field data, 2019)

Based on the findings on table 4.5, 55% strongly disagreed about debate as a method of teaching, 52% strongly disagreed that lecture and class project as a method of teaching PPI, 45% strongly disagreed story telling as a method of teaching PPI, 42.9% strongly agreed on the use discussion as a method of teaching while 42% strongly agreed on the use of question and answer method, lastly 42% strongly disagreed on the use of discovery method as a teaching PPI. The study findings implies that discussion, question and answer methods were the most used methods of teaching PPI while debate as a method of teaching was the least used to teach PPI.

4.5.5 Taught on Programme of Pastoral Instruction

The pupils were asked whether they are taught on pastoral programme and their response were as shown in the figure 4.6 below.

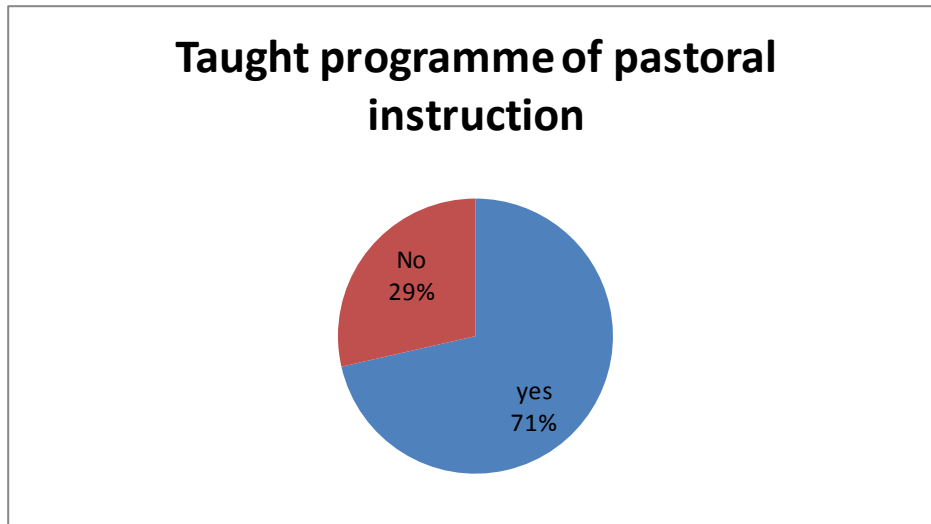


Figure 4.6 Taught on Programme of Pastoral Programme

The findings indicate that majority 71% of the pupils are taught PPI in their school.

4.5.6 Books Used for Learning Programme of Pastoral Instruction

The respondents were given an open question to list the type of books used for learning Programme of Pastoral Instruction and their responses were as shown in the figure 4.7 below.

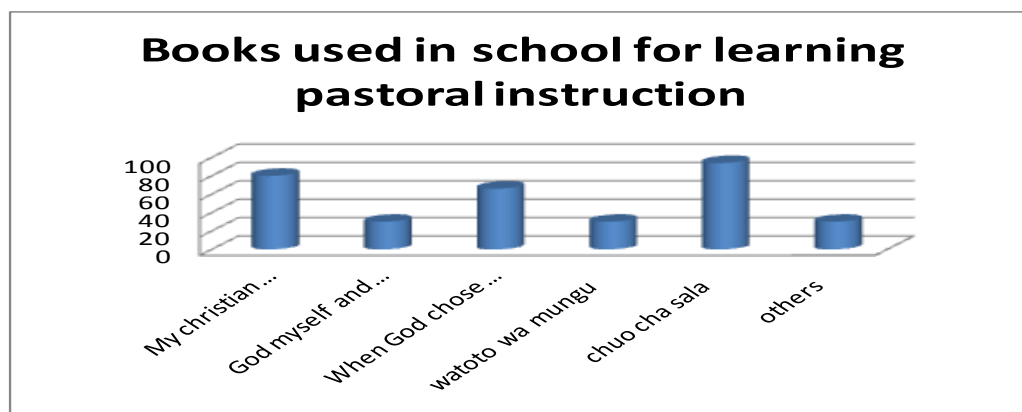


Figure 4.7 Books used in school for learning PPI

The study findings indicate that main book used for learning PPI is Chuo cha sala as indicated by the majority 43% which is not the recommended book for PPI. The recommended book by the Catholic Church is Programme of Pastoral Instruction for

Catholic it has the pupils text starting from standard one to standard eight and it has the teacher's guide for the respective classes.

The SCDE and SCQASO were asked to indicate their role in the implementation of PPI, they indicated that *“we work closely and in collaboration with KICD in policy matters relating to development of P.P.I curriculum in schools, we work as well in ensuring that there is enough teaching and learning materials for the PPI program, we also ensure proper implementation of the program through the assessment that we carry out in the school”*.

Their responses were in agreement with the role of various education officers in the ministry of education who in consultation the specific roles of the Education and Religious Education Commission participates with Kenya Institute of Curriculum Development in policy matters relating to the development of a CRE, PPI and other relevant education curricula, as well as teaching and learning resources. It also liaises with the Chief Executive Officer of Education Standards and Quality Assurance Council in policy matters relating to the implementation of CRE, PPI, Chaplaincy and other subjects in the curricula, in-service courses for teachers and distribution of teaching and learning materials to schools. It further advises the Kenya Conference of Catholic Bishops on policy matters relating to changes in education and on possible courses of action, and on curriculum matters relating to CRE, PPI, Chaplaincy and other subjects in the curricula. They identify and coordinate the Catholic Church CRE and PPI Panels and guide them in the development of CRE, PPI and other relevant subjects teaching and learning resources. They also ensure that feedback on the implementation of the CRE, PPI and other relevant curricula are received at the national level and regular in-servicing of teachers in private and public sponsored Catholic institutions in relevant areas such as management, administration, leadership,

pastoral care, CRE and PPI in accordance to the mission of the Catholic Church in education. In collaboration with the parish priests within the district, enhance the teaching of CRE and PPI and implementation of Catholic education in all Catholic schools (KCCB, 2013).

4.5.7 Books are enough

The pupils were asked on whether the books provided were enough, the responses were as shown in the figure 4.8 below.

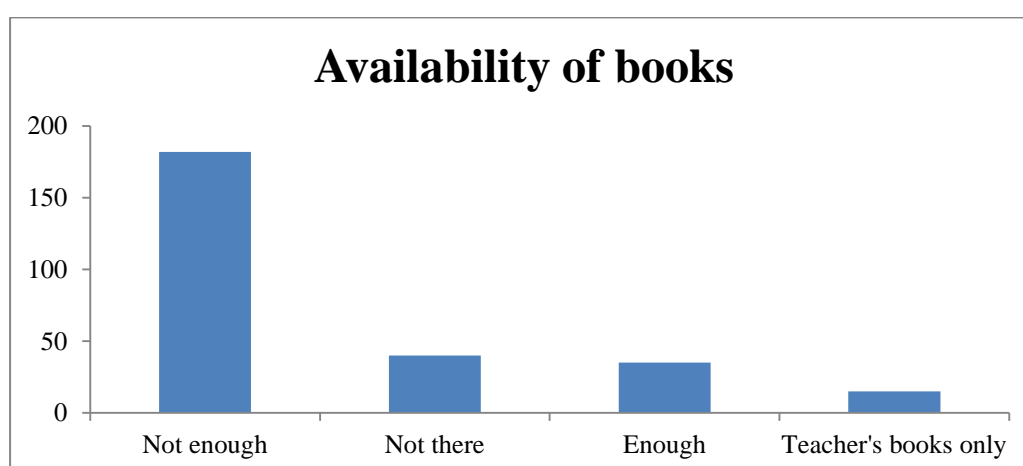


Figure 4.8 are the books enough

From the findings it's clear that majority of the pupils 67% indicated that the books were not enough while the minority 5% said that the only books available were the teachers copy.

The SCDE and SCQASO were asked on the problems they experience in their work as agents of ministry of education in implementing P.P.I syllabus in primary education. The indicated that; *"The major problems were inadequate supply of training materials for teachers and inadequate teaching materials for pupils"*.

4.5.8 Pupils Responses on Teaching of PPI

The students were asked to indicate their level of agreement, on the teaching of PPI and the responses were as shown in table 4.6 on page 61.

Table 4.6 Pupils Responses on Teaching of PPI

Statement		SA	A	U	D	SD	Mean
I enjoy learning pastoral programme	F	48	141	10	50	23	37
	%	18	52	4	18	8	
Programme of pastoral instruction is on the timetable and is taught	F	0	80	4	136	52	31
	%	0	29	1	50	19	
Time allocated to P.P.I is enough	F	30	60	161	21	0	32
	%	11	22	59	8	0	
I like the way P.P.I is taught	F	82	150	0	23	17	35
	%	30	55	0	8	7	
The P.P.I education syllabus is properly covered by teachers.	F	52	28	96	82	14	28
	%	19	10	35	30	6	
I been able to learn a lot about P.P.I through topics covered	F	30	59	11	112	60	29
	%	11	22	4	41	22	

Source: Field data (2019)

The study findings on table 4.6 above indicates that 59% of the pupils neither agreed nor disagreed that the time allocated to PPI is enough, 55% of the pupils agreed that they like the way PPI is taught, 52% of the pupils agreed that they enjoy learning pastoral programme, 41% of the pupils strongly disagreed that they have been able to learn a lot about P.P.I through topics covered while 35% were undecided on whether the P.P.I education syllabus is properly covered by teachers and 50% disagreed that Programme of pastoral instruction is on the timetable and is taught. The findings implies that most of the pupils enjoy and like the way PPI is taught, though some disagreed that have been able to learn a lot about P.P.I through topics covered.

The SCDE and SCQASO were asked to give their recommendation on the implementation of PPI; the responses were; incorporation of PPI as examinable subject, as this will lead to students and teachers taking it serious, since it will count in their final exam, motivation of teachers through improvement of their working conditions, increasing their salaries, the sponsoring church should provide the required teaching and learning materials. The KICD in conjunction with the Ministry

of Education develop an interactive curriculum for the teaching and learning of PPI. This was in agreement with (Squillini, 2011) have shown that the primary motivation for some teachers in a Catholic school is an identification or commitment to the school's religious mission, while for others the primary motivation is more to the profession of teaching as exemplified by their desire to work with young people, their love of teaching and their view of the opportunities that the school affords for personal growth.

4.6 Correlation Coefficient on the Influence of Teacher Motivation Towards the Implementation of Programme of Pastoral Instruction in Catholic Sponsored Primary Schools in Marakwet West Sub County.

Pearson Correlation analysis was used to show motivation towards the implementation of programme of pastoral instruction in catholic sponsored primary schools in Marakwet West Sub County. The results are presented in table 4.8.

Table 4.7: Relationship of teacher motivation towards the implementation of Programme of pastoral instruction in catholic sponsored primary schools in Marakwet West Sub County.

	Teacher motivation towards	
	Teacher motivation	Implementation of programme pastoral instruction
Pastoral instruction	$r = .646^{**}$ $p = .000$	$r = .780^{**}$ $p = .000$

(Source: Researcher, 2019)

Table 4.6 points out that there was a positive correlation between teacher motivation towards the implementation of programme of pastoral instruction ($r = .646$; $p = .000$) and Teacher motivation ($r = .780$; $p = .000$). This implies that teacher motivation positively influenced the implementation of Programme Pastoral Instruction, this was consistent with the works of Bennell (2014) who argued that the accumulation of achievement leads to a feeling of personal growth in the individual, accompanied by a sense of increasing responsibility. Convey (2014) see an organization's liveliness, whether public or private as coming from the employees' motivation although their abilities play an important role as well in determining their work performance. Lewis, Golembiewski (1973) as cited in the Onyambu (2014) refers to motivation as the degree of readiness of an individual to pursue some designated goal and implies the determination of the nature and locus on the forces inducing the degree of readiness. Jacobsen (as cited in Mcknney, 2010) noted that the central premise of performance-related pay, that reward can effectively motivate teachers to improve their performance, is based on the assumption that teachers are primarily motivated by money. From these definitions, some issues are brought to mind that deal with the ignition and the energizing of human behavior, how these forces are directed and

sustained as well as the outcomes they bring about (performance). It is fair to conclude motivation is primarily concerned with goal-directed behavior. As Ifinedo (2003) argues a motivated worker is easy to spot by their agility, dedication, enthusiasm, focus, zeal and general performance and contribution to the organizational objectives and goals.

Finally, in this chapter the researcher summarized the findings of the study in terms of factors that influence teacher motivation towards the implementation of Programme of Pastoral Instruction in catholic sponsored primary schools in Marakwet West Sub-County, the study objectives were; to determine teacher attitude towards the implementation of Programme of Pastoral Instruction; to establish how teachers are motivated to implement the Programme of Pastoral Instruction; and To find out the status of teaching and learning instructional resources in implementation of Programme of Pastoral Instruction. The research objectives of the study were achieved.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter covers the summary of the findings based on the objectives, conclusion and recommendation.

5.2 Summary of the findings

5.2.1 Demographic information

Demographic information is important for a researcher to understand the various aspects of the respondents. From the data collected it was established that 60% of the respondents were male while 40% were female. From the findings we can therefore infer that majority of population under study were male, the majority of the respondents had P1 level of education. This represented 45% of the total respondents while minority, 9% had a bachelor degree. None of the respondents had Master's Degree and above as their highest level of education. The majority had been teaching for at least 5-10 years. However, their percentage of those who had been teaching for more than 21 years was found to form the minority of the respondents. From the data we can infer that the majority of the respondents were energetic and had considerable teaching experience and therefore can be relied upon to provide very informative information regarding the subject under investigation.

5.2.2 Teachers Attitude Towards the Implementation of Programme of Pastoral Instruction

The first objective of the study was to investigate the teachers' attitude towards the implementation of PPI. Based on the objective, most teachers 55% had an attitude that PPI be taught in churches whereas 55% also agreed it is never possible to teach all topics in PPI because of lack of resources. 52% strongly disagreed that the

programme for pastoral instruction had overcrowded timetable for nothing and yet it is not examinable at the end of the course while 48% said that instead of buying materials for PPI they buy more materials for examinable subjects. 45% were in agreement that teachers need in service training to enable them to implement PPI effectively.

5.2.3 Teacher Motivation

Based on the second objective on teacher motivation, like any other human beings, a teacher is a product of motivation the analyzed results revealed 51.5% also agreed that teacher motivations play an important role in determining their performance in implementation of P.P.I. 47.3% of the teachers agreed that larger class sizes, more subjects, and constantly changing curricula were major de-motivators in implementation of P.P.I education programme.

Most of the teachers 41.5% disagreed that primary motivation is more to the profession of teaching as exemplified by their desire to work with young people whereas 37.3% disagreed that low pay de-motivate teachers to improve their performance in implementation of P.P.I education programme and 34.2% agreed that teaching experience and status in the school influences their levels of satisfaction with P.P.I education programme.

From the findings its evident that teacher motivation plays an important role in determining their performance in implementation of PPI, motivated teacher is easy to spot by their enthusiasm, zeal and general performance in PPI education programme, on the other hand teachers are de-motivated to teach PPI since it's not an examinable subject in Catholic Sponsored primary schools in Marakwet West Sub County.

5.2.4 Status of Teaching and Learning Resources in Implementation of Programme for Pastoral Instruction

The study also sought to investigate the status of teaching learning resources in implementation of Programme for Pastoral Instruction, Availability of teaching and learning resources are very important for the implementation of PPI, 55% strongly agreed that it is never possible to teach all topics in PPI because of lack of resources .There is a need for the management to purchase more teaching resources for a smooth implementation of P.P.I. 48% strongly disagreed with the statement that instead of buying resource materials for PPI we could buy more for examinable subjects while 42% strongly agreed that PPI is exciting and enjoyable to teach, which means that the teachers enjoy teaching P.P.I despite the fact that it is not examinable in the K.C.P.E whereas 41% disagreed that if PPI is not examined at K.C.P.E level then it should not be taught .This indicate that the subject could actually be taught and incorporated in the syllabus. Most of the pupils enjoy and like the way PPI is taught, though a few disagreed that they learnt much from P.P.I topic covered due to inadequate learning materials and time allocated.

5.3 Conclusion

Based on the findings above, the study concludes that; Program for pastoral instruction could receive a similar attention like any other subject taught in school, more resources could be allocated to purchase the teaching and learning resources, it could be allocated enough time in the school timetable as its important in developing the pupils holistically, the teachers need to be trained more in PPI courses as they are the main drivers in the implementation of PPI.

For the teachers to deliver effectively the management could look into their welfare, their needs ought to be taken care of, the government through the ministry of

education could look into the incentives of the teachers and harmonize them accordingly, a well-motivated teacher will work tirelessly to deliver the content in examinable subjects as well as the non-examinable ones such as the Programme for Pastoral Instruction.

Lastly there is need for the Catholic Church to provide the recommended learning materials for PPI subject, if the pupils could be provided with more reference materials they can learn by themselves other things not covered in class.

5.4 Recommendation

Based on the study findings and the conclusion, the study makes the following recommendation

5.4.1 There is need for teachers to undergo training, this is based on the fact that teachers who have adequate training on instructional resource use influence pre-school learners' achievement in both examinable subjects as well as non-examinable.

5.4.2 The study recommends that the Government through the education sector to provide primary schools with PPI instructional materials. This is due to the fact that availability of instructional resources influences positively the acquisition of the content.

5.4.3 The Catholic Church should provide appropriate learning materials to enable the learners to acquire the right information.

5.4.4 The Ministry of Education through the County education officers could provide audio and audio-visual materials to primary schools since they are known to positively influence the acquisition of the content among primary school learners.

5.4.5 The government could find ways of motivating the teaching staff as they are the main pillar in the implementation of the Programme for pastoral instruction.

5.5 Suggestion for further study

The study suggests the following;

5.5.1 There is necessity for a similar research to be undertaken on a wider perspective to allow for the generalization of the research outcomes.

5.5.2 There is need to undertake a study to ascertain the influence of teachers' preparation and use of instructional materials on learners' achievement in programme in pastoral instruction

5.5.3 There is need is need to investigate the influence of motivation factors among teachers in the implementation of programme for pastoral instruction

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APPENDICES

APPENDIX I: Letter of Introduction

Dear Respondent,

I am a student undertaking a Master's Degree Programme in Religious Education, University of Eldoret. My research study is to **assess factors that influence teacher motivation towards the implementation of Programme for Pastoral Instruction in catholic sponsored primary schools in Marakwet West Sub-County**. You have been selected to be one of the respondents, and you have an important role in this research. The information obtained is confidential and used for academic purpose only. Please kindly, fill this questionnaire as honestly as you can. You need not to indicate your name. Please answer by writing in the spaces provided or by ticking in the appropriate box

Thank you for your cooperation

Yours Sincerely,

Judith Tanui

Reg. No. EDU/PGRE/006/14

Appendix II: Teachers' Questionnaire

This questionnaire is seeking information from you as part of an educational study to establish teacher motivation towards implementation on programme of pastoral instruction in catholic sponsored primary schools in Marakwet West Sub-County.

Your cooperation will be appreciated.

Section A: Demographic Information

Instruction: please tick (√) in the space provided. Answer all the questions provided as accurately as possible.

1. Sex

Male [] Female []

2. Qualifications

PI 1 [] SI [] Diploma in education []

Bachelor's Degree [] Master Degree [] Other [] Specify

.....

3. Teaching experience in primary school

Below 5 yrs [] 5-10 yrs [] 11-15 yrs []

16-20 yrs [] 21-25 yrs [] over 25 yrs []

Section B: Teachers Attitude

Below is a list of items you will agree or disagree with. Kindly select one appropriate that will represent your true feelings. The key to the scale is provided below: **5 -**

Strongly Agree, 4 – Agree, 3 –Undecided, 2 – Disagree, 1 - Strongly Disagree

No	Statement	Rating				
		5	4	3	2	1
1.	Instead of buying resource materials for PPI we could buy more for examinable subjects					
2.	Programme for pastoral instruction could be taught in churches.					
3.	Programme for pastoral instruction has overcrowded the timetable for nothing.					
4.	It is never possible to teach all topics in P.P.I because of lack of resources.					
5.	P.P.I is exciting and enjoyable to teach.					
6.	If P.P.I is not examined at KCPE level then it could not be taught.					
7.	Teachers need in-service training and seminar courses to be able to effectively implement the P.P.I education programme.					
8.	P.P.I education is an important subject that develops pupils morally.					

Section C: Teachers Motivation

Below is a list of items you will agree or disagree with. Kindly select one appropriate that will represent your true feelings. The key to the scale is provided below: **5 -**

Strongly Agree, 4 – Agree, 3 –Undecided, 2 – Disagree, 1 - Strongly Disagree

No	Statement	Rating				
		5	4	3	2	1
1.	Teacher motivations play an important role in determining their performance in implementation of P.P.I.					
2.	Motivated teacher is easy to spot by their enthusiasm, zeal and general performance in P.P.I education programme					
3.	Teachers' teaching experience and status in the school influences their levels of satisfaction with P.P.I education programme					
4.	Low pay can de-motivate teachers to improve their performance in P.P.I education programme					

5.	Larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in implementation of P.P.I education programme					
6.	Teachers are de-motivated to teach P.P.I since it's not an examinable subject.					
7.	Primary motivation is more to the profession of teaching as exemplified by their desire to work with young people.					

Section D: Status of Teaching and Learning Instructional Resources

Instruction: Fill in the questionnaire by putting a tick, ranking or writing required information in the space provided.

1. Have you had any training on PPI?

Yes [] No []

2. What was the mode of training in PPI In-service?

Yes [] No []

3. Below are some instructional problems that you are likely to experience as a teacher of P.P.I. Please tick (✓) the box corresponding to your personal opinion for each statement.

The key to the scale is provided below: **5 - Strongly Agree, 4 – Agree, 3 –**

Undecided, 2 – Disagree, 1 - Strongly Disagree

No	Statement	Rating				
		5	4	3	2	1
1.	Poor syllabus coverage					
2.	Lack of adequate books and resource materials (Audio-Visual Aids)					
3.	Adequate in-service training					
4.	Inadequate management support					

6. Indicate how often you use the following methods of teaching P.P.I. The key to the scale is provided below: **5 –Very Often, 4 – Often, 3 –Undecided, 2 – Rarely, 1 –Very Rare**

NO	Statement	Rating				
		5	4	3	2	1
7.	Debate					
8.	Story telling					
9.	Discussion					
10.	Lecture					
11.	Question and answer method					
12.	Discovery					
13.	Class project					

Appendix III: Pupil's Questionnaire

You are kindly requested to respond to all the items in this questionnaire. Please understand that this is not a test and that all information you give would be treated in strict confidence. Do not write your name. Please tick (✓) appropriately where applicable.

1) Sex

Male [] Female []

2) Are you taught programme of pastoral instruction?

Yes [] No []

3. List the books that you use in your school for learning programme of pastoral instruction.

a.

b.

c.

d.

e.

f.

5 Are these books enough? Enough [] Not enough [] Not there [] Only teacher copy available []

6 Which activities do you get involved in when learning programme of pastoral instruction.

Lecture (talking) [] Essay writing []

Story telling [] Debates []

Group discussion [] Singing []

Watching video [] Dramatization []

Class discussion [] Guest speaker []

- 7 Below is a list of items you will agree or disagree with. Kindly select one appropriate that will represent your true feelings. The key to the scale is provided below: **5 - Strongly Agree, 4 – Agree, 3 –Undecided, 2 – Disagree, 1 - Strongly Disagree**

NO	Statement	Rating				
		5	4	3	2	1
1.	I enjoy learning pastoral programme					
2.	Programme of pastoral instruction (P.P.I) is on the timetable and is taught					
3.	Time allocated to P.P.I is enough					
4.	I like the way P.P.I is taught					
5.	The P.P.I education syllabus is properly covered by teachers					
6.	I have been able to learn a lot about P.P.I through the topics covered					

Appendix IV: Interview Schedule for the SCDE and SCQASO

I am a student at University of Eldoret conducting a study to establish factors that influence teacher motivation towards the implementation of programme of pastoral instruction in catholic sponsored primary schools in Marakwet West Sub-County.

All the information that you give will be treated with strict confidence and be used only for this study. You are therefore requested to respond to the questions asked freely and frankly pointing out areas in which you think change is needed.

1. What is your role in the implementation of P.P.I education programme in primary school?
2. How frequent do you inspect the teaching of P.P.I?
3. What challenges do you experience in your work as the person in charge of implementing P.P.I Syllabus in primary education?
.....
4. In what ways do you motivate your teachers.....
5. Are there any in-service courses, workshops or seminars for teachers on P.P.I education?
6. What important points could the P.P.I teachers consider in preparing to teach the subject?
7. In your opinion what assessment methods do you recommend to assess the learning of P.P.I in primary schools?
.....
.....

Appendix VI: Research Letter from University of Eldoret



P.O BOX 1125-30100
ELDORET, KENYA
Tel: 0774249552
FAX NO. +254-(0)53-206311 EXT 2232
deansoe@uoeld.ac.ke

SCHOOL OF EDUCATION

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Our ref: UOE/B/CIM/RES/028

20th August, 2019

The Executive Secretary
National Council for Science Technology & Innovation
P.O.Box 30623 - 00100
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT FOR JUDITH JEMUTAI TANUI EDU/PGRE/006/14

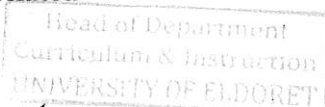
This is to confirm that the above named Post Graduate Student has completed Course work of Masters of Education in curriculum and instruction.

She is currently preparing for field work to collect data on the thesis title: "*A survey of factors that influence teacher motivation towards the implementation of programme of pastoral instruction in catholic sponsored primary schools in Kenya: a case of Marakwet west sub county*"

Any assistance accorded her to facilitate acquiring research permit for data collection will be highly appreciated

Yours faithfully,

DR. ANN MUKHONGO
HEAD, DEPARTMENT OF CURRICULUM



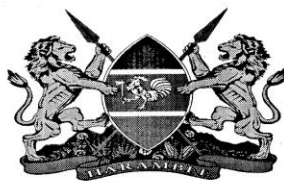
University of Eldoret is ISO 9001: 2008 Certified



Appendix VII: Research Licence from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 902738	Date of Issue: 14/June/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. JUDITH JEMUTAI TANUI of University of Eldoret, has been licensed to conduct research in Elgeyo-Marakwet on the topic: A SURVEY OF FACTORS THAT INFLUENCE TEACHER MOTIVATION TOWARDS THE IMPLEMENTATION OF PROGRAMME OF PASTORAL INSTRUCTION IN CATHOLIC SPONSORED PRIMARY SCHOOLS IN KENYA: A CASE OF MARAKWET WEST SUB-COUNTY for the period ending : 14/June/2021.</p>	
License No: NACOSTI/P/20/4742	
902738 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

Appendix VIII: Research Authorization Letter



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

TELEGRAM.....
TELEPHONE NO: 0534142207
WHEN REPLYING PLEASE QUOTE OUR REFERENCE
EMAIL: cdeelgeyomarakwet@gmail.com

COUNTY DIRECTOR OF EDUCATION
ELGEYO MARAKWET COUNTY
P.O. BOX 214-30700
ITEN
DATE: 16th July, 2020

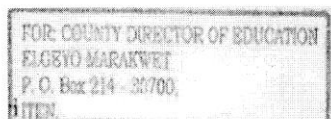
REF No: CDE/EMC/R/26/VOL.II/109

Judith Jemutai Tanui,
University of Eldoret,
P.O. BOX 1125- 30100,
ELDORET.

RE: RESEARCH AUTHORIZATION- JUDITH JEMUTAI TANUI

Following the authorization by the National Commission for Science, Technology and Innovation (NACOSTI) to carry out research in Elgeyo Marakwet County Vide Authority letter Ref. No. NACOSTI/P/20/4742 dated 14th June 2020 you are hereby formally granted authority by this office to proceed with your study on **“A survey on factors influencing teacher motivation towards the implementation of programme of pastoral instruction in Catholic Sponsored Primary Schools in Marakwet West Sub-County, Kenya”** for a period ending 24th June, 2021.

You are further required to report to the Sub county Directors of Education – Marakwet West Sub County.




Bernard O. Mongeri
For: County Director of Education
ELGEYO MARAKWET
Copy to:

1. The Director General/ CEO- NACOSTI
2. The Sub-County Directors of Education- **Marakwet West Sub County**



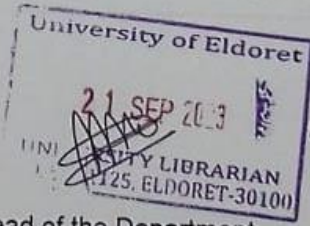
Appendix IX: Similarity Report



University of Eldoret
Certificate of Plagiarism Check for Synopsis

Author Name	JUDITH TANUI EDU/PGRE/006/14
Course of Study	Type here...
Name of Guide	Type here...
Department	Type here...
Acceptable Maximum Limit	Type here...
Submitted By	titustoo@uoeld.ac.ke
Paper Title	A SURVEY OF FACTORS INFLUENCING TEACHER MOTIVATION TOWARDS IMPLEMENTATION OF PASTORAL PROGRAMME INSTRUCTION IN CATHOLIC SPONSORED PRIMARY SCHOOLS IN KENYA: A CASE OF MARAKWET WEST SUB-COUNTY
Similarity	15%
Paper ID	975285
Submission Date	2023-09-19 08:34:36

Signature of Student



Head of the Department

Signature of Guide

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