

INFLUENCE OF BOARD OF MANAGERMENTS' MOTIVATIONAL STRATEGIES ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA COUNTY, KENYA

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DECLARATION

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

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DEDICATION

Dedicated to my loving husband Alfred and our children Lindsey and Kayla.

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LIST OF ABBREVIATIONS AND ACRONYMS

BERMUTU	Better Education through Reformed Management and Universal Teacher Upgrading
BOM	Board of Management
DFID	Department for International Development
GNAT	Ghana National Association of Teachers
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KICD	Kenya Institute of Curriculum Development
LSB	Local School Board
MONE	Ministry of National Education
NACOSTI	National Council for Science, Technology and Innovation
NBTAS	National Best Teacher Award Scheme
OECD	Organization for Economic Cooperation and Development
TOYA	Teacher of the Year Award
TSC	Teachers Service Commission
USA	United States of America

ABSTRACT

This study investigated the influence of Board of Managements' motivational strategies on teachers' job performance in public secondary schools in Kakamega County, Kenya. This study focused on four motivational strategies that are commonly employed by school boards of management in influencing job performance of teachers in schools. Thus the research objectives were: to establish how provision of monetary incentives by BoMs influences teachers' job performance in public secondary schools in Kakamega County; to establish how provision of teaching/learning resources by BoMs influences teachers' job performance in public secondary schools in Kakamega County; to establish how involvement of teachers in decision making by BoMs influences teachers' job performance in public secondary schools in Kakamega County; and to establish how recognition of teachers' achievements by BoMs influences teachers' job performance in public secondary schools in Kakamega County. The study was a descriptive survey whose data collection instruments were questionnaires and interview schedules. The study population consisted of the teachers and members of the board of managements (BoM) of the public secondary schools in Kakamega County, Kenya. 31 public secondary schools were selected to participate in the study. A sample of 155 teachers and 62 BoM members was purposively selected to participate in the study. The key findings were: Provision of monetary incentives by BoMs improves teachers' job performance; provision of teaching/learning resources by BoMs improves teachers' job performance; involvement of teachers by BoMs in decision making boosts teachers' job performance; and recognition of teachers' job achievements by BoMs improves teachers' job performance. The key conclusion of the study was that provision of monetary incentives and teaching/learning resources, recognition of teachers' job achievements and involvement of teachers in decision making improve teachers' job performance. The key recommendations were that BoMs should use combinations of motivational strategies to bring out the best performance amongst teachers. To strengthen the strategies under this study, BoMs should use suggestion boxes to increase teachers' involvement in decision making; introduce incentives such as housing that can lead to lowering the cost of life for teachers, track teachers' performance for recognition awards; and use textbook harvests and fundraising to improve the resources/infrastructure for effective teaching.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Teacher motivation refers to the psychological processes that influence a teacher's individual behaviour with respect to the attainment of the educational goals and tasks of a school. It is the willingness, drive or desire to engage in good teaching (Michaelowa, 2002). Motivational strategy is the alignment of the teacher's willingness, drive and desire to teach, with rewards that will keep the teacher committed to achieving the school's goals (Armstrong and Murlis, 1998). Some motivational strategies used to influence teachers' performance include monetary incentives, recognition, training, voice and materials (Guajardo, 2011).

Teacher performance includes the teacher's activities that are relevant to the school's goals and that can be measured in terms of each individual teacher's proficiency (Campbell, McCloy, Oppler and Sager, 1993). Teacher performance can be measured using indicators such as effective and appropriate plans for instruction; demonstration of content and curriculum knowledge; respect and sensitivity for students; and responsibility for school improvement and personal growth. Campbell *et al* claim that teacher performance is not a function of standardized student test scores, but student test scores are results of performing or not performing the behaviours defining teacher performance. Such behavior may include effective planning; demonstration of thorough knowledge of curriculum and subject matter; demonstration of evidence for students' academic growth; establishment and maintenance of discipline; support for school regulations, programs and policies; and assumption of responsibilities outside the classroom as they relate to the school (Wilkins, 2013).

Countries across the world feel the need to expand and improve their education systems in order to become more economically competitive. In this context, teachers are placed in the 'policy spotlight' because most governments believe that improving the quality of teachers is essential for competitiveness. In Israel, performance based pay bonuses for teachers have led to increases in student achievement, primarily through changes in teaching methods, after-school teaching, and teachers' increased responsiveness to students' needs.

In the United Kingdom, the government emphasizes that educational institutions need to show how they are promoting and rewarding teaching excellence in order to maximize funding for opportunities available (Collins and Palmer, 2005). The suggested indicators of good/excellent teaching are student achievement; teacher approachability and high teachers' effort to help students learn; teacher enthusiasm for subject; a wide variety of innovative, effective teaching methods; and high professionalism.

According to Collins and Palmer (2005), excellent teachers are identified for reward using sources of evidence such as students (feedback, achievement, attendance, questionnaires), peers (external examiner reports, observation), self (performance appraisal system), and principal (staff attendance and staff appraisal). The rewards given to excellent teachers include financial incentives (money, pay increment, one-off payments), recognition (title, fellowships, promotion), leadership and opportunities for staff development (going to conference, time for research and secondment to consultancy). The rewards may be given to individuals or teams depending on the objective of the reward. This boosts the morale of teachers to perform excellently.

In the United States of America (USA), local school boards (LSBs) manage secondary schools and report to the state (Gitau, Rwantagu, and Makatiani, 2010). They are the

state agents at school level charged with the responsibility of generating revenue; maintaining schools; purchasing sites, buildings, materials and supplies; organizing and promoting programs of study; employing staff; and admitting and assigning students to schools and controlling their conduct. The school boards provide direction and oversight for the professionals to manage the day to day running of the schools. Many sites (districts) in North Carolina State face similar challenges making hard-to-staff schools or classrooms compelling places to teach. Too often a disproportionate number of effective teachers are assigned to high performing schools instead of schools with greater needs. This situation is similar to Kenya where best performing schools are characterized by enough teaching staff and schools with need, especially in hardship areas experience high levels of understaffing.

In Indonesia, teachers are the focus of policy reform with policy makers forging links between performance and reward as one of the effective ways of increasing the quality, motivation and accountability of teachers (Verger, Hulya and Mireille, 2013). Indonesia manages one of the largest teacher workforces in the world (three million teachers) and it has to deal with problems and challenges such as high absenteeism and lack of minimum qualifications required by the Ministry of National Education (MONE). ‘The Teacher Law’ and the ‘Better Education through Reformed Management and Universal Teacher Upgrading (BERMUTU) project are examples of strategies which have been undertaken to improve the quality, welfare and performance of Indonesian teachers and which have impacted massively on teachers (Jalal, Samani, Chang, Stevenson, Ragatz and Negara, 2007).

The teacher law was designed to provide the much needed incentive for teachers to improve their qualifications and professional skills. The law outlines the minimum

qualifications for teachers to enter the teaching service. For certified teachers, it provides for a professional allowance (equal to the base civil service salary), a smaller functional allowance and a special allowance for working in areas where teachers are much needed. The special allowance can be equated to the hardship allowance paid to teachers in hardship areas. The BERMUTU is a project of the central government in partnership with the world bank and the Dutch government, whose objective is to contribute to the improvement of the overall quality and performance of teachers through enhancing teachers' knowledge of the subject matter and pedagogical skills in the classroom (World Bank, 2007).

According to Salifu and Agbenyega (2013), teacher performance in Asia and Sub-Saharan Africa can be boosted by better incentives, improved conditions of service, attractive career structures, and increased teacher and school accountability. A general overall analysis by Guajardo (2011) however paints a picture in which basic needs of teachers in Latin America and Africa are not being met. Studies in Malawi and Tanzania identified a number of negative images of teaching including seeing teaching as a 'last resort', low status, low paid job; a result of failure to follow a desired career and a springboard to an alternative career. Examples of strategies recommended for retention of teachers in Malawi and Tanzania include increased teacher remuneration, increased benefits (health and retirement); mentoring and induction; support for professional development; development of the teacher career structure and promotion; provision of adequate textbooks and other instructional materials; and incentives and awards.

The teaching profession in Ghana is not often seen as a rewarding one by new generation graduates (Salifu and Agbenyega, 2013). The Ghanaian government undertakes to motivate secondary school teachers to make them enjoy their work and develop

appropriate dispositions to deliver quality professional practice for quality education (Salifu and Agbenyega, 2013). The motivational strategy adopted is the National Best Teacher Award Scheme (NBTAS), designed to acknowledge hard work and dedicated stewardship of teachers. The award is given to the teacher with the most outstanding performance during the appraisal year, nominated to compete at school, district, regional and national levels. Teachers are also entitled to study leave with pay. In South Africa, the government uses the Funza Lushaka bursary scheme to attract more teachers into the profession though it needs to be strengthened and expanded (Van der Berg, Taylor, Gustafsson, Spaul and Armstrong, 2011).

The basic education act 2013 requires of public secondary schools in Kenya to establish board of managements (BoMs) to manage the day-to-day running of the schools. The BoM is appointed by the county education board. It consists of six persons elected to represent parents or the local community; one County Education Board representative; one teacher representative; three representatives of the school's sponsors; one community special interest groups representative; one representative of persons with special needs; and an *ex officio* representative of the students' council (Wango, 2011). The school principal is the secretary to the BoM in charge of implementing its resolutions and policies. Some of the functions of the BoM include provision of proper and adequate physical facilities for the institution, encouraging a culture of dialogue and participatory governance at the institution and administering and managing the resources of the institution (National Council for Law reporting, 2013)

Guided by their functions in the basic education act, the BoMs adopt motivational strategies for enhancing the teacher's performance to help the learners to excel in Kenya Certificate of Secondary Education (KCSE). One strategy adopted by Ministry of

Education is the Teacher of the Year Award (TOYA), which recognizes the teacher with outstanding performance during the year under appraisal nominated to compete at sub-county, district, county and national levels. The winner at each level represents the unit at the next level with the national winner being given a prestigious reward. Prizes associated with every level may include money, certificates, trophies and other valuable material rewards whose prestige level increases from the lowest to the highest level of competition.

Kenya has a well-developed education system with enrolment rates in primary and secondary school among the highest in the world. The government and development partners therefore invest heavily in education and this sector of the economy has continued to attract increased spending. The introduction of free primary and subsidized secondary education in 2003 and 2008 respectively has however led to a rise in enrolment at both levels of education resulting in pressure on available educational resources and infrastructure (Wango, 2011). Education providers and employers in the education sector are therefore forced to adjust their budgets to fit this phenomenon. Salifu and Agbenyega (2013) observe that teaching in classrooms without adequate resources predisposes teachers to hardship and stress, conditions that can demotivate teachers resulting in absenteeism. Musungu, Achoka, Khasandi and Nasongo (2008) found that schools in western Kenya use incentives, and guidance and counseling to motivate teachers. Table 1.1 shows the classification of public schools in Kakamega County based on their KCSE mean scores for five years starting 2010 (Kakamega County Education office, 2015). It can be seen from table 1.1 that the rate of increase in the number of high flier schools (KCSE mean score of 7.5 and above) is low as compared to that of average schools (KCSE mean score of 5.0 to 7.4). The number of

below average schools (KCSE mean score of 0 to 4.9) remains significantly high for the five years.

Table 1.1: Classification of schools in Kakamega County based on yearly KCSE mean scores

Year	2010	2011	2012	2013	2014
High flier schools	06	15	14	17	21
Average schools	78	80	88	95	120
Below average schools	180	171	169	168	169
Total	264	266	271	280	310

Something therefore needs to be done to lift the below average schools through the category of average schools to high fliers. Important strategies may include improvement of infrastructure, training and development of teachers, recognizing teachers' contribution and listening to their voice, and rewarding teachers' performance with monetary incentives. Since the TOYA does not motivate all the teachers who may have contributed to excellent performance, school BoMs may endeavour to employ alternative strategies for teachers at school level to improve their performance.

The discussion on motivation shows that teachers need to be motivated to actively and positively contribute to the growth of a quality education system. Some of the motivational strategies that are adopted by many countries, and which will be investigated for their influence on teacher performance include use of monetary incentives, teacher recognition, provision of teaching/learning resources and involvement of teachers in decision making.

1.2 Statement of the problem

In many schools in Kakamega County, teachers seem not to be motivated and this is reflected in their behaviour (Musungu *et al*, 2008). Data on KCSE performance from the county education office (Table 1.1), indicating a higher rate of increase of average schools than high fliers show that teachers are only performing to the minimum job requirements. Many teachers seem to be demotivated in the manner in which they carry out their work. Some have engaged in too much alcoholism, arriving at work late with frequent teacher absenteeism, while others do just the minimum work (as per their terms of service) with less drive to do extra work (Musungu *et al*, 2008).

The salaries paid to teachers by the government seem not to fully motivate them. The government has also established the TOYA which however recognizes and rewards only one teacher in the country. Motivational gaps are therefore left by the government, which need to be filled by the schools' BoMs.

In spite of the BoM's role in motivating teachers, teachers still show behaviour that reflects lack of motivation to perform their jobs above the minimum employer requirements. There is scanty information on how the motivational strategies employed by BoMs influence teachers' job performance. What therefore is the influence of BoMs' motivational strategies on teachers' job performance?

1.3 Purpose of the study

The purpose of the study was to establish the influence of Board of Managements' motivational strategies on teachers' job performance in public secondary schools in Kakamega County, Kenya.

1.4 Objectives of the study

This study sought to achieve the following objectives.

1. To determine the influence of provision of monetary incentives by BoMs on teachers' job performance in public secondary schools in Kakamega County, Kenya.
2. To establish the influence of provision of teaching/learning resources by BoMs on teachers' job performance in public secondary schools in Kakamega County, Kenya.
3. To establish the influence of teachers' involvement in decision making by BoMs on teachers' job performance in public secondary schools in Kakamega County, Kenya.
4. To establish the influence of the recognition of teachers' job achievements by BoMs on teachers' job performance in public secondary schools in Kakamega County, Kenya.

1.5 Research questions

This study sought to answer the following questions.

1. How does provision of monetary incentives by BoMs influence teachers' job performance in public schools in Kakamega County, Kenya?
2. How does provision of teaching/learning resources by BoMs influence teachers' job performance in public secondary schools in Kakamega County, Kenya?

3. How does involvement of teachers in decision making by BoMs influence teachers' job performance in public secondary schools in Kakamega County, Kenya?
4. How does recognition of teachers' job achievements by BoMs influence teachers' job performance in public secondary schools in Kakamega County, Kenya?

1.6 Significance of the study

The findings of this research may provide information for schools' BoMs and the Ministry of Education on the best motivational strategies that could be employed to make teachers better performers of their function. The findings may also be a useful source of data and evidence for research in teacher reward and motivation. It may also be a source of useful information to KEMI for strengthening their education managers' training programs. The study may be used as a guide for carrying out similar studies in other counties for comparison.

1.7 Limitation of the study

The following were the limitations of the study.

- i. The unwillingness of some respondents to participate due to fear of being exposed. The researcher however reduced the fear by assuring the respondents of their confidentiality and the fact that the study was mainly for academic purposes.
- ii. It was also difficult to get some BoM members especially those who work away from the school. Purposive sampling was used to select BoM members who are regularly available at school.

iii. Some public secondary schools in Kakamega County had not aligned their management to the new constitution of Kenya by establishing boards of managements to run their affairs.

1.8 Delimitations of the study

This study was delimited to 31 public secondary schools in Kakamega County, Kenya. The study was carried out in Kakamega County located in Western Kenya and bordering seven counties namely Trans-Nzoia, Vihiga, Busia, Nandi, Uasin Gishu, Siaya and Bungoma. Only public secondary schools (no private secondary school) in Kakamega County were selected to participate in the study. The respondents were 155 heads of departments representing teachers, and 62 BoM members of the selected 31 public secondary schools. The study investigated four motivational strategies employed by BoMs to influence teachers' job performance namely provision monetary incentives, recognition of teachers' job achievements, provision of teaching/learning resources and involvement of teachers in decision making. The aim was to establish how the strategies, when used would influence public secondary school teachers' job performance.

1.9 Basic assumptions of the study

The study was carried out with the following assumptions.

- I. Every public secondary school in Kakamega County had established a BoM to manage the school.
- II. The BoMs had strategies for motivating teachers for better performance of the teaching function.
- III. The teachers were sensitized on the rewards available for good performance.

1.10 Definition of significant terms

The following are definitions of terms as used in the study.

Average schools refers to public secondary schools in Kakamega County with KCSE mean scores of 5.0 to 7.4 points

Below average schools refers to public secondary schools in Kakamega County with KCSE mean scores of 0 to 4.9 points

Board of Management refers to the body appointed by the county education board to manage the day-to-day running of a public secondary school.

High flier schools refers to public secondary schools in Kakamega County with KCSE mean scores of 7.5 points and above.

Monetary incentives refers to pecuniary rewards given to teachers by the BoM to improve their performance.

Motivational strategy refers the alignment of the teacher's willingness, drive and desire to teach, with a reward that will keep the teacher committed to the achievement of the educational goals of the school.

Recognition refers to the act of acknowledging and appreciating teachers' contribution towards the success of the school.

Teacher Involvement refers to the BoM's act of giving teachers an opportunity to contribute in formulating policies on the management of the school.

Teaching/Learning resources refers to materials and facilities used to facilitate the teaching/learning process.

Teacher Motivation refers to the psychological processes that influence teachers' behaviour with respect to the attainment of school goals and tasks.

Teacher Performance refers to the measurable actions or behaviours of the teacher that lead to the achievement of the school's goals

1.11 Organization of the study

This study is organized into five chapters. Chapter one focuses on introduction which consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, the study's basic assumptions, definition of significant terms and the organization of the study. Chapter two focuses on literature review covering the concept of motivation, motivational strategy; teacher performance; monetary incentives and teachers' job performance, teacher involvement in decision making and teachers' job performance, recognition and teachers' job performance, and provision of teaching/learning resources and teachers' job performance; theoretical and conceptual frameworks; and a chapter summary. Chapter three covers research methodology consisting of research design, target population, sample size and sampling procedures, research instruments, their validity and reliability, data collection procedures and data analysis techniques. Chapter four focuses on data analysis, interpretation and discussion, and chapter five presents a summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a discussion a review of related literature on the themes of motivation and motivational strategy, teacher motivation and job performance, monetary incentives and teachers' job performance, recognition and teachers' job performance, teaching/learning resources and teachers' performance, and teacher involvement in decision making and teachers' job performance. Also presented are the theoretical and conceptual frameworks for the study. The chapter ends with a summary of the literature review.

2.2 Concept of motivation

Different scholars define the term motivation differently. According to Graham and Bennett (1998), employee motivation consists of all the drives, forces, and influences, conscious or unconscious that cause the employee to want to achieve certain aims.

Bagraim (2003) defines motivation as the force within us that arouses, directs and sustains behaviour. Benell (2004) agrees with Bagraim (2003) in defining work motivation as the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks.

Mullins (1999) gives the following basic motivational model.

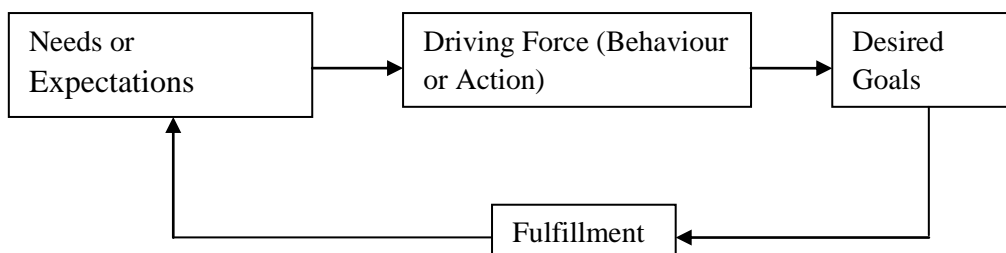


Figure 2.1: Mullins motivation model

In this model, Mullins implies that needs or expectations in an individual result in a driving force with an action geared towards certain desired goals which lead to fulfilment. Elsevier (2005) defines motivation as the drive that leads individuals to take some action to achieve a goal that fulfills their needs or expectations. These definitions of motivation can be summed up in Luthans (2011) argument that motivation is a process that starts with a psychological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentive.

According to Luthans (2011) motivation has three elements namely needs, drives and incentives. Needs are created whenever there is a physiological or psychological imbalance. Although psychological needs may be based on a deficiency, sometimes they are not. For example, an individual with a strong desire to get ahead may have a history of consistent success. A psychological drive is a deficiency with direction. Drives are action oriented and provide an energizing thrust towards reaching an incentive. Since they are set up to alleviate needs, drives/motives are at the very heart of the motivational process. If managers know what drives people towards working for them, they can tailor job assignments and rewards to what makes people 'tick' (Ayobami, 2003). An incentive on the other hand is anything that will alleviate a need or reduce a drive. Thus, attaining an incentive will tend to restore physiological and psychological balance and will reduce or cut off the drive.

Michaelowa (2002) and Nzuve (2012) contextualize their definition of motivation within the delivery of teaching services and define teacher motivation as the willingness, drive or desire to engage in good teaching or to exert higher levels of effort to achieve educational goals. According to them, motivation energizes, directs and sustains behaviour. Salifu and Agbenyega (2013) also define teacher motivation as the tangible and intangible working conditions that have the potential to influence teachers positively

to demonstrate desirable behaviour, leading to a high professional practice. Some desirable behaviours include positive attitude towards students and teaching, positive perceptions of the employer and work conditions, and beliefs about self as a valuable professional teacher.

Motivation can be extrinsic or intrinsic. Extrinsic motivators are those that are external to the task of the job, such as pay, work condition, fringe benefits, security and promotion. Intrinsic motivation refers to the psychological rewards which are inherent in the job itself and which the individual enjoys because of successfully completing the task or attaining his goals (Ayobami, 2003). Examples are opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and caring and considerate treatment. An intrinsically motivated individual will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him/her. An extrinsically motivated person will be committed to work to the extent that s/he can gain/receive external rewards for his/her job.

2.3 Motivational strategies

Motivational strategy is the development of systems, which enhance the chances of an organization's employees to actively contribute to the achievement of its goals (Armstrong and Murlis, 1998). Motivational strategies should help reinforce the sorts of behaviours and other aspects of performance the strategy calls for (Holbeche, 2009). Guajardo (2011) argues that it is important to first meet the basic needs of teachers before striving to meet their higher order needs of self-actualization and professional goal attainment. Once the more extrinsic (external) basic needs and environmental factors are adequately met, the more intrinsic (or internal) factors more powerfully motivate teacher effort, performance and professional conduct in the long run. The

definition can however be made simple by looking at a motivational strategy from the definition of motivation itself. From Luthans (2011) point of view, a motivational strategy should aim at generating in a teacher, the drive to achieve school goals. A more successful strategy should make tasks inherent in the job more fulfilling to the teacher, generating in him/her an intrinsic motivation. Some of the motivational strategies used to enhance teacher performance include social recognition and professional prestige, monetary incentives, opportunities for professional growth, provision of sufficient materials and infrastructure, and listening to teachers' voice (Guajardo, 2011).

2.4 Teachers' job performance

According to Campbell et al (1993), a teacher's job performance includes those actions or behaviours that are relevant to the schools goals and which can be measured in terms of each teacher's proficiency (level of contribution). Measures of teachers' job performance can be quantitative, such as student test scores, or qualitative, such as in-class teacher evaluations. However, Campbell et al (1993) emphasize that job performance is a property of behaviour or what people do at work and employees' behaviour may be distinguished as helping or hindering an organization. Performance is something that people actually do and can be observed. It is what an organization hires people to do, and do well. Performance is not the consequence or result of action; it is action itself and consists of goal-relevant actions that are under the control of the individual. Some indicators of employee performance include punctuality, quality of work, personal habits, attitude, personal presentation and customer satisfaction.

Frase (1992) identifies two sets of factors that affect teachers' ability to perform effectively namely work context factors and work content factors. Work context factors are those that meet baseline needs and include conditions such as class size, discipline

conditions, availability of teaching materials, the quality of the principal's supervision and basic psychological needs such as money, status and security. In general, work context factors clear the road of the debris that blocks effective teaching. Work content factors are intrinsic to the work itself. They include opportunities for professional development, recognition, challenging and varied work, increasing responsibility, achievement, empowerment and authority.

According to Borman and Motowidlo (1993), performance can be broken into two distinct types namely task performance and contextual performance. Task performance refers to the actions that contribute to transforming raw materials into goods and services, the things that are typically included in job descriptions. Teaching a class is an example of task performance. Contextual performance refers to the behaviours that contribute to overall effectiveness through supporting the social and psychological climate of the workplace. Generally, an employee must understand the job duties s/he is expected to perform, the supervisor's expectations from his/her job performance and the performance review process that will be used for his/her position.

Teachers are assumed to be professional and, as such, will perform duties with integrity, and maintain a positive, vigilant attitude toward students' physical safety and emotional well-being (Wilkins, 2013). This assumption may however not be accurate since it emphasizes the aspect of task performance with less focus on contextual performance. It allows for achievement of the minimum job targets and does not provide for extra effort.

Some indicators of good teacher job performance include effective and appropriate planning for instruction; evidence of mastery of content and curriculum; effective learning experience development and management; promotion of a positive and productive learning environment; respect and sensitivity for students; and high student

achievement. A performing teacher therefore demonstrates effective planning skills; displays thorough knowledge of curriculum and subject matter; selects learning content congruent with the prescribed curriculum; implements lesson plans effectively; communicates effectively with the students while providing opportunities for individual differences, prepares appropriate evaluation activities; provides students with appropriate evaluative feedback; sets high expectations for student achievement and demonstrates evidence for student academic growth. Such a teacher also demonstrates evidence of personal organization; establishes and maintains discipline, demonstrates effective interpersonal relations; demonstrates employee responsibilities; supports school regulations, programs and policies; and assumes responsibilities outside the classroom as they relate to the school (Wilkins, 2013).

The Bill and Melinda Gates Foundation (2010) proposes that principals should be trained to conduct observations, provide feedback or partner with external objective reviewers and take action to develop/reward teachers. The foundation observes that often teachers achieving the greatest student gains are not being rewarded for their performance, either financially or with leadership opportunities.

A successful approach to effective teacher performance and development relies on creating a strong and supportive culture in the school. To focus on improving teaching, it is necessary to have a clear vision of what effective teaching should be with a clear definition of professional standards for teachers providing a wide picture of the work of teachers. The understanding of effective teaching will be shaped by the school's context and priorities. Some professional standards for teachers are professional knowledge, effective instructional planning, effective instructional delivery; assessment of and for student learning; creation of a respectful, positive, safe, student-centred environment;

professionalism (ethics, effective communication, participation in professional growth); and student academic progress (Stronge, 2011).

According to Stronge (2011), the quality of teaching is the most significant in-school factor affecting student outcomes. Stronge further claims that there is strong evidence that better appraisal, coaching and feedback leading to targeted development can improve teacher performance. The appraisal should however not be done to fulfil administrative requirements. A performance review may be carried out quarterly or yearly depending on the goals of the institution. An employee (a teacher in this case) may prepare for his/her performance appraisal by documenting his/her achievements and how s/he performed in relation to goals established by his/her position. S/he may also document any training and development programs undertaken to build his/her skills and record his/her performance in relation to deadlines established for his/her work (Borman and Motowidlo, 1993).

Stronge (2011) emphasizes the need for creation of a performance development culture in all schools characterized by a clear focus on improving teaching as a powerful means of improving student outcomes. In particular, teachers must know what is expected of them, receive frequent feedback on their teaching and access high quality support for their practice. Performance assessments that measure what teachers actually do in the classroom, and which have been found to be related to later teacher effectiveness are much more potent tools for evaluating teachers' competence and readiness, as well as for supporting needed changes in teacher education (Harmond, 2010). Forms of evaluation may include teacher tests and student achievement gains.

It is important to note from discussions of teacher job performance that student test scores such as KCSE outcomes may not necessarily be a measure of teacher performance

but can be used as an indicator of teacher job performance. According to Okumbe (1998), other factors may lead to high or low test scores and that does not necessarily mean that the teacher is or is not a performer.

2.5 Monetary incentives and teachers' job performance

Studies investigating the influence of monetary incentive and its removal on performance have shown that people who receive individual incentives perform better than those who do not receive incentives for excellent performance. Incentives given for behavior usually improve the relationship between the employees and management because employees feel that they are being appreciated for their efforts and good work. Good remuneration, which ties financial rewards to individual performance, can result in higher performance. Njanja, Maina, Kibet and Kageni (2013) observe that companies use cash bonuses to reward their employees' performance during the year under appraisal and thus increase their contribution to the company's productivity. Money, according to Taylor's scientific management theory is the key factor in motivating workers to achieve greater productivity. Money possesses significant motivating power since it symbolizes intangible goals like security, power, prestige and a feeling of success. It can attract, retain and motivate individuals towards higher performance.

Guajardo (2011) however argues that money alone cannot motivate workers sustainably to continue performing at their best. Teacher motivation strategies should include other components such as recognition and professional prestige, opportunities for professional growth and accomplishment, and mechanisms for feedback and input into decision making. Also needed are strong accountability and guidance, effective management and transparent policies, and sufficient materials and infrastructure. School board of

managements should therefore look at the concept of provision of incentives as a way of triggering and maintaining teacher motivation.

According to Vegas and Umansky (2005), monetary incentives have direct implications on teachers' characteristics and behaviour. However it is less clear how monetary incentives work and under what conditions they create the type of changes desired. The design of teacher monetary incentive schemes varies enormously. Individual merit pay rewards teachers based on particular outcomes or behaviours, such as improvements in student test scores. Group performance-based incentives reward a group of teachers on the basis of some measure(s) of group performance.

Although the idea behind creating incentives for employees may be a good one, in practice identifying and measuring employees' performance may be difficult, complex or expensive. In many cases, incentives that are meant to increase a desired behaviour or outcome may result instead in unintended behavioural responses on the part of employees, such as gaming of the incentive scheme to receive greater compensation (Vegas and Umansky, 2005). Financial constraints on teachers, especially in many parts of Africa, compel many of them to find additional sources of income and the situation creates divided attention and loyalty to teaching and impacts negatively on academic achievement of students (Salifu and Agbenyega, 2013).

Teachers suffer from low morale due in part to the low-pay-high-cost-of-living gap. According to Chepkilot (2005), the salaries paid to public workers (who include teachers in public schools) in Kenya are extremely low and hardly motivate them. There are large disparities between job groups and between various sectors of the public service. There is dissatisfaction in the public service fueled by piecemeal implementation of salary increments in some departments besides the low wage level. The teachers' service seems

to be the most affected as teachers' unions continue calling for strikes over failure of the government to implement the agreements reached. Chepkilot (2005) further observes that poor remuneration is the major cause of brain drain in Africa which loses the best brains it produces to other continents where terms of work are better. This justifies the need for continued provision of monetary incentives to win teachers' loyalty and commitment to teaching.

Teacher compensation must align with the defined career progression to ensure schools retain the finest teachers and attract a new generation of talented professionals to the field. Pay-for-performance should compensate teachers for their demonstrated performance and as such motivate them to continuously improve their teaching practice and ultimately better student outcomes (Bill and Melinda Gates Foundation, 2014). This means a move from experience and degree based salary system to a salary system driven by demonstrated teacher effectiveness. This is not reflected in Kenya's public service. Salary structures in Kenya's public service are based mainly on experience and levels of academic qualification as opposed to the Bill and Melinda Gates' proposal. The trend towards viewing reward policies and practices as extending beyond monetary incentives has led to widespread interest in the concept of 'total reward' which involves managers viewing the way that they reward employees in the round, taking equal account of both the tangible and the intangible ingredients that together help to make work and jobs 'rewarding' in the widest sense of the word.

2.6 Teacher involvement in decision making and teachers' job performance

According to Guajardo (2011), teacher motivation in many countries is positively related to greater voice in decision making. This motivation is largely intrinsic. Perumal (2011) supports this view by stating that student learning and teacher morale are related to a

positive school culture that is characterized by respect, shared decision-making, communication and administrative support. In some places however, teachers' perspectives and needs are rarely considered in educational policy or project design as teachers are seen as passive implementers rather than partners in educational reform.

Benell and Akyeampong (2007) observe that teachers often operate in very hierarchical and authoritarian systems, with limited opportunities for participation and delegation of responsibilities. According to Salifu and Agbenyega (2013), working conditions of teachers in Ghana, especially those under the Ghana Education Service apparently construct them as 'slaves serving a master', the burning issues being authoritarian leadership styles, overcrowded classrooms, lack of adequate teaching resources and perceived low salaries. Some principals have adopted authoritarian leadership styles, making decisions unilaterally without involving teachers. Although teachers in some places find expression in unions, teacher performance suffers since union officials are constantly under pressure to push the teacher employer for teachers' rights.

Chepkilot (2005) notes that in Kenya, the teachers' service keeps being unstable as teachers' unions keep calling for strikes over issues affecting teachers. Discussions between government and teachers have in most cases ended up in harsh disagreements. Guajardo (2011) emphasizes that teachers not only desire a large say in education policy, but they also want positive dialogue with the teacher employer. One of the roles of the school BoM as stipulated in the basic education act (2013) is to encourage the spirit of dialogue and participatory democratic governance at the institution. It is widely contended that the comprehensive decentralization of school management functions will result in significant improvements in teacher motivation and overall performance. However, this leaves a heavy burden on the shoulders of the BoMs which have limited

resources for teacher motivation and therefore must look for alternative strategies for achieving high teacher job performance.

According to OECD (2011), most education reforms fail if teachers are not actively and willingly engaged. The chances for success in reform improve with effective consultation and involvement of teachers in the planning and implementation of reform. In moving beyond consultation to involvement, the reform process becomes oriented towards transforming schools into learning organizations, with teaching professionals in the lead. Policy makers must build consensus on the aims of education reform and actively involve teachers in formulating and implementing policy responses as it pays to engage those who will be most directly affected by reforms. Teachers need to be active agents, not just in the implementation of reforms, but also in their design.

Although teachers are major stakeholders in a child's education process, decision making that involves them only and the board of management may not fully improve teachers' job performance. Involvement of all stakeholders (students, parents and the community) can achieve greater results in influencing teachers' job performance. Perumal (2011) emphasizes that collaboration and community problem-solving helps bridge the gap between the administration and staff. By developing action plans with everyone and asking for suggestions and recommendations, teachers will feel that they are part of the decision-making process and can take ownership of it. Teachers also need to be allowed and supported to participate in professional learning communities (PLCs) formed by teachers from different schools who teach the same subject, and who meet regularly to share best practices, give support to one another and improve their peer relations.

2.7 BoM's recognition of teachers' job achievements and teachers' job performance

To recognize is to acknowledge someone before their peers for desired behaviour or even for accomplishments achieved, actions taken or having a positive attitude (Njanja et al, 2013). Recognition and appreciation form an integral component of a winning strategic reward system. Holbeche (2009) observes that recognition awards are important in ensuring that employees feel their work is being assessed and valued. Incentives given for behaviour usually improve the relationship between the employees and the management because employees feel that their efforts are being recognized and their good work and achievements appreciated (Njanja et al, 2013). Employees also value the intangible (or relational) rewards that they gain from coming to work. Such rewards include opportunities to develop both in terms of career and more generally as human beings. They also include recognition from managers and colleagues for a job well done, for the effort expended and more generally for a sense of personal job achievement (Sahu, 2007). Recognition is therefore being seen as a powerful psychologically rewarding motivational strategy that can be applied by both the employer and colleagues.

In Kenya, the TOYA is a national recognition award given each year to the teacher with outstanding performance during the appraisal year. Teachers are nominated to compete at school, sub-county, district, county and national levels. The competition starts with school principals and other teachers nominating one member of the teaching staff to participate at the sub-county level. The competition proceeds through the district and county levels to the national level. The winner at each level is awarded a certificate with some money as s/he proceeds to the next level. The national level is the last and most prestigious level where the winner is given a prestigious award. Its disadvantage is failure to recognize other teachers' contribution to the achievement of national

educational goals. The TOYA is similar to Ghana's NBTAS. Some schools' BoMs in Western Kenya arrange for trips for teachers to neighbouring countries for bonding and celebrating their achievements each year.

According to Okumbe (1998), the school management should enable teachers to have maximum control over the mechanisms of the task performance, and their job should be so designed as to enable them to experience a feeling of accomplishment of the assigned tasks. Therefore, educational managers should provide teachers with direct, clear and regular feedback on their performance.

According to Nzuve (2012), achievement can be recognized by praising and communicating individual success; reporting regularly on the team's progress; regularly holding meetings to monitor and counsel individuals' progress towards targets; and explaining the school's results and achievements. The BoM can also make teachers feel valued by showing an interest in whatever they hold as important, creating an atmosphere of approval and cooperation, and ensuring teachers understand the importance of contributing to the team's objectives. Reward linked to recognition could also support the retention of teachers with a particular focus on teaching. Teaching as a profession needs to be seen as being equally challenging and rigorous as research, and institutional reward strategies need to reflect this (Allen, 2003).

2.8 BoM's provision of teaching/learning resources and teachers' job performance

According to Bishop (1995), if there has to be change and improvement in education, there must be adequate resources such as suitable textbooks, teachers' guides and other teaching/learning materials. Bishop sums up by saying "when a teacher has tools to hand, his confidence, his effectiveness, his productivity all increase. Allen (2003)

supports this by emphasizing that if the education sector is to be serious about placing a proper value on teaching and learning, resources must be provided.

Gatsinzi, Jesse, and Makewa (2014) observe that the quality of the school facility is an important predictor of teacher retention and attrition. It also affects teachers' ability to teach, their morale and health. Investing in infrastructure, equipment and materials upgrading with the involvement of community in the process, providing merit based learning material awards for high performing teachers should be exercised either yearly or half-yearly. Bishop and Gatsinzi et al therefore recognize that provision of necessary teaching/learning resources enhances teacher performance. However, these resources alone may not enhance the job performance of teachers in a school. Key to improving teacher morale is creating a positive climate that reflects the physical and psychological aspects of the school which are most susceptible to change and which provide the preconditions necessary for teaching and learning (Perumal, 2011). The BoM should lead the provision of adequate staff rooms and hygienic facilities in the school especially for women and disabled teachers besides advocating for more funding for libraries and other resources. The BoM should also mobilize the community to contribute materials (book harvests) and improve facilities.

2.9 Summary of literature review

The focus of this study was on four motivational strategies namely provision of monetary incentives, involvement of teachers in decision making, recognition of teachers' job achievements and provision of teaching/learning resources. Many scholars view monetary incentives as the most basic element of employee motivation as it helps to satisfy the most basic needs of an individual. Money alone however cannot motivate workers to continue performing at their best. In fact money is an extrinsic motivator

which is not as long lasting as tasks that are inherent in the job which are more fulfilling and intrinsic in nature. Involvement of teachers in decision making and school policy formulation leads to a more intrinsic motivation. Teachers however find it difficult to give their voice in more authoritarian leadership. The BoM composition however provides for teacher representation hence an avenue for voicing their contributions to decision making. Teaching/learning resources are important factors of teacher motivation since they determine the working conditions. Teachers also need recognition for the efforts, contributions and achievements they make towards the success of the teaching/learning process. The teacher of the year award is one form of recognition which however only recognizes one teacher in the whole country. The reward therefore does not promote teamwork since it only benefits one member of the team.

2.10 Theoretical framework for the study

This study was grounded in the Expectancy theory, originally proposed by Kurt Lewin and Edward Tolman in 1932. In 1964, the theory was formulated and aimed directly at work motivation by Victor Vroom. The theory states that the tendency to act in a certain way depends on the strength of the expectation that the act will be followed by a given outcome, and on the attractiveness of that outcome to the individual (Nzuve, 2012). The theory emphasizes that people will get rewarded for doing tasks and the reward is worth the effort. The theory assumes that while behaviour is an individual's decision, it is affected by some internal and external factors, and that people have different needs, desires and goals. It also assumes that people make behaviour decisions based on their perception of the outcome.

The expectancy theory has three variables namely valence, instrumentality and expectancy (Okumbe, 1998). Valence is the strength of a person's preference for a

particular outcome or reward. An outcome is positively valent when a person prefers attaining it to not attaining it. An outcome is considered to have zero valence when a person is interested in neither attaining it nor in not attaining it. An outcome is of negative valence when a person prefers not attaining it to attaining it. Expectancy is the probability that a particular action or effort will lead to a particular performance. The specific outcomes attained by a person are dependent not only on the choices the person makes, but also on the events beyond his/her control. Expectancy is a performance based variable. Instrumentality is the probability that performance will lead to a desired reward. It represents the belief by the employee that a reward will be received once the task has been accomplished (Okumbe, 2013).

Teacher motivational strategies aim at rewarding teachers to make them perform the teaching function excellently. The BoM, parents and the community perceive students' performance in KCSE as an indicator of teachers' job performance. The BoM makes this outcome important to teachers (valence) by attaching valuable rewards to it to make teachers believe in exerting more effort to achieve excellence (expectancy) in order to get the reward (instrumentality). The theory therefore puts emphasis on the motivational strategies that lead to excellent teacher performance such as recognition, monetary incentives, involving them in decision making and provision of resources for excellent performance (Nzuve, 2012).

The disadvantage of this theory is that it over-intellectualizes the cognitive processes that individuals use when selecting alternative actions. The theory also lacks the power to explain large percentages of variance in criterion variables such as effort and performance. It may also not be totally applicable in situations where rewards or motivational strategies follow rigid rules and regulations. For instance, in a case where

promotion of teachers is pegged on a certain length of service under the employer, a newly employed graduate teacher may view promotion as an attractive prospect, but his/her expectancy of gaining promotion could be low. The teacher therefore sees performance as not leading to immediate rewards hence s/he may not put in more effort to attain a promotion. The claim by this theory that effort leads to performance is debatable since a teacher with insufficient knowledge and skills may put in more effort to teach but may not effectively achieve the educational goal of learning.

2.11 Conceptual framework for the study

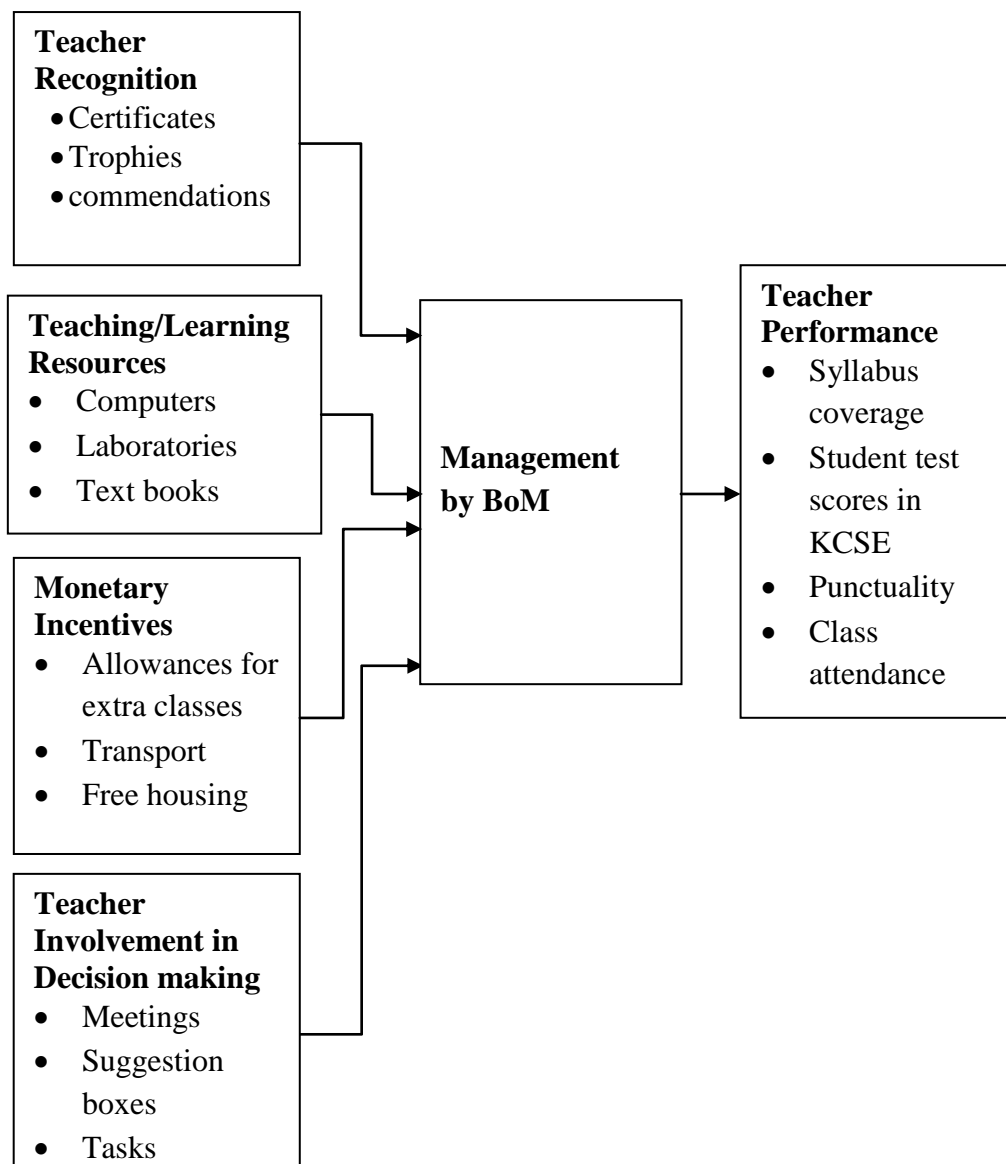


Figure 2.2: Model of Teacher Motivation by BoM

The motivational strategies that may be employed by school board of managements may include provision of monetary incentives, teaching/learning resources/infrastructure, recognition of teachers' job achievements and involvement of teachers in decision making. Indicators of the laying down of these strategies include certificates, commendations, trophies and allocation of more challenging tasks in recognition of high achieving teachers; availability of computers, laboratories, textbooks and other teaching/learning resources. Monetary incentives may include allowances for classes attended beyond school time, provision of housing and transport which helps teachers save on rent and fare, and money for high student scores. Indicators for involvement of teachers in decision making include teacher participation in meetings, use of suggestion boxes and allocation of tasks which are of strategic nature (leading teams in implementing certain policies).

The BoM action involves designing and implementing motivational strategies. This includes providing teaching/learning resources, recognizing excellent performance through award of certificates, trophies and leadership roles; giving monetary incentives such as tips for extra /remedial classes/lessons attended, high student test scores and money saving opportunities such as housing and transport. The BoM may also call upon teachers to make strategic decisions and provide opportunities for them to suggest ways of improving efficiency in the running of schools. This prepares them to be leaders who can be promoted to principals and deputy principals hence creating intrinsic motivation.

The BoM action is likely to influence the performance of the teachers, the indicators of which would be effective coverage of the syllabus, arriving at work in time, attending work without absenteeism, maintaining a friendly learning environment to enable students excel in KCSE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section discusses the research methods that were used in the study and outlines reasons behind their choice for the study. The areas covered include the research design, target population, sample size and sampling procedures, research instruments that were used, their validity and reliability, data collection procedures and data analysis techniques that were used.

3.2 Research design

This study was of the descriptive survey design. A survey research design is one that uses few carefully constructed questions to obtain self-reported answers about attitudes, opinions, personal characteristics and behaviours (Gravetter and Forzano, 2006). This design was chosen because such a study does not require of the researcher to wait for a behaviour or response to occur (for instance laying down a motivational strategy or a teacher's performance of a certain task) in order to obtain data and is conducted simply to obtain a description of a particular group of individuals (Kothari, 2004; Jackson, 2006; Gravetter & Forzano, 2006) such as teachers in a school. The data collected were used to draw conclusions on how various motivational strategies influence the teacher's job performance.

3.3 Target population

This study targeted Heads of Departments (who represented groups of teachers within schools) and the BoM members in the public secondary schools in Kakamega County. At the time of the study, there were 310 public secondary schools in Kakamega County,

each consisting of nine departments and fourteen members of the school BoM. The nine departments included Science, Mathematics, Technical and Applied subjects, Humanities, Boarding, Languages, Sports and games, Guidance and Counseling, and Clubs. Each department was headed by one teacher. In total, there were 2790 heads of departments and 4340 BoM members.

3.4 Sample size and sampling procedures

The study sample was drawn from a population of 4340 BoM members and 2970 teachers in 310 public secondary schools. Stratified samples of high flier schools, average schools and below average schools with KCSE (key indicator of teacher Performance) mean scores of 7.5 and above, 5 to 7.4, and 0 to 4.9 respectively were selected (Kothari, 2004; Gravetter & Forzano, 2006; O’Leary, 2010). From the 2014 KCSE results, there were 21 high flier schools, 120 average schools and 169 below average schools in Kakamega County. 10% of each stratum of schools was selected to constitute a total sample of 31 schools (Kombo and Tromp, 2006).

Purposive sampling was used to select the samples of heads of departments and BoM members. Heads of departments were preferred because of their frequent interaction with teachers and the administration therefore being rich in information concerning teachers and the school administration. They were also perceived to help the school head in designing plans for implementing BoM’s resolutions. 50% of the heads of departments in each school were selected to participate in the study (Mugenda and Mugenda, 1999). For 31 schools, this constituted a sample of 155 heads of departments since each school had nine departments. The school heads and teacher representatives on the BoM were preferred for BoM respondents because they were also considered to be rich in knowledge concerning the strategies being laid by the BoM on day-to-day running of the

school. This constituted 10% (two BoM members) of BoM members in each school resulting in 62 BoM members for 31 schools.

3.5 Research instruments

This survey involved both primary and secondary data. Primary data were collected using questionnaires and interview schedules, which are the means of collecting data for descriptive purposes (Jackson, 2006). The questionnaire was for heads of departments (teachers) while the interview schedule was a guide for interviews with BoM members. The questionnaire and interview schedule each was divided into five sections. Section A had items on the respondent's background. Section B had items on the influence of BoM's provision of teaching/learning resources on teachers' job performance. Section C had items on the influence of recognition of teachers' job achievements on teachers' job performance. Section D had items on the influence of teacher involvement in decision making on teachers' job performance, and section E had items on the influence of provision of monetary incentives on teachers' job performance.

Structured questionnaires were used with simple open-ended questions inserted where necessary to provide an additional 'other' category and an opportunity for the respondents to give an answer not listed among the specific alternatives in the questionnaire (Kothari, 2004; Jackson, 2006; Bordens & Abbott, 2008). Questionnaires were used because they are cheap to administer over a large area. Interview schedules consisting of simple unstructured questions were used for interviewing the selected BoM members on the research objectives. The use of interview schedules provided room for the interviewer to make clarifications and ask probing questions while sticking to the research objectives. The interviewees were also able to provide more information that provided depth in the responses obtained by the researcher.

3.6 Validity of the instruments

Validity of a research instrument is the measure of the degree to which the instrument accurately measures what it was intended to measure (Gravetter & Forzano, 2006). It is the extent to which the results obtained actually represent the phenomenon under investigation. Content validity is the extent to which the sample of test items represents the content the test is meant to measure. The content validity was established and verified through close consultation and expert judgment of the supervisors. Before distributing the questionnaires to the respondents, a pilot study was carried out to establish weaknesses in the instruments and opportunities for improvement.

3.7 Reliability of the instruments

Instrument reliability is the ability of the instrument to produce the same or highly similar or consistent results on repeated administrations (Bordens and Abbott, 2008). Test-retest method was used to determine the reliability of the instruments. This involved administering the same instruments to the same group of respondents twice in two weeks. The Pearson product moment correlation formula $r =$

$$\frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right)\left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}}$$
 was used to determine the reliability correlation coefficient (r),

where:

$\sum x$ = sum of raw x scores,

$\sum y$ = sum of raw y scores,

$\sum xy$ = sum of the product of each x times each y,

$\sum x^2$ = sum of the squares of each x scores,

$\sum y^2$ = sum of the squares of each y score, and

N = number of paired x and y scores.

The coefficient of 0.5 and above was used to indicate that the instruments are reliable because it is close to 1, indicating a strong relationship (Mugenda & Mugenda, 2003).

3.8 Data collection procedures

After successful defense of the research proposal, the researcher sought permission to conduct the research from the National Council for Science, Technology and Innovation (NACOSTI) and the county education office then proceeded to conduct the research. The teacher respondents were given the questionnaires by hand-delivery, each bearing a letter of introduction to acquaint the respondent with the objectives of the research. Data from BoM members were collected by asking each selected BoM member the questions in the interview schedule. Interviewing the BoM members had the advantage of providing in-depth data with flexibility in questioning and allowing opportunity for probing (Mugenda and Mugenda, 1999).

3.9 Data analysis techniques

Qualitative data and quantitative data were collected. For the qualitative data, responses were first coded by organizing them into similar themes before tallying all similar responses. Descriptive statistics such as percentages and frequencies were used to report the qualitative data. Borg and Gall (1996) observe that the most widely used and understood standard proportion is the percentage. Quantitative data were analysed using the mode, a measure of central tendency computed using statistical package for social sciences (SPSS). Cross tabulation was done between some data on the respondents' background and responses to some of the questions to establish if the respondents' background may have influenced the responses and the results presented on bar graphs. The data were summarized using frequency distribution tables and bar graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter gives a detailed analysis of the research findings on the influence of BoMs' motivational strategies on teachers' job performance in public secondary schools in Kakamega County, Kenya. The tables present the findings on questionnaire return rate, the background of the respondents, the influence of BoM's provision of teaching/learning resources on teachers' job performance, the influence of involving teachers in decision making by the BoMs on teachers' job performance, influence of recognizing teachers' job achievements by BoMs on teachers' job performance, and the influence of the BoM's provision of monetary incentives for teachers on teachers' job performance. The bar graphs present summaries of cross tabulations taken between some background characteristics of the teachers and some of the responses to the main research questions. The cross tabulations were done to establish any in-depth relationships between the respondents' background information (biodata) and their opinions on some of the research questions. Data were analyzed both manually and by use of SPSS computer programme.

4.2 Questionnaire return rate and interview schedule response rate

The study involved 31 public secondary schools in which a total of 155 heads of departments and 62 board of managements' members were sampled to participate in the study. The instruments used for the study were questionnaires for the heads of departments and interview schedules for the BoM members. Table 4.1 shows the return rates for the questionnaires and the interview schedules.

Table 4.1: Questionnaire and interview schedule return rate

Instrument	No. Issued	No. Returned	% Returned
Questionnaires	155	148	95.5
Interview Schedules	62	50	81
Total	217	198	91.2

Table 4.1 shows a 95.5% questionnaire return rate and 81% interview response rate resulting in a 91.2% total response rate for the two categories of respondents (heads of departments and BoM members). This was believed to be representative of the total sample of respondents. The data collected were tabulated systematically covering all the items as per the research objectives.

4.3 Respondents' background

The information captured in this section consisted of the age of the respondents, highest level of education, and experience (number of years of work) in the current school for both the teachers and the BoM members. Also captured was the department headed by the teacher respondents, and the frequency of BoM meetings and key issues featuring in the BoM meetings for BoM respondents. This information was important in establishing patterns of responses that could be related to the respondents' background such as the relationship between highest level of education and the extent of approval of monetary incentives as a motivational strategy.

4.3.1 Age of respondents

Table 4.2 shows the age distribution for the teachers and the BoM members who participated in the study.

Table 4.2: Age of teachers and BoM members

Age group	Teachers (f)	%	BoM members (f)	%
20-30 yrs.	48	32.4	0	0
31-40 yrs.	52	35.1	3	6
41-50 yrs.	32	21.6	17	34
51-60 yrs.	15	10.6	23	46
Above 60 yrs.	1	0.7	7	14
Total	148	100	50	100

From table 4.2, majority (67.5%) of the teachers were aged below 40 years, most of them being aged between 31 and 40 years. Age distribution amongst teachers was an important factor for indicating the experience of the teachers in matters concerning improvement of job performance as those of higher ages were believed to have stayed long enough in the teaching profession to have encountered the strategies used by various BoMs to influence teachers' job performance. The teachers of advanced age groups (above 40 years) constituted a total of 32.9%. On the other hand, majority of the BoM members (94%) interviewed during this study were above 40 years of age. This shows that people of advanced age are preferred for membership in the school board of management perhaps because of their experience.

4.3.2 Highest level of education of respondents

Data on highest level of education of the respondents was important because the level of education of an individual is highly related to the level of job performance likely to be exhibited by that individual (Okumbe, 1998). In addition, people tend to enroll for either higher education or short courses to make themselves more useful to the organization.

Table 4.3 shows the distribution of the highest level of education reached by the teachers and the BoM members who participated in the study.

Table 4.3: Respondents' highest level of education

Qualification	Teachers (f)	%	BoM members (f)	%
Masters	22	14.9	7	14
Bachelors	108	73	33	66
Diploma	17	11.5	9	18
Certificate	1	0.7	1	2
Total	148	100	50	100

Table 4.3 indicates that majority of the respondents (73.0% of the teachers and 66% of the BoM members) had achieved undergraduate (a bachelor's degree) qualification. It can therefore be argued that university graduates are being preferred to diploma and certificate holders for teaching in public secondary schools in Kakamega County. The fact that majority of the respondents who constituted the sample of BoM members were degree holders may also indicate that BoM members also embrace higher education.

A cross tabulation was generated between the teachers' age and their highest level of education. Figure 4.1 is a bar graph showing the results of this cross tabulation.

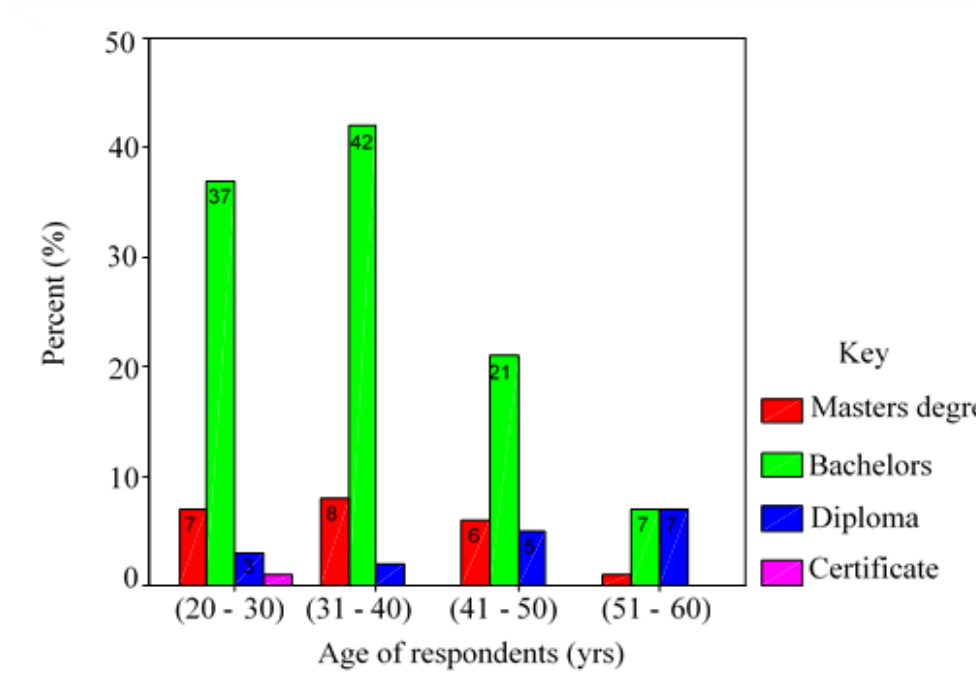


Figure 4.1: Age of teachers versus highest level of education

Figure 4.1 indicates that most of the teachers with masters degrees belonged to the age bracket of 31 to 40 years. Percentages calculated based on the proportions of masters degree holders to the total number of teacher respondents in each age bracket indicates that the 41-50 age bracket had the highest proportion (18.8%) of masters holders to the total number of teacher respondents per age bracket.

In determining these proportions, reference is made to table 4.2 which shows the distribution of the respondents' ages. In all age brackets, most of the teacher respondents were bachelors degree holders apart from the 51-60 age bracket where diploma holders were equal to bachelors degree holders.

4.3.3 Number of years in current school

Data on the number of years spent at the current work station was an important indicator of the respondents' experience and knowledge of the strategies used by the school BoM to influence the job performance of the teachers. The number of years spent in the current school was organized in classes of width 5, the last class consisting of members who had stayed in the institution for over 20 years. Table 4.4 shows the distribution of the years spent in the current school by the teachers and BoM members.

Table 4.4: Number of years of service in current school

No. of yrs.	Teachers(f)	%	BoM members (f)	%
0-5 yrs.	68	46	38	76
6-10 yrs.	49	33.1	8	16
11-15 yrs.	14	9.5	2	4
16-20 yrs.	7	4.7	2	4
Above 20 yrs.	10	6.8	0	0
Total	148	100	50	100

From table 4.4, majority of the teachers had stayed in the current school for less than five years. Majority (76%) of the BoM members had served on the school board for less than five (5) years. This period of service of BoM members agrees with part 1 of the fourth schedule of the basic education act (2013) which stipulates that the BoMs shall hold office for at most six years.

4.3.4 Department headed

It is important to recall that the teacher respondents selected for participation in this study were heads of departments in the schools under study. Table 4.5 shows the frequency distribution for the departments headed by the respondents.

Table 4.5: Department headed by teacher respondent

Department	Frequency	%	Cumulative Percent
Science	27	18.2	18.2
Mathematics	26	17.6	35.8
Languages	42	28.4	64.2
Humanities	25	16.9	81.1
Clubs	2	1.4	82.5
Guidance and	6	4.1	86.6
Sports and	5	3.4	90
Boarding	3	2.0	92
Technical and Applied	12	8.0	100
Total	148	100	100

From table 4.5, most of the teacher respondents were heads of the languages department (28.4%). Since the questionnaires were given to five out of the possible nine heads of departments per school, it may be argued from table 4.5 that the heads of languages departments were more easily accessible as compared to those of other departments. The reason behind this distribution may be investigated in another study.

4.3.5 Frequency of BoM meetings and key issues discussed

BoM members were asked to state how often they hold BoM meetings and state key issues featuring in these meetings. This was an important question because it is during BoM meetings that major decisions concerning the day-to-day running of the schools are made. This may include the conduct, welfare and performance of teachers. BoM meetings in which teachers' welfare features prominently are highly likely to impact on

the performance of teachers. Table 4.6 shows the distribution of the frequency of BoM meetings.

Table 4.6: Frequency of BoM meetings

BoM meetings	Frequency	%
Three times a year	31	62
More than three times a year	12	24
Less than three times a year	7	14
Total	50	100

Table 4.6 shows that majority of the school boards of management meet three times in a year. This coincides with the school calendar which has three terms with three school holidays in April, August and December. Most of these meetings take place at the start of every term indicating that BoMs play an active role in planning for the school term and for the academic year. Executive meetings are held whenever need arises to make urgent decisions and inform the full board meetings. Key issues discussed in BoM meetings include standards academic performance (general progress and KCSE), infrastructure (projects and security), discipline (of students, teachers and support staff), finances (fees payment, budget allocation, incentives), welfare (of students, teachers and support staff), and rewards (for motivating teachers and workers).

4.4 Influence of monetary incentives on teachers' job performance

In answering the question relating to this theme, two other questions were first asked. The first question was on the level of approval of monetary incentives as a motivational strategy and aimed at establishing how teachers and BoM members perceive monetary incentives with regard to motivating teachers to perform their functions more excellently. Table 4.7 shows the distribution of their responses.

Table 4.7: Extent of approval of provision of monetary incentives as a teacher motivation strategy

Approval level	Teachers (f)	%	BoM members (f)	%
Strongly agree	95	64.2	20	40
Agree	45	30.4	26	52
Undecided	2	1.4	1	2
Disagree	4	2.7	2	4
Strongly disagree	2	1.4	1	2
Total	148	100	50	100

From table 4.7, majority (64.2%) of the teacher respondents strongly agreed that the provision of monetary incentives can be used as a motivational strategy to influence teachers' job performance. Majority (52%) of the BoM members agreed with the same fact. This confirms Taylor's scientific management theory which states that money is a key factor in motivating workers to achieve greater productivity. In relating responses to this research question with the teachers' biodata on highest level of education achieved, a cross tabulation of highest level of education against extent of approval of monetary incentives was done and the results presented on a bar graph as shown in figure 4.2 below.

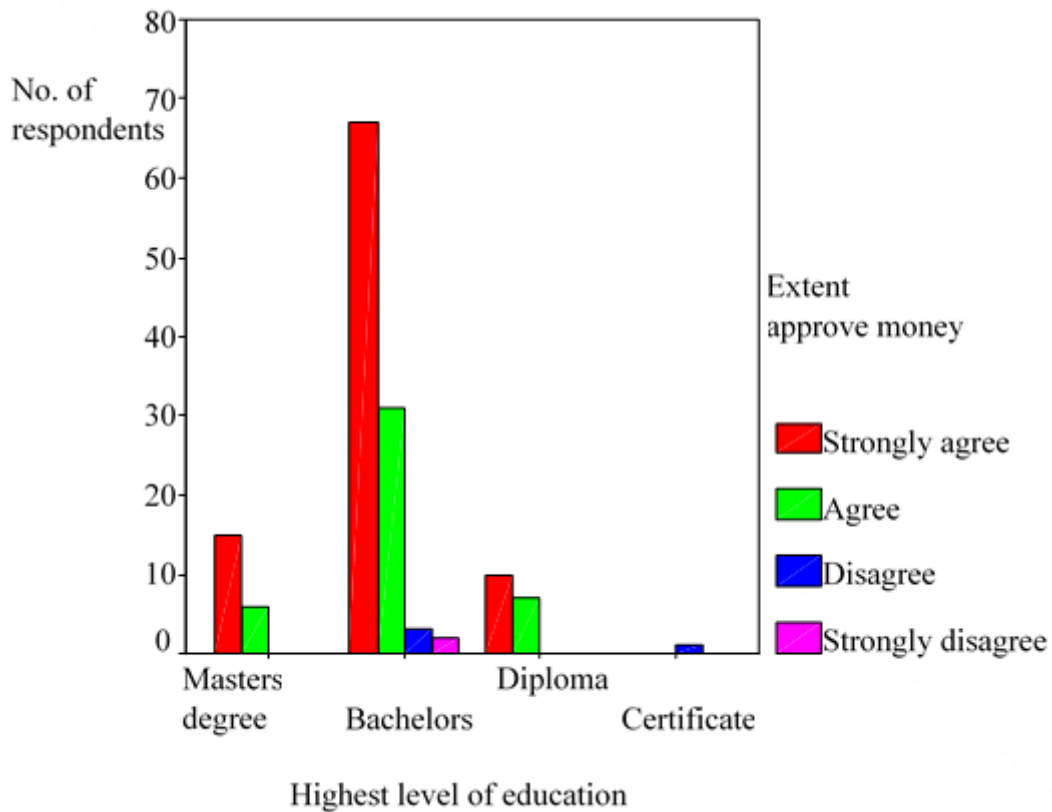


Figure 4.2: Teachers' highest level of education versus extent of approval of monetary incentives

Figure 4.2 indicates that holders of masters degree, bachelors degree and diploma strongly agreed that provision of monetary incentives can be used as a motivational strategy to influence public secondary school teachers' job performance.

The second question aimed at establishing how often monetary incentives are given to excellently performing teachers. Since the academic calendar for Kenyan schools runs in tandem with the normal calendar year, the categories of responses for the frequencies of award of monetary incentives were classified as monthly, at the end of an academic term, yearly and never. Monthly and termly incentives were given in some schools where principals and BoMs wanted to bring out excellent performance amongst teachers within short terms. The objective of providing these incentives therefore varied from school to school but the ultimate goal was perceived to be the same: overall excellent

performance of the school in helping the learners to learn in the best way possible. Table 4.8 shows the distribution of the responses to this background information question.

Table 4.8: Frequency of giving/receiving monetary incentives

Response	Teachers (f)	%	BoM members (f)	%
Monthly	26	17.6	8	16
Per term	8	5.4	3	6
Yearly	84	56.8	29	58
Never	30	20.3	10	20
Total	148	100	50	100

From table 4.8, majority (56.8% of the teachers and 58% of the BoM members) of the respondents said monetary incentives are given/received yearly. Interviews with the BoM members revealed that monthly monetary incentives were pegged on their attendance of remedial classes and any other after-school job related activities meant to improve the school. Monetary incentives given per academic term were said to come as a result of good subject performance, besides attending remedial classes. The BoM members who said they give monetary incentives yearly argued that those incentives were pegged on subject performance in KSCE for the year under appraisal. In this case, KSCE test scores were perceived to be indicators of teachers' job performance.

The question of how provision of monetary incentives influences teachers' job performance was finally asked to both the teachers and BoM members. Table 4.9 shows the distribution of the responses.

Table 4.9: Influence of provision of monetary incentives by BoMs on teachers' job performance

	Teachers (f)	%	BoM members(f)	%
Performance improves	131	88.5	38	76
Performance unchanged	13	8.8	12	24
Performance lowers	4	2.7	0	0
Total	148	100	50	100

From table 4.9, a majority (88.5%) of the teachers said that giving monetary incentives improves teachers' job performance. Interviews with BoM members revealed a great support to this argument with majority (76%) of the BoM members also saying that monetary incentives motivate and improve teachers' job performance. One BoM member observed that the expectation of a monetary reward makes a teacher to work hard towards achieving it, always aiming to produce the best results. Some of the efforts made by the teachers to improve performance as observed by the BoM members were covering the syllabus in time for rigorous revision, increasing focus on work and working towards breaking academic records to receive more.

In agreement with Guajardo's (2010) claim that money alone cannot sustainably motivate teachers, BoM members identified other incentives that could be used to positively influence teachers' job performance. These included provision of meals and housing which in most schools had improved teacher-student contact hours, hence improving syllabus coverage; training and development (capacity building and benchmarking).

4.5 Influence of teacher involvement in decision making on teachers' job performance

Before responding to the research question on this theme, the teachers and BoM members were asked to rate their approval of teacher involvement in making decisions on the day-to-day running of the school as a motivational strategy. Teacher respondents were then asked to rate the style of leadership of the school board of management before being asked to state whether the school BoM involves them in making decisions for the school.

Table 4.10 shows the distribution of the ratings of the respondents' approval of involvement of teachers in decision making as a motivational strategy. From table 4.10, it can be seen that majority (73.6%) of the teacher respondents and most (50%) of the BoM member respondents strongly approved the involvement of teachers in making school decisions as a motivational strategy for influencing teachers' job performance.

Table 4.10: Extent of approval of involvement of teachers in decision-making as a motivational strategy

Approval level	Teachers (f)	%	BoM members (f)	%
Strongly approve	109	73.6	25	50
Approve	32	21.6	23	46
Undecided	3	2.0	0	0
Disapprove	4	2.7	2	4
Strongly disapprove	0	0.0	0	0
Total	148	100	50	100

A comparison of the proportions of the respondents who disapproved involvement of teachers indicates that a greater proportion of BoM member respondents (4%) than that

of teacher respondents (2.7%) disapproved BoM's involvement of teachers in decision making as a motivational strategy for influencing teachers' job performance.

Information on the rating of the BoM's leadership style was important because leadership styles affect the participation of members of an organization/institution in making important decisions in the day to day running of the organization/institution. Autocratic styles are known to deny members the opportunity to contribute in making decisions while highly democratic styles allow member contribution in decision making (Benell & Akyeampong, 2007). Table 4.11 shows the distribution of the leadership styles employed by the BoMs as rated by the teachers in the schools under this study.

Table 4.11: Perceptions on style of leadership employed by BoMs

Style	Frequency	%
Autocratic	19	12.8
Democratic	101	68.2
Laissez fair	28	19.0
Total	148	100

Majority (68.2%) of the teacher respondents rated the BoM's style as democratic. This contradicts the claim by Benell and Akyeampong (2007) that teachers often operate in very hierarchical and authoritarian systems with limited participation and delegation of responsibilities. In democratic institutions, one cannot distinguish between the staff and administration because the collaborative approach of the administration bridges the gap between the two and empowers the staff to give suggestions and recommendations towards making major decisions (Perumal, 2011).

The question of whether the BoM involves teachers in decision making however elicited interesting responses when related to the leadership style rating in table 4.11. Table 4.12

shows the distribution of the responses which indicate that most (49.3%) of the teachers said that they were being involved by BoM in decision making. This was slightly more than the teacher respondents (48.6%) who said they were not being involved. Although this may imply that at times the BoM uses democratic and autocratic leadership styles in almost equal measures, democratic leadership styles by BoM remain prominent.

Table 4.12: Does the BoM involve teachers in making decisions?

Response	Teachers (f)	%	BoM members (f)	%
Yes	73	49.3	42	84
No	72	48.6	8	16
N/A	3	2.1	0	0
Total	148	100	50	100

Table 4.12 however indicates that a majority (84%) of the BoM members said that teachers were being involved in decision making. Comparing the percentage of teachers who said the BoM involves them in decision making to the percentage of BoM members who said they involve teachers in decision making, one can conclude that the BoM and teachers do not fully agree on the level of teachers' involvement in decision making. One BoM member who said that teachers were not being involved said,

“Teacher involvement in this school is very little to the extent that teachers have been perceived as not part of the school running. As a result of this, these teachers gang up with parents or the community to frustrate the school administration.”

Teachers require a large say in education policy and a positive dialogue and participatory democratic governance at the institution (Guajardo, 2011). Thus when teachers are involved in decision making, ownership of the decisions and the efficiency of their implementation is highly observed.

Asked how they feel when/if involved by BoMs in decision making, a majority (90%) of the teachers said that when involved they feel motivated. Involvement of teachers in making decisions is a psychological reward which gives them a motivation that is inherent in the job and which can sustain enjoyment of their job leading to excellent performance (Ayobami, 2003). A cross tabulation between the highest level of education and extent of teacher involvement was done. The results of the cross tabulation (figure 4.3) indicated that teacher with masters degrees felt that they were not being involved in decision making.

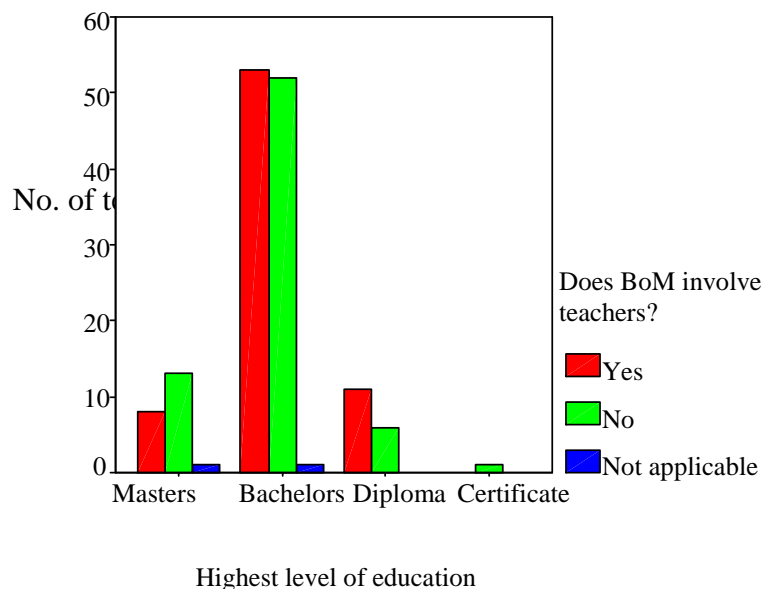


Figure 4.3: Teachers' highest level of education versus level of involvement

For the bachelors degree holders, the cross tabulation indicated that those who said they were being involved in decision making were almost the same as those who said they were not being involved. These results indicate that teachers with bachelors degrees have almost 50% chance of being involved by BoM in decision making while those with masters degrees have less chances of being involved than the chances of not being involved.

Table 4.13 shows the distribution of the responses to the question on how involvement of teachers in decision making influences teachers' job performance. From table 4.13, majority of the teachers (69.6%) and BoM members (78%) said that involvement of teachers in decision making improves teachers' job performance. Interviews with BoM members revealed that the teachers are provided with opportunities to participate in decision making through contributions during staff meetings and by voicing their challenges through parents-teachers associations.

Table 4.13: Influence of involving teachers in decision-making on teachers' job performance

Response	Teachers (f)	%	BoM members (f)	%
Improves performance	103	69.6	39	78
Performance unchanged	29	19.6	8	16
Performance lowers	6	4.1	0	0
Not applicable	10	6.7	3	6
Total	148	100	50	100

Further interviews with BoM members revealed that when teachers are involved in making important decisions concerning the running of the school, the teachers own the decisions, feel part of the decision making exercise and are more motivated to implement them. This strategy also gives the teachers the spirit of collective responsibility, a sense of belonging, unity, team work and the motivation to perform better.

4.6 Influence of recognition of teachers' job achievements by BoM on teachers' job performance

Teachers and BoM members were first asked to indicate the extent of their approval of recognition as a motivator for teachers' job performance. Teachers were then asked if

they had made any recognizable achievement(s) in their teaching career at the current work station, whether the achievement(s) were recognized, who recognized the achievement(s) and which form of recognition was given. These questions aimed at establishing whether the teachers made any personal commitments/efforts to achieve great performance levels in their schools. According to the expectancy theory, if a teacher wants to achieve recognition, then s/he must put in a certain amount of effort to ensure his/her performance is outstanding (Okumbe, 1998).

Table 4.14 shows the distribution of responses on the extent of approval of recognition of teachers' job achievements as a strategy for influencing teachers' job performance.

Table 4.14: Extent of approval of recognition of teachers' job achievements as a motivational strategy

Approval level	Teachers (f)	%	BoM members (f)	%
Strongly Agree	111	75.0	42	84
Agree	33	22.3	8	16
Disagree	3	2.0	0	0
Strongly disagree	1	0.7	0	0
Total	148	100	50	100

Table 4.14 shows that majority (75%) of the teachers strongly agree that teacher recognition is a motivational strategy which can be employed to influence teachers' job performance. Table 4.14 also indicate that a majority (84%) of the BoM members are of the same opinion.

Most teachers had made some recognizable achievements in their current school and these achievements had been recognized. Teachers were therefore asked to state the source of their recognition. This question aimed at isolating the role of the BoM in

recognizing teachers with excellent performance. The teacher respondents were given the opportunity to state other people/institutions that recognized their achievements. Various responses were elicited showing different sources of recognition for teachers' achievements. Table 4.15 shows the frequency distribution of the responses on the sources of recognition.

Table 4.15: Sources of recognition

Source of Recognition	Frequency	%
Colleagues	27	18.2
School head	40	27.0
Board of Management	62	41.9
Local Community	2	1.4
TSC	7	4.7
Others	10	6.8
Total	148	100.0

The colleagues, school head and school board of management played very significant roles in recognizing teachers' achievements. However, as table 4.15 indicates, most (41.9%) of the teacher respondents said that they received recognition from the BoM. The role of the school head however cannot be neglected. It can therefore be concluded that BoMs recognize teachers' achievements in their job performance.

The forms of recognition that were investigated included certificates, trophies, praise, promotion, secondment to consultancy, allocation of more challenging duties, and appointment to team leadership. Table 4.16 shows the distribution of the responses concerning the forms of recognition received by teachers for excellent performance.

Table 4.16: Forms of recognition received

Form of Recognition	Frequency	%
Certificate	30	20.2
Trophy	5	3.4
Praise	53	35.8
Promotion	17	11.5
Secondment to consultancy	1	0.7
Given higher challenge	5	3.4
Given team leadership	17	11.5
None	20	13.5
Total	148	100

From table 4.16, the most prominent form of recognition was praise (35.8%). This approves the claim by Nzuve (2012) that achievement can be recognized by praising and communicating individual success. The different forms of recognition influenced teachers' job performance differently. This study focused on how recognition as a whole influences teachers' job performance.

The teachers and BoM members were then asked to state their opinion on the influence of recognition of teachers' job achievements on teachers' job performance. The aim of this research question was to establish whether recognition of teachers' achievements by BoMs boosts, does not change or lowers teachers' job performance. Table 4.17 shows the distribution of the responses.

Table 4.17: Influence of recognition of teachers' achievement(s) on teachers' job performance

Response	Teachers (f)	%	BoM members (f)	%
Boosts Performance	138	93.2	48	96
Does not change Performance	6	4.1	2	4
Lowers Performance	1	0.7	0	0
No response	3	2	0	0
Total	148	100	50	100

From table 4.17a majority of the respondents (96% of the BoM members and 93.2% of the teachers) said that recognizing job achievement amongst teachers improves teachers' job performance. It can therefore be concluded that recognition of teachers' job achievements improves teachers' job performance. This confirms the claim by Holbeche (2009) that recognition awards ensure that teachers feel their work is being assessed and valued.

4.7 Influence of teaching/Learning resources on teachers' job performance

Teachers and BoM members were first asked to state the extent of their approval of the provision of teaching/learning resources as a motivational strategy for influencing teachers' job performance, then to indicate the resources that are necessary for an effective teaching/learning process.

Table 4.18 shows the distribution of the responses on the extent of approval of provision of teaching/learning resources as a motivational strategy.

Table 4.18: Extent of approval of teaching/learning resources as a motivational strategy

Extent of approval	Teachers (f)	%	BoM Members (f)	%
Strongly agree	120	81.1	28	56
Agree	22	14.9	20	40
Undecided	3	2.0	0	0
Disagree	3	2.0	2	4
Strongly disagree	0	0.0	0	0
Total	148	100.0	50	100

From table 4.18, a majority of the teachers (81.1%) strongly agreed that the provision of teaching/learning resources can be employed as a motivational strategy for influencing teachers' job performance. Majority (56%) of the BoM members also strongly agreed that the provision of teaching/learning resources can be used as a motivational strategy for influencing teachers' job performance. Comparatively however, a greater percentage (4%) of BoM members disapproved provision of teaching/learning resources as a motivational strategy than the percentage (2%) of teacher respondents with the same response.

The resources investigated in this study included laboratories, staffrooms, computers, projectors, chalks, playgrounds, classrooms and text books. The teachers and BoM members were asked to state the resources that they believed were most important for influencing teachers' job performance. Table 4.19 shows a summary of the findings.

Table 4.19: Resources necessary for an effective teaching/learning process

Response	Teachers (f)	%	BoM members (f)	%
Laboratories	20	13.5	12	24
Computers	8	5.4	3	6
Projectors	3	2.0	1	2
Chalks	2	1.4	2	4
Playgrounds	2	1.4	3	6
Classrooms	20	13.5	10	20
Textbooks	88	59.5	16	32
Staffrooms	2	1.4	2	4
Others	3	2.0	1	2
Total	148	100	50	100

From table 4.19, most of the respondents (59.5% of teachers and 32% of BoM members) ranked textbooks top of the list. This confirms Bishop's (1995) claim that if there has to be an improvement in education, there must be adequate resources such as textbooks, teachers' guides and other teaching/learning resources. Some respondents gave a combination of more than one teaching/learning resources with additions such as toilets, internet, school bus and fence. These were categorized as 'others'.

The teachers and BoM members were finally asked to state how they believed the provision of teaching/learning resources influences teachers' job performance. Table 4.20 shows the distribution of the responses to this question.

Table 4.20: Influence of BoM’s provision of teaching/learning resources on teachers’ job performance

Response	Teachers (f)	%	BoM members (f)	%
Performance Improves	143	96.6	50	100
No change	5	3.4	0	0
Total	148	100	50	100

From table 4.20, a majority (96.6%) of the teachers said that availability of teaching/learning resources improves their job performance. This is in agreement with the BoM members’ response, all (100%) of whom said that provision of teaching/learning resources improves teachers’ job performance. However, when asked to rate the government provision of teaching/learning resources, BoM members rated this insufficient. This means that much as resources are important, inadequacy in teaching/learning resources can negatively influence teachers’ job performance. This confirms claims by Bishop (1995) and Gatsinzi et al (2014) that provision of necessary teaching/learning resources enhances teacher performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study aimed at establishing the influence of board of managements' motivational strategies on teachers' job performance in public secondary schools in Kakamega County, Kenya. This chapter, therefore, provides a summary of the study, conclusions and recommendations. The chapter offers suggestions for further research too.

5.2 Summary of the study

The main purpose of the study was to investigate the influence of board of managements' motivational strategies on teachers' job performance in public secondary schools in Kakamega County, Kenya. The objectives of the study were: to determine how provision of monetary incentives by BoMs influences teachers' job performance in public secondary schools in Kakamega County; to establish how provision of teaching/learning resources by BoMs influences teachers' job performance in public secondary schools in Kakamega County; to establish how involvement of teachers in decision making by BoMs influences teachers' job performance in public secondary schools in Kakamega County; and to establish how recognition of teachers' job achievements by BoMs influences teachers' job performance in public secondary schools in Kakamega County.

The literature review in the study provided more information from empirical documents to enhance knowledge and clarity of the research questions formulated. The study ideas were anchored on Expectancy theory of motivation (Nzuve, 2012). The study was of descriptive survey design. Purposive sampling was used to select 155 teachers and 62 BoM members as respondents from 31 public secondary schools in Kakamega County.

The research instruments used were questionnaires and interview schedules. The instruments were validated by carrying out a pilot study and seeking expert advice from the supervisors. Test-retest method was used to determine the reliability of the instruments. Data collected were analyzed using descriptive statistics, particularly frequencies and percentages. Statistical Package for Social Sciences (SPSS) was used for effective analysis of data.

5.3 Summary of the study findings

The study aimed at establishing how BoM's provision of monetary incentives; provision of teaching/learning resources; involvement of teachers in decision making; and recognition of teachers' job achievements influence teachers' job performance.

5.3.1 Provision of monetary incentives and teachers' job performance

The respondents (both teachers and BoM members) approved by agreeing that provision of monetary incentives can be used as a motivational strategy to influence teachers' job performance. The findings also showed that most of the monetary incentives are given after an appraisal year. Concerning how provision of monetary incentives by BoMs influences teachers' job performance, findings indicated that provision of monetary incentives by BoMs improves/boosts teachers' job performance.

5.3.2 Involvement of teachers in decision making and teacher's job performance

Regarding involvement of teachers in decision making, majority of the teachers and most of the BoM members strongly approved involvement of teachers in decision making as a motivational strategy. According to majority of the teachers, the BoMs are democratic and involve teachers in decision making. On how involvement of teachers in decision making by BoMs influences teachers' job performance, majority of the teachers and

BoM members said that provision of monetary incentives by BoMs improves teachers' job performance.

5.3.3 Recognition and teachers' job performance

The findings to the research objective in this theme indicated that teachers and BoM members strongly agree that recognition of teachers' job achievements can be used as a motivational strategy for teachers' job performance. Most of the teachers said that their job achievements had been recognized by the BoMs. The most prominent form of recognition according to the findings was praise. Concerning how recognition of teachers' job achievements influences teachers' job performance, the findings indicated that recognition of teachers' job achievements improves/boosts teachers' job performance.

5.3.4 Provision of teaching/learning resources and teachers' job performance

Provision of teaching/learning resources was approved by a majority of the teachers and most of the BoM members as a motivational strategy that can be used to influence teachers' job performance. Textbooks were rated as the most important resources for efficient teaching/learning. Government provision of teaching/learning resources was rated insufficient. Findings on the influence of BoMs' provision of teaching/learning resources on teachers' job performance indicated that provision of teaching/learning resources by board of managements improves the job performance of the teachers.

5.4 Conclusions

The following conclusions were made from the findings of this study.

1. Provision of monetary incentives by board of managements improves teachers' job performance as they feel motivated to work harder to achieve excellent results.
2. Involvement of teachers in decision making by board of managements improves teachers' job performance as it makes them feel part of the school system and own most of the decisions made hence endeavour to achieve the school objectives.
3. Recognition of teachers' job achievements by boards of managements improves teachers' job performance.
4. Provision of teaching/learning resources by the board of managements improves teachers' job performance as this facilitates the execution of their tasks hence making them efficient and effective.

5.5 Recommendations of the study

This section gives recommendations on how to improve teachers' job performance using the motivational strategies under study. The following are recommendations of the study based on each of the research objectives.

1. To improve teachers' performance through incentives, the BoMs should include the provision of accommodation/housing for teachers at a small cost so that teachers may feel their contribution to the growth of the school. The BoMs should also facilitate retreats, talks and workshops for the teachers. This will expand their ability to give the best service of their profession hence elicit excellent job performance.
2. On resource provision, the BoM members rated the teaching/learning resource provision by the national government as insufficient. The BoMs should collaborate with the teachers in improving provision of text books by mobilizing parents and the

community for book harvesting besides organizing for fundraisings to improve information communication technology facilities, build and equip laboratories.

3. BoMs should improve recognition of teachers' job achievements by providing motivational tokens, awarding certificates of merit and tracking teachers to establish a database of their performance for appropriate recognition. Excellently performing teachers should be sponsored by the BoM in collaboration with the community to take short courses such as KNEC examiners' courses and management courses at the KEMI during school holidays. The BoM should also carry out periodic appraisals of teachers and advise the Teachers' Service Commission on their recognition such as through promotion.
4. The BoMs should provide suggestion boxes in staff rooms or other strategic places for teachers to give suggestions on major decisions being made in the day-to-day running of the schools.

5.6 Suggestions for further research

The following are suggestions for further research.

1. A similar research can be done on the influence of other motivational strategies such as training and development, benchmarking, guidance and counselling on teachers' job performance.
2. This study can be replicated in other counties for purposes of comparison and making a conclusion about the influence of BOMs' motivational strategies on teachers' job performance in Kenya.
3. A more detailed research can be carried out on influence of intrinsic factors of motivation since these factors are believed to sustain performance more than the extrinsic factors.

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APPENDICES

Appendix 1

Letter of introduction

Muchelule Martha

Department of Educational Administration and Planning

University of Nairobi

To: The Principal

Dear Sir/Madam,

RE: REQUEST FOR PARTICIPATION IN RESEARCH

I am a Master of Education student from the University of Nairobi, carrying out an academic research on *Influence of Board of Managements' Motivational Strategies on Teachers' Job Performance in Public Secondary Schools in Kakamega County, Kenya*.

I request you to kindly participate in this study by filling the attached questionnaire appropriately. The information will be for academic purposes and the identity of the respondent will remain strictly confidential.

Thank you for participating.

Yours faithfully,

Muchelule Martha

Appendix 2

Teachers' questionnaire

Please answer all the questions in each section of the questionnaire as indicated by either ticking or filling in the blank spaces provided.

SECTION A: Respondent's background

1. What is your age bracket (in years)?

20-30 [] 31-40 [] 41-50 [] 51-60 [] Above 60

2. What is your highest level of academic education?

Degree [] Diploma [] Certificate [] High School []

3. For how long have you taught in this school? 0-5 years []

6-10 years [] 11-15 years [] 16-20 years [] Above 20 years []

4. Please indicate your department.

Science [] Mathematics [] Languages [] Humanities []

Clubs [] Guidance and Counseling [] Sports and Games []

Boarding [] Technical and Applied []

Section B: Influence of BoM's provision of teaching/learning resources on teachers' job performance

5. To what extent do you approve of the provision of teaching/learning resources a motivational strategy to influence teachers' job performance?

Strongly agree [] Agree [] Undecided []

Disagree [] Strongly disagree []

6. In your opinion, which of the following resources are important for an effective teaching/learning process?

Laboratories [] Staffrooms [] Computers [] Projectors []

Chalks [] Playgrounds [] Classrooms [] Textbooks []

7. How does the availability of teaching/learning resources influence your job performance? Improves my performance []

Lowers my performance [] Does not change my performance []

8. Suggest ways in which the school board of management can improve the availability of teaching/learning resources.

.....
.....

Section C: Influence of recognition on teachers' job performance

9. To what extent do you approve of recognition of teachers' achievement as a motivational strategy for influencing teachers' job performance?

Strongly agree [] Agree [] Undecided []

Disagree [] Strongly disagree []

10. Have you made any achievement in your teaching career?

Yes [] No []

If yes, were you recognized for the achievement?

Yes [] No []

If yes, who recognized your achievement?

Colleagues [] School head [] Board of Management []

Local Community []

Others (State).....

11. Which form of recognition did you receive? Tick where applicable

Certificate [] Trophy [] Praise [] Promotion [] Secondment to consultancy [] Given higher challenge [] Given team leadership []

12. How does recognition influence your teaching performance?

Boosts my performance [] Lowers my performance []

Does not change my performance []

13. Suggest ways in which the school board of management can improve recognition of teacher performance.....
.....

Section D: Influence of teacher involvement in decision making on teachers' job performance.

14. To what extent do you approve of involvement of teachers in decision making as a motivational strategy for influencing teachers' job performance?

Strongly agree [] Agree [] Undecided []
Disagree [] Strongly disagree []

15. How do you rate the leadership style of your school's Board of Management?

Dictatorial [] Democratic [] Laissez Fair []

16. Does the Board of Management actively involve teachers in making important decisions on the day-to-day running of the school?

Yes [] No []

17. If Yes, how do you feel when you are involved in making decisions on the day-to-day running of your school? Motivated [] Demotivated []

18. Does this feeling improve your performance of your teaching function?

Yes [] No []

Section E: Influence of provision of monetary incentives on teachers' job performance

19. To what extent do you approve of BoM's provision of monetary incentives as a motivational strategy for influencing teachers' job performance?

Strongly agree [] Agree [] Undecided []
Disagree [] Strongly disagree []

20. How often do teachers in your school receive monetary incentives (if any) for good job performance in your school?

Monthly [] Per term [] Yearly [] Never []

21. How do monetary incentives influence your productivity as a teacher?

Boosts my morale to teach []

Lowers my morale to teach []

Does not change my morale to teach []

22. Suggest ways in which the school board of management can reward teachers to enhance their productivity.....

.....

End

Thank you for participating in my study.

Appendix 3

BoM members' interview schedule

The researcher will ask the questions in the schedule and take note of the responses provided by the respondent.

Section A: BoM member's background

1. To which age bracket do you belong?
2. Which level(s) of education have you achieved?
3. For how long have you served on the school's board of management?
4. How frequently does the BoM meet to discuss matters concerning the school?
5. What are the key issues that feature commonly in BoM meetings?

Section B: Influence of BoM's provision of teaching/learning resources on teachers' job performance

6. To what extent do you approve of BoM's provision of teaching/learning resources as a motivational strategy for influencing teachers' job performance?

Strongly agree [] Agree [] Undecided []

Disagree [] Strongly disagree []

7. State some of the resources you consider important for an effective teaching/learning process.
8. Do you rate the government's provision of teaching/learning resources to this school as Insufficient, Sufficient or More than Sufficient?
9. Does the BoM have any strategy/strategies for improving the provision of teaching/learning resources to the school? Give examples if any.
10. In your opinion, does the provision of teaching/learning resources influence the job performance of teachers in this school?

Explain.

Section C: Influence of BoM's recognition of teachers' achievements on teachers' job performance

11. To what extent do you approve of recognition of teachers' achievement as a motivational strategy for influencing teachers' job performance?

Strongly agree [] Agree [] Undecided []
Disagree [] Strongly disagree []

12. Does the school BoM have any strategies for recognizing excellently performing teachers?

13. If yes, in which ways are excellently performing teachers recognized?
Certificates of excellence? Trophies? Commendations? Leadership Roles?
Announcement before colleagues?

14. How does recognition of excellent performance of teachers influence teachers' job performance?

Section D: Influence of BoM's involvement of teachers in decision-making on teachers' job performance

15. To what extent do you approve of involvement of teachers in decision making as a motivational strategy for influencing teachers' job performance?

Strongly agree [] Agree [] Undecided []
Disagree [] Strongly disagree []

16. Does the BoM allow teachers to participate in making decisions on day-to-day management of the school? Yes [] No []

17. If No, do they effectively implement the decisions made by the BoM?

18. How does the BoM's involvement (if any) of teachers in decision making influence their job performance?

Section E: Influence of BoM's provision of monetary incentives on teachers' job performance

19. To what extent do you approve of BoM's provision of monetary incentives as a motivational strategy for influencing teachers' job performance?

Strongly agree [] Agree [] Undecided []
Disagree [] Strongly disagree []

20. Does the BoM provide or offer any monetary incentives/rewards for teachers performing excellently in their job? Yes [] No []

21. If Yes, how does the provision of monetary incentives influence teachers' job performance in this school?

22. Suggest any other motivational strategies that you may recommend to the BoM for implementation to enhance teachers' job performance in this school.

End

Thank you for participating in my study.

Appendix 4

Research authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 318571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

31st August, 2015

NACOSTI/P/15/4130/7421

Martha Muchelule Ochayo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Board of Managements’ motivational strategies on teachers’ job performance in public secondary schools in Kakamega County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for a period ending **31st December, 2015**.

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

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


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

Appendix 5

Research permit


THIS IS TO CERTIFY THAT:
MS. MARTHA MUCHELULE OCHAYO
of UNIVERSITY OF NAIROBI, 0-200
Nairobi, has been permitted to conduct
research in Kakamega County

on the topic: INFLUENCE OF BOARD OF
MANAGEMENTS' MOTIVATIONAL
STRATEGIES ON TEACHERS' JOB
PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN KAKAMEGA COUNTY,
KENYA

for the period ending:
31st December, 2015

[Signature]
.....
Applicant's
Signature


Permit No : NACOSTI/P/15/4130/7421
Date Of Issue : 31st August, 2015
Fee Received :Ksh. 1000




[Signature]
.....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

6399

Serial No. A

CONDITIONS: see back page