

**INFLUENCE OF BOARD OF MANAGEMENT GOVERNANCE  
PRACTICES ON TEACHER MOTIVATION IN PUBLIC PRIMARY  
SCHOOLS IN KINANGO SUB-COUNTY IN KWALE COUNTY, KENYA**

**Mududu Esha Kahaso**

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the Award of the Degree of Master of Education in Corporate Governance,**

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## **DECLARATION**

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

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Mududu Esha Kahaso

E55/73449/2014

This research project has been submitted for examination with our approval as the University Supervisors.

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Mr. Edward N. Kanori

Lecturer

Department of Educational Administration and Planning

University of Nairobi

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Dr. Ursulla Okoth

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

## **DEDICATION**

I dedicate this research project to my daughter Asia Bahati, my sisters Mwanamisi Kadzo and Sidi Madaraka for their sacrifice, love and endurance during the period of study.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BoGs</b>	Board of Governors
<b>BoM</b>	Board of Management
<b>CEB</b>	County Education Board
<b>GCE</b>	General Certificate of Education
<b>GoK</b>	Government of Kenya
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>SMCs</b>	School management committees

## **ABSTRACT**

The purpose of the study was to examine the influence of Boards of Management members' governance practices on teachers' motivation in public primary schools in Kinango Sub- County, Kenya. The study was guided by the following objectives: To establish the influence of BoM provision of incentives on Teachers' motivation; to ascertain the influence of teachers involvement in decision making by BoM on Teachers' motivation; to determine the influence of BoM performance appraisal of teachers on Teachers' motivation and lastly to investigate the influence of BoM provision of teaching/learning resources on Teachers motivation. This study is grounded in the Expectancy theory, originally proposed by Kurt Lewin and Edward Tolman in 1932. The researcher used a descriptive survey research design, which employs quantitative and qualitative approaches. The study population comprised of the 242 BoM members and the 560 teachers of 60 public primary schools in Kinango sub-county. The study used a self-administered questionnaire to gather primary data. In this study, test-retest method was employed by administering the research instruments twice at an interval of two weeks and the results noted. Pearson's coefficient of correlation ( $r$ ) was then used to compare the two scores obtained, an alpha value of 0.8 and above proved that the research instrument used in the study was reliable and lastly quantitative data was analyzed through descriptive statistics using frequencies and percentages. The study found that the BoM provision of incentives influenced teachers' motivation. BoM ensured free lunch and break time tea. In only a few schools, BoM gave congratulatory letters or cash for exemplary performance. It was also found that BoM involvement of teachers in decision making, majority of the schools had provisions for involvement of teachers in decision making influenced teachers' motivation. However a few of them held round tables meeting. Most of the school teachers felt motivated after participating in making decision in matters concerning school infrastructure, school/class target and class size. Further, it was found that BoM provision of teaching/learning resources influenced teachers' motivation. BoM ensured good storage and maintenance of text books and also ensured there were enough text books. Lastly, it was found that performance appraisal influenced teachers' motivation. Performance appraisal gave teachers opportunity to receive professional development from the school. It was concluded that board of management governance practices that include provision of incentives, involvement of teachers in decision making, provision of teaching/learning resources and performance appraisal influences teachers motivation in public primary schools in Kinango sub-county, Kenya. It was recommended that boards of management in public primary schools should ensure optimal provision of incentives in the schools through: facilitation of recreational trips for teachers, giving of congratulatory letters or cash for exemplary performance, and duties performed such as remedial teaching. BoM should ensure primary schools have provisions for involvement of teachers in decision making. The government and school BoMs should ensure good storage and maintenance of text books and also ensure there is enough text books and teachers guide for teachers.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Teaching staff motivation is a driving tool upon which the teachers execute their duties well. According to Robbins (2005) motivation of teachers is essential in education. School Board of Management is responsible for the school operations but it's not involved in the day today running of the school. The board is concerned with giving direction and setting the goals and the administration decides on how to get there. Globally, countries have similar bodies such as Board of Governors and School Management Committees mandated to carry out management duties in primary and secondary schools. For example, Pakistan's educational administration was centralized. Shah (2003), reports that this system impeded the efficiency and effectiveness of service delivery at the grass – root level. The Government of Pakistan took various measures to address this challenge. Pakistan's National Education Policy of 1992 laid the foundation for the decentralization of decision – making processes. This policy encouraged the mobilization of communities to form local associations called School Management Committees as a strategy to improve the management of education at the district level (Azam & Natyada, 2012).

In the United States, school boards give direction and oversight for the professional to manage the running of schools. The boards also provide accountability to the community. According to World Bank working paper (2008) in Senegal, the

recently created School Management Councils for primary schools oversee the material and human activities that go on in the primary schools. Most of the existing researches on Board of Management focus on Board of Management governance practices glean through interviews, surveys, observation and qualitative measures rather than in-depth quantitative information. Several studies also date back to early 2000s or earlier, consequently, the data has limitations (Guajardo, 2011).

Teacher motivation is of great concern world-wide. A study by Atkinson, Burgess, Croxson, Gregg, Proper, Scatter and Wilson (2004) as cited by Berry, Daughtrey and Wieder (2010), on the impact of performance –related pay for teachers in England revealed that, teachers who were under an incentive payment programme increased their value addition by almost half a General Certificate of Education grade per pupil compared to teachers who were not in the program. In Israel, the same scholars noted improved pupils achievement in a tournament scheme which rewarded individual teachers according to pupil’s attainment. The rewards were both, financial and non-financial. However, monetary rewards were more effective than the non-monetary (Wilkins, 2013).

Studies conducted by members of education research service in California as quoted by Sobe, (2013), revealed that work related factors most important to teachers were those that allowed them to practice their craft-successfully. Research studies done in Chicago as quoted by Robbins (2013), showed that workers with

high levels of motivation had more attendance levels than those who did not. A study carried out by Ige (2014), in Nigeria revealed that teachers often feel motivated when working in a decent and comfortable environment.

The Board of Management has a pivotal role in ensuring the interest of the institution is promoted as well as its development in a bid to provide the learners with quality education. The board seeks to keep teachers motivated in order to achieve to the set goals. Study conducted by Njenga (2010), revealed that the Board of Management was involved in decision making on issues of discipline, motivation of teachers and implementation of the curriculum. Therefore, the Board of Management has a role in motivating teachers since a motivated workforce tends to be more productive, consequently, beneficial to the education system.

The Board of Management members governance practices may motivate teachers include provision of incentives such as monetary rewards, autonomy, professional status and recognition of teachers efforts. The extent to which this has on teacher motivation need to be examined. It is important that schools in general continue to identify valuable incentives for the teachers with the aim of motivating them (Kavanze, 2002).

People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward, one that satisfies their needs and wants (Armstrong, 2009). Motivation deals with the strength and direction of behavior and the drive that influence people to behave in certain ways. Therefore,

teachers need to be motivated so as to produce and improve the school's academic achievements.

The Board of Management governance practices that may motivate teachers includes the provision of incentives such as monetary rewards, autonomy, professional status and recognition of teachers' effort. The influence that this has on teacher motivation is an area that needs to be investigated. Based on the recommendations from the Republic of Kenya which was set up to regularize education institutions (GOK 2011), the government undertook to manage all public primary schools in Kenya which were earlier managed by missionaries and later church organizations. The former managers (church bodies) later became the sponsors of the schools they once managed as featured in the East Africa Education act (1968). Consequently, East Africa Education (1968) revised 1980 was enacted and the School Management Committees were established to manage public primary schools on behalf of the government (Okumbe, 2001). It consisted of a total of thirteen members, ten nominated and three co-opted members.

Following the promulgation of the new constitution 2010, many acts were either changed or reviewed to meet the emerging issues in the respective sectors. For this reason the education act cap 211 was customized to meet the challenges in the education sector. Among the changes effected included the governing of schools by now the Board of Management (BOM). This is according to the Education Act 2013. The BOM shall consist of 10 members appointed by the County Education

Board (CEB) and may co-opt into its membership, persons who possess skills and experience to assist in the discharge of its function (Republic of Kenya, 2013). It consists of: - Three persons representing parents of the students in the school. One person nominated by each of the following, the county education board and the industry or the commercial sector from the locality of the school. One representative of the teaching staff in the school, two representatives of the sponsor of the school. One person nominated by civil society organizations in the locality of the school. One person to represent persons with special needs.

The role of the BoM is to manage public primary schools with the interest of providing the best education and educational opportunities for all the pupils. This involves participating in making corporate decisions in relation to the statutory functions of the BoM. In order to achieve this, the BoM should come up with effective and motivating reward system for its staff. In effort to actualize this, it is necessary that the influence the BoM members' governance practices has on teacher motivation be investigated.

The focus of this study was on Kinango Sub-County, where there are many teachers who have at one point been absent from work, have become alcoholic or played truant (DEO, 2013). In the year 2014, 72 teachers were transferred to other schools reasons attributed to absenteeism, negligence of duty, in subordination, incitement among others (DEO 2014). All these are indicators of lack of motivation. The study focuses on education research, attempting to elaborate on the



governance practices of the Board of Management and their influence on teachers' motivation. This study expects to add more knowledge on the Board of Management member practices and their influence on teachers' motivation and management studies within education.

### **1.2 Statement of the Problem**

According to the Education Act 2013, the Government of Kenya established BoMs to help in the discharge of its functions (Republic of Kenya, 2013). The Boards of Management have resorted to the use of various motivational practices to influence teachers and improve on their performance. The Government of Kenya through the Ministry of Education organizes annual prize giving day where best performing schools as well as the teachers' efforts are recognized and rewarded. Despite the possible strategies put in place by the Board of Management in order to influence the teachers positively in the public primary schools in Kinango Sub-County there has been a variation in performance of teachers in Kinango Sub-County public schools. Concern for the public primary schools is that there has been an escalating poor academic and teachers' performance. Consequently, there is need to carry out a research on Board of Management practices and their influence on teachers among public primary schools in Kinango Sub-county. The study undertook the task of examining the Board of Management practices and their influence on teachers' motivation in public primary schools in Kinango Sub-county, Kenya.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the influence of Boards of Management governance practices on teachers' motivation in public primary schools in Kinango Sub- County, Kenya.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i. To establish the influence of BoM provision of incentives on teachers' motivation.
- ii. To ascertain the influence of BoM involvement of teachers in decision making on teachers' motivation.
- iii. To determine the influence of BoM involvement in performance appraisal on teachers' motivation.
- iv. To investigate the influence of BoM provision of teaching/learning resources on teachers motivation.

### **1.5 Research Questions**

- i. What is the influence of BoM provision of incentives on teachers' motivation?
- ii. What is the influence of BoM involvement of teachers in decision making on teachers' motivation?
- iii. How does BoM involvement in performance appraisal influence teachers' motivation?

- iv. What is the influence of BoM provision of teaching/learning resources on teacher's motivation?

### **1.6 Significance of the Study**

The study on BoM governance practices on teachers' motivation in Kinango Sub-County may be of great importance with emphasis on teachers' motivation in public primary schools in the Sub-County. The BoMs may use the findings to increase teachers' motivation. It informs the Boards of Management on the direction that leads to motivation of teachers; hence better academic results. Further, the study may provide data for future researchers in the field of BoM governance practice.

The head teachers may also benefit from the findings in that they may use the information and suggestions given by the respondents on how to motivate teachers. The study findings may be used by Ministry of Education (MoE) to come up with strategies of motivating the teachers. It may also benefit the Teachers Service Commission (TSC) to come up with the best ways of motivating teachers.

### **1.7 Limitations of the Study**

Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other situations. The study was limited by various ways since it is done in Kinango Sub - County during rainy period. This means that most roads were impassable for long hence it posed difficulties in accessing the respondents.

The study was also constrained by unwillingness of respondents in giving information as a consequence of unexplained fear. There was also resistance from some of the respondents who participated in the research and also some failed to bring back the questionnaire. However, some of the limitations were overcome by employing strategies such as visiting respondents on motor bikes, operating within the budget and also informing the respondents the significance of the study as well as disclosing statement of confidentiality between the researcher and the respondents.

### **1.8 Delimitation of the Study**

The study was carried out in Kinango Sub- County, with its focus on the influence of Boards of Management members' governance practices on teachers' motivation in public primary schools in the sub county. The particular interest in the study was the public primary schools teachers geographically spread in the four locations in Kinango Sub - County namely Kinango, Dumbule, Kibandaongo and Gandini sub-locations.

### **1.9 Basic Assumptions of the Study**

The study was based on the following basic assumptions.

- i. That the final sample drawn would reflect the true characteristics of the target population in its major attributes.
- ii. That the respondents would be willing to give information honestly and objectively.

### **1.10 Definition of Significant Terms**

The following were the significant terms as used in the study:-

**Board of management** refers to a body corporate mandated by the Basic Education Act (2013) to oversee school management.

**Governance** refers to the manner in which power is exercised in the management of economic and social resources for sustainable human development. It involves the authority to make decisions about fundamental policies and practices in critical areas.

**Governance practices** refers to the management activities that the BoM engages in, in order to ensure effective and efficient management of schools as reflected in the research objectives.

**Incentives** refers to those things that encourage teachers to work hard like financial rewards.

**Motivation** refers to the driving force or the set of reasons that makes teachers to become committed to teaching work that is when they are highly motivated.

**Performance appraisal** refers to the methods by which the job performances of teachers are evaluated and those with improved performance are motivated through various strategies with an aim of retaining the best teachers in schools.

**Public primary schools** refers to primary institutions that are developed and maintained by public funds from the government.

**Teachers Involvement** refers to participation of teachers in decision making exercise.

### **1.11 Organization of the Study**

The study has five chapters. Chapter one consists of background to the study, statement of the problem, purpose limitation of the study, delimitation of the study, assumption of the study, definition of significant terms and the organization of the study. The second chapter includes the literature review. This chapter covers the concept of motivation, the role of the Board of governors, the Board of management governance practices, relevant theories for the study, summary of the literature review, theoretical framework and lastly the conceptual framework.

Chapter three comprises of methodology and covers the following sub-titles :research design, target population, sample size and sampling procedure, research instruments, instruments validity, instruments reliability, data collection procedure and data analysis. Chapter four covers data analysis and discussion of the findings, while chapter five finally covered a summary, conclusion and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents related literature under the following sub-headings: The concept of motivation, the Board Management governance practices that included BoM provision of incentives, teachers' involvement in decision making, BoM's Performance appraisal and BoM's provision of teaching/learning resources. Also the chapter presents a summary of literature review, theoretical framework and lastly, the conceptual framework.

#### **2.2 The Concept of Motivation**

The source of motivation is both intrinsic and extrinsic. According to Chapman *et al.* (2011), intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in the activity since they know the results they will get will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the management through methods such as pay, promotion, and praise in order to encourage workers to perform tasks. Choi and Tang (2009) noted money as the most obvious example of an extrinsic reward and that for money to motivate; it has to assume a relationship between performance and rewards.

Conway (2014), the two types of motivation which are:-

Intrinsic motivation refers to self-generated factors that influence people to behave in a particular way or to move in a particular direction. These factors include responsibility (feeling that the work is important and having control over one's own resource autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. The intrinsic motivators, which are concerned with the 'quality of working life', are likely to have a deeper and longer-term effect because they are inherent in individuals and not 'imposed from outside (Davis & Wilson, 2013).

Extrinsic motivation refers to what is done to or for people to motivate them. This includes rewards, such as increased pay, praise, or promotion, and punishments, such as disciplinary action, withholding pay, or criticism. Extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long (Gronn (2015).

### **2.3 BOM Provision of Incentives**

Incentives for schools and teachers in public education system to perform well are frequently weak due to ineffective incentives and sanctions. Incentives can be monetary or non - monetary. The cost of the awards is the major factor for a school district using monetary incentive plans. Therefore, the size of the awards is a matter of considerable importance. Duke *et al.* (2010), emphasizes that provision of stable monetary rewards contribute to employee commitment, high job performance and stability on the job. Armstrong (2001), as cited by Gronn (2015), identifies that



monetary rewards have a powerful effect on freedom from worry, fear and contamination by the organization environment.

Financial rewards according to Armstrong (2009), must be provided in relation to competence, contribution, and skill or service grade. They motivate employees leading to high job commitment and high performance. Gronn (2015), stresses that monetary rewards have the strongest energizing force that increases commitment of employees in their jobs. It is argued that performance based pay will increase teacher motivation by adequately rewarding productivity gains.

Non-monetary rewards are non-financial that influence teachers for instance giving more responsibility, promotion, praise and recognition. Harris (2013), argue that non-financial rewards tend to attract highly qualified and competent people who are committed to the achievement of organizational goals. According to Armstrong (2009) non-financial rewards enhance employee commitment and performance on the job. Non-financial rewards can therefore make workers more comfortable on the job. Creating fun, challenging and empowered work environment can make teachers use their abilities to do meaningful jobs for which they are shown appreciation.

Teachers who are not motivated by financial rewards can be encouraged with non-financial rewards. These rewards include: satisfaction from high student achievement, recognition, influence, learning new skills and personal growth.

Harris (2014), argue school based rewards are a means of providing motivation by introducing clear goals to the whole school and facilitating student achievement. Ho (2010), in his study concluded that non-financial motivators and recognition schemes are powerful and can work even more effectively if integrated with financial rewards in a total reward system.

#### **2.4 Teachers Involvement in Decision Making by BoM**

Guajardo (2011), teacher motivation in many countries is positively related to greater voice in decision making. This motivation is largely intrinsic. The study was supported by Perumal (2011), who view that, students learning and teacher's 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.

Huberman (2013), 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 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.

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.

Okoth (1987) carried out a research about the love of community participation in the administration of Harambee Secondary Schools in South Nyanza District in Kenya. The purpose of the study was to investigate the influence of BOM members' participation in Harambee schools' administration and effect of that participation on school leadership in Rangwe Division of South Nyanza. The target population comprised of all head teachers of Harambee Schools in the district plus the BOM members of those schools. The study revealed that in schools the headteachers and BOM did not enjoy cordial relationship; the BOM tended to usurp the authority of the headteacher and proceeded to recruit their own relatives as schools' staff. Freedman (2002) observed that one of the roles of the school boards was to make administrative decisions which have direct effect of how the schools are run on a daily routine.

A similar study was done by Monly, (2003) in Bureti District to establish the effectiveness of board of managements in management of public secondary schools. He use the survey research design and he targeted all the headteachers and bursars of all public secondary schools in Bureti District, District Education Officers (DEO) and the Quality Assurance and Standard Officer (DQASO). The research finding indicated that majority of the respondents perceived the BOM members as effective and influential in participation in resource management of

school. Similarly, majority of them perceived the BOM as effective in provision of physical facilities. The BOM was also found to be effective in their participation in financial management in their schools. Decision making role is a crucial function of management the fact that reveals poor participation of the BOM members in decision making process hence calls for study to investigate why the BOM are not fully involved in this vital task of management. BOM is supposed to be proactive rather than reactive on matters that affects the school community, parents, teachers and students. The board also ensures that school principal is very responsible in his work. In more successful schools BOM also seeks opinion of the headteacher or politicians for example during expulsion of indiscipline students, scraping school uniform or even changing the menu items (Section II of Education Act 1968).

### **2.5 BoM's Performance Appraisal**

Monahan (1996), describes a new concept, Comprehensive Professional Development (CPD), which focuses on strategies for facilitating teacher growth through professional dialogue with colleagues, collaborative curriculum development, peer supervision, peer coaching, and action research leading to school wide change. Unfortunately, he reports, principals and teachers still regard CPD like activities for continuing professional development to be less important than traditional methods (Huberman, 2013).

On the other hand, performance management recognizes and values teachers' strengths and supports them in developing their expertise so that they can be even

more effective. As such, it is at the very heart of school improvement. All teachers need regular feedback on their professional practice and some will, at times, need support to develop areas of weakness. Taylor (2003), notes that the performance appraisal process offers employees the opportunity to receive structured, constructively framed feedback about their work and growth potential.

Ojokuku (2013), carried out a study entitled “Effect of Performance Appraisal System on Motivation and Performance of Academics in Nigerian Public Universities”. The study sample was drawn from four (4) public universities in south western Nigeria. Data was sourced with the aid of a questionnaire, while percentage and multiple regression analysis were used for data analysis. Findings showed that the university academics see their performance appraisal system as not being accurate and fair enough because it does not capture adequately, all the job components that make up their performance during the review period.

The performance appraisal system was also found to exert a strong influence on the academics’ motivation and overall performance. It was recommended that the PA system for academics should be reviewed by university management such that all the components of their job are captured, evaluated, and adequately rewarded. This is expected to impact positively on the motivation and overall performance of the academics, thereby working as a veritable tool for steering university education towards the right direction for national development. This study contributed to the current study by indicating how poor performance appraisal systems in schools

affected the overall motivation and performance of employees. However, this study further intended to examine whether this had any effect on the overall retention of teachers in British curriculum secondary Schools in Lang'ata (Imber & Duke, 2014).

Lee and Yin (2011), appraisal and improvement are critical to developing and maintaining a strong capable workforce. Structured performance incorporates the institutions vision and mission into the overall evaluation of the employee. Liu (2013), contends that, performance appraisal systems utilize standard assessment criteria, dimensional ratings, structured rating scales and explicit individual–peer appraisal. These components help to minimize subjective impressions and conscious or intentional biases. Sophisticated technologies for performance evaluations are well developed and increasingly common in both large and small institutions.

## **2.6 BoM's Provision of Teaching/Learning Resources**

Liu (2015), 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. Liu (2013) 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 *et al.* (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 (1995), 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.

Eshiwani (2013) underscored the fact that adequate and proper learning materials are a pre-requisite in any learning situation. Therefore, if the board of managements doesn't make provision for better physical facilities, the school learning and especially curriculum implementation cannot easily be achieved. According to Bishop (1985), the greatest single drawback to the implementation of the new ideas and technique in school is often not lack of funds but delays and problems in



connection with ordering and delivering of equipment. Majority of the BOM are involved in getting support to provide library books, exercise books, building of classrooms, purchase of teaching aid, construction of laboratories, provision of laboratories equipment, construction of libraries just to mention but a few.

Studies in Uganda showed that the liaison between teachers and the Boards of Management affected the capacity of schools to provide teaching and instructional materials for pupils. The ability of the public primary schools to undertake their functions with due diligence influenced their access to teaching and instructional materials. In some situations, some unscrupulous managers misappropriated funds leading to diminished trust and falling out with the school Boards of Management affecting the supply of instructional materials (Nabukenya, 2012).

## **2.7 Summary of Literature Review**

The focus of this study is on four BoM governance practices namely provision of 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.

## **2.8 Theoretical Framework**

This study is 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 (Muhammad & Din, 2016). The theory emphasizes that people will get rewarded for doing tasks and the reward is worth the effort. The theory assumes that while behavior 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 behavior decisions based on their perception of the outcome.

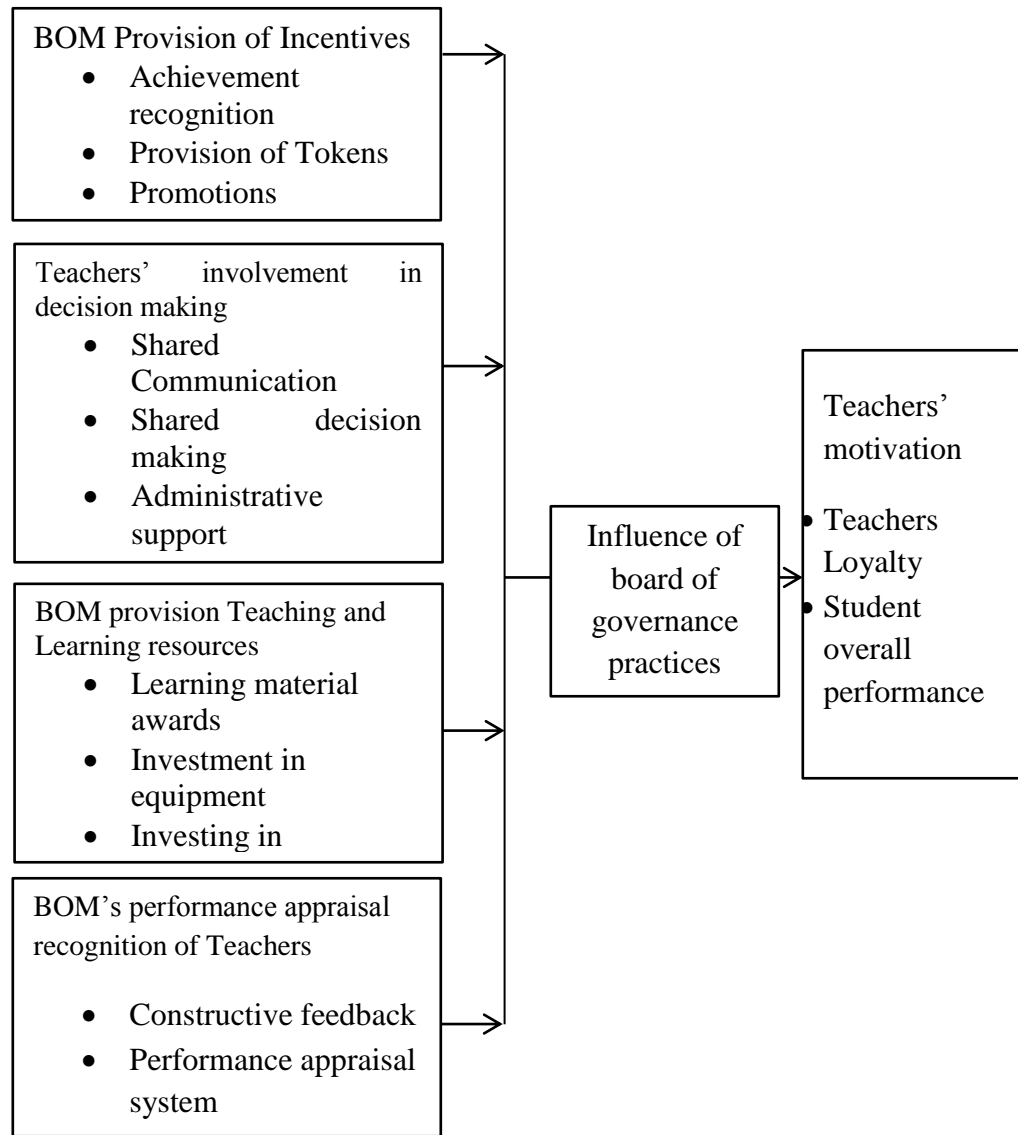
The expectancy theory has three variables namely valence, instrumentality and expectancy. Valence is the strength of a person's preference for a particular outcome or reward. An outcome is positively valent when a person prefers attaining it to not attaining it. An outcome is considered to have zero 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 (Muijs & Harris, 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 KCPE 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 (Peng, 2016).

## **2.9 Conceptual Framework**

The conceptual framework showed the relationship between independent variables and the dependent variable.

**Figure 2. 1: Conceptual framework on governance practices that influence teachers' motivation**



Monetary or non – monetary incentives is a major factor of considerable importance. The provision of stable monetary rewards contributes to teacher’s commitment, high job performance and stability on the job. Teacher motivation is positively related to greater voice in decision making. This motivation is largely

intrinsic. Student learning and teacher morale are related to a positive school culture that is characterized by respect, shared decision-making, communication and administrative support.

All teachers need regular feedback on their professional practice and some will, at times, need support to develop areas of weakness. Performance appraisal process offers employees the opportunity to receive structured, constructively framed feedback about their work and growth potential. Availability of adequate resources such as suitable textbooks, teachers' guides and other teaching/learning materials increases teachers' confidence, effectiveness and productivity.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focused the research methodology that was used in the study. Aspects of research methodology contained in this chapter include, research design, target population, and sample size and sampling procedure, data collection instruments, instrument's validity, instrument's reliability and data collection procedures, data analysis technique and ethical consideration.

#### **3.2 Research Design**

The study adopted a descriptive survey research design. Quinn and Troy-Quinn (2013), a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey research was considered as the best method available in collecting original data for purposes of describing a population which is too large to be observed directly. This research design was therefore suitable in studying Boards of Management members' governance practices and teachers' motivation. Descriptive survey research design can be used to collect information about people's attitude, opinions, habits or any variety of education or social issues (Rasheed, Sarwar & Aslam, 2010).

### **3.3 Target Population**

A population is defined as a complete set of individuals with some common observation characteristics (Xia & Li, 2014). The target population comprised of 60 public primary schools in Kinango sub-county, 560 teachers and 242 BoM members (DEO Kinango sub - county, 2013).

### **3.4 Sample Size and Sampling Procedures**

The population being small, 20 schools representing 30% of the target population was picked using random sampling (Mugenda and Mugenda 2003). A number was given to every school, this was written on pieces of papers and placed in a container, folded and shuffled. A number was picked at a random. The process was repeated until the required sample of 20 schools was, attained. The researcher purposively selected 5 BOM members and 5 teachers from every school of the selected twenty schools. The study sample size therefore comprised of 100 BoM members including the head teachers and 100 teachers.

### **3.5 Research Instruments**

Questionnaire and interview guide were used in the study. According to Gay (2000) questionnaires are cheap to administer and anonymous. Anonymity entrances the freedom and frankness in answering questions since identity of respondents is concealed. The questionnaires to be used had both closed and open ended items. Open ended questions helped to capture the views and attitude of respondents on the different issues of the study (Wilkins, 2013).

The questionnaire comprised of two sections: Section A included the demographic and operational characteristics meant to determine key issues such as the demographic characteristics of the respondent, section B concentrated on teachers motivation, section C concentrated on the BoM governance practices. The section had four parts A, B, C and D.

### **3.6 Validity of the Instruments**

In the perspective of Mugenda and Mugenda (2003), an instrument is validated by providing that its items are representative of the skills and characteristics to be measured. Content validity was ensured by checking whether the items in the instruments reflect the research questions and this will be done by the project supervisors from the Department of Educational Administration and Planning (Orodho, 2003 cited in Wilkins, 2013).

Orodho (2003), piloting is a necessary process as it ensures that the measurements are of acceptable reliability and validity. The questionnaires and interview guides were piloted in three schools in Matuga Sub-County which had similar characteristics with Kinango Primary School. This is because all the primary schools in Matuga sub-county comprised the target population of the study. Matuga sub- County had similar characteristics with Kinango Sub- County both of them being in Kwale County. The questionnaires were administered to 5 BoM members and 5 teachers from each school that were randomly selected. The results of the piloting were used to adjust any ambiguity in the questionnaires. Piloting in this



study was crucial to give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated.

### 3.7 Reliability of the Instrument

Mugenda and Mugenda (2009), reliability is the measure of degree to which research instruments give consistent results after repeated trials. Reliability measures the stability of research instruments across two or more attempts. In this study reliability of the questionnaire was tested using test and re-test method. The researcher piloted the questionnaire by giving some draft questionnaires to 5 BoM members and 5 teachers from each school that were randomly selected to answer the questions at an interval of two weeks before the actual data collection exercise. The feedback manually scored from the two testing periods were correlated and analyzed using the Parsons correlation coefficient to determine reliability of the instrument. The reliability coefficient was found to be 0.88. Gay (1992), affirms that a research instrument with a Correlation Coefficient between 0.7 and 1.0 as reliable enough for data collected. Therefore, the researcher confirmed that the instruments were reliable enough to be used in this study.

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Where  $X$  = first set of scores;  $Y$  = second set of scores;  $\sum X$  = the sum of the first set of scores;  $\sum Y$  = the sum of second set of scores;  $\sum X^2$  = the sum square of first set

of scores;  $2 \sum Y^2$  = the sum square of second set of scores;  $\sum XY$  = the sum of cross product of  $X$  and  $Y$  and  $n$  = total number of respondents.

### **3.8 Data Collection Procedures**

The researcher obtained a permit from the National Commission of Science Technology and Innovation (NACOSTI). This permit was copied to Sub-County Commissioner and Sub-County director of Education in Kinango Sub County in Kwale County, Kenya. Visits to the schools participating in the study were made by the researcher to make appointment for administering the instruments. Questionnaires were administered in person to teachers on agreed dates and collected immediately after they are filled.

### **3.9 Data Analysis Techniques**

Data analysis entails categorizing, ordering, manipulating and summarizing raw data to obtain answers to the research questions (Kerlinger, 1973). The researcher first inspected the data collected for unanswered questions and wrongly responded to questions. The data was then coded for easy processing. The study generated both quantitative and qualitative data. Descriptive statistical tools, for instance, frequencies tables, percentages, bar graphs and pie charts were used in data analysis. In addition, the researcher made use of the Statistical Package for Social Sciences (SPSS) in data analysis. The researcher also made use of content analysis in terms of themes based on the study objectives to analyze qualitative data which

were presented in prose form. The findings for quantitative data were presented using descriptive statistics tools like frequency tables and percentages.

### **3.10 Ethical Considerations**

The researcher obtained a letter of introduction from University of Nairobi, obtained a research permit from National Commission of Science, Technology and Innovation (NACOSTI) and had a courtesy call to the Sub-County Director of Education of Kinango Sub-County. Principals of schools were contacted to give consent for the study to be carried out. Confidentiality, anonymity was maintained and no respondent was exposed to physical or emotional or psychological injury. Respondents were free to participate or to leave at any point of the study.

## CHAPTER FOUR

### DATA ANALYSIS INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

The purpose of this chapter is to present data analysis and interpretation of the findings of the study. This chapter is presented in sections addressing the questionnaire return rate, demographic information of the respondents, Teachers motivation and data based on research objectives of the study which were; To establish the influence of BoM provision of incentives, BoM involvement of teachers in decision making, performance appraisal and BoM provision of teaching/learning resources on Teachers motivation.

#### 4.2 Questionnaire Return Rate

The researcher analyzed the questionnaire return rate. This is shown in Table 4.1.

**Table 4. 1: Questionnaire Return Rate**

<b>Respondents category</b>	<b>Sample target</b>	<b>Returned</b>	<b>Percentage</b>
Teachers	100	71	71
Head teachers	20	18	90
BoMs	80	60	75

Table 4.1 indicates three categories recorded excellent response rates with the teachers (71%), head teachers (91%), and BoM members (75%) is high enough

according to Richardson (2005) who supported a questionnaire return rate of above 60% to be fairly good and above 70% very good.

### 4.3 Demographic Information of the Respondents in the Study

The researcher sort to establish the demographic characteristics of the respondents in the study. They included, gender of the respondents, their age, length of service and academic qualifications.

#### 4.3.1 Gender of the Respondents in the Study

With development and modernization, gender balance has turned out to be an important consideration in almost all walks of life. As a result it was necessary for the study to establish the gender balance in corporate governance of education in the district. This was guided by the logic that many psychologist argue that males and females perceive and interpreted things differently even though they may be exposed to the same kind of environment. The researcher wanted to find out whether there was gender bias in corporate governance of BoMs in the area. This is shown in Table 4.2.

**Table 4. 2: Gender of the Respondents**

<b>Gender</b>	<b>Head Teachers</b>		<b>Teachers</b>		<b>BoM Members</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Male	13	74	40	56	40	67
Female	5	26	31	44	20	33
<b>Total</b>	<b>18</b>	<b>100</b>	<b>71</b>	<b>100</b>	<b>60</b>	<b>100</b>

Table 4.2, indicates that majority of the head teachers, the BoM members and teachers were male. It can, therefore, be deduced that the population of the head teachers, BoM members and teachers in the County were male dominated at the time of study hence government policy on one third policy in leadership was not adhered. This finding is reflected by Dobbin and Jung (2007) who indicated that gender diversity at the teaching level brings different perspectives to table and influence communication. This means that the head teachers, BoM members and teachers should be of different gender since it brings about diversity of ideas and therefore positively influences the management in schools.

#### 4.3.2 Age of the Respondents in the Study

The study considered age as an important demographic characteristic among the respondents in order to have an overview of age distribution. This is shown in Table 4.3.

**Table 4. 3: Age of the respondents**

Age	Head Teachers		Teachers		BoM Members	
	Frequency	%	Frequency	%	Frequency	%
21-30	0	0	9	12.6	0	0
31-40	5	27.7	17	23.9	16	26.6
41-50	3	16.6	33	46.5	39	65.0
51-60	10	55.5	12	16.9	5	8.3
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>71</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

The data in table 4.3 shows that, most of the head teachers were between age of 51-60 years, very few were above 41-50 years. This shows that majority of the head

teachers was of good age with reasonable experience to head and make meaningful decisions in schools.

Also the data shows that most of the teachers, were between age of 41-50 years and a few were between 21-30 years. This shows that the teachers were mature to understand and give informative data on influence of BoM practices in schools. Majority of the BoM members, were between age of 41-50 years while a few were between 51-60 years. From the head teachers and BoMs members, they all fall within the description of being mature and reasonable administrator. The age factor is important in governance as it influences authority and the experience of the BOM (Mbiti, 2011).

#### **4.3.3 Length of Years in Service of the Respondents**

The study sought to find out about the length of service of the respondents which is shown in Table 4.4.

**Table 4. 4: Length of Years in Service of the Respondents**

Years	Head Teachers		Teachers		BoM Members	
	Frequency	%	Frequency	%	Frequency	%
1-3 Years	1	5.6	5	7	8	13.3
4-6 Years	1	5.6	15	21.1	32	53.3
7-9 Years	11	61.1	43	60.6	13	21.7
10-15 Years	4	22.2	7	9.9	5	8.3
15-20 Years	1	5.6	1	1.4	2	3.3
Above 20 years	0	0	0	0	0	0
<b>Totals</b>	<b>18</b>	<b>100</b>	<b>71</b>	<b>100</b>	<b>60</b>	<b>100</b>

In table 4.4 majority of the head teachers had a working experience of between 7-9 years, which was adequate for their professional preparations for leaderships. This meant that all of the head teachers had school based experience of teaching and handling of students and interacted with others, it is true that years of work are always accompanied with experience. This is in agreement with Iraro (2002) who concurs that administrative experience of head teachers equips them with relevant knowledge skills and training necessary for management in schools.

In the Table 4.4 it is clear that majority of the teachers who responded had worked between 7-9 years, this means they had enough knowledge and understood and interacted well with the head teacher and the BoM members to enable them comment on the BoM practices and their influence on teachers' motivation. Most



of the BoM members had a working experience of between 4-6 years, which was adequate for them to understand and give informative data on BoM practices and their influence on teachers' motivation.

#### 4.3.4 Academic Qualification of the Respondents

The researcher also sought to investigate on academic qualifications of the Head teachers, BoM members and teachers, the results are as shown in Table 4.5.

**Table 4. 5: Academic qualification of the respondents**

Years	Head Teachers		Teachers		BoM Members	
	Frequency	%	Frequency	%	Frequency	%
Diploma /ATS	1	5.6	8	11.3	10	16.7
P1	13	72.2	60	84.5	43	71.7
Degree	7	38.9	3	4.2	7	11.7
<b>Total</b>	<b>18</b>	<b>100</b>	<b>71</b>	<b>100</b>	<b>60</b>	<b>100</b>

In table 4.5, results show that, majority of the head teachers had P1 as their higher level of academic qualifications. This means that the respondents were knowledgeable enough to understand the influence of BoM practices on teachers' motivation in schools. Majority of the teachers had P1 as their highest level of academic qualifications also majority of the BoM members had P1 as their highest level of academic qualifications. The data also indicated that few teachers, BOM members and head teachers had gone beyond P1 level of Education and this may affect their approach when undertaking BoM Practices in the schools.

#### 4.4 BoM Provision of Incentives and Teacher Motivation

##### 4.4.1 Teachers’ Response on BoM Provision of Incentives

Teachers were asked to give their opinions regarding their level of agreement with statements on BoM provision of incentives in their schools; the study analyzed the descriptive statistics for the variable. The results are shown in Table 4.6.

**Table 4. 6: Teachers’ response on BoM provision of incentives**

	Disagree		Neutral		Agree		M	Std ev
	F	%	F	%	F	%		
BoM ensures free lunch and break time tea for teachers	8	12.5	7	9.8	55	77.6	4.1	0.12
BoM facilitates recreational trips for teachers	17	24.5	31	43.7	23	32.7	3.1	0.31
BoM gives congratulatory letters or cash for exemplary performance	8	11.8	43	60.5	20	27.9	2.6	0.11
Provision of free or subsidized houses to teachers in your school	40	57.5	20	27.8	10	14.7	2.4	0.13
Provision of extra cash for special services and duties performed such as remedial teaching	38	53	20	27.8	14	20.1	2.1	0.15
Provision of transport for teachers in your school	27	37.5	19	26.4	26	36.1	3.0	0.13

In Table 4.6, the most prevalent factors were the teachers’ affirmation that BoM ensured free lunch and break time tea with a mean of 4.1. However most of the teachers did not give their opinion concerning the statements that BoM facilitated recreational trips outside school as shown by a mean score of 3.1. The teachers also disagreed with the statement that, BoM gave congratulatory letters or cash for exemplary performance (mean score of 2.6), BoM provided free or subsidized

houses to teachers in the school (mean score of 2.4) and BoM provided extra cash for special services and duties performed such as remedial teaching (mean score of 2.1).

From Table 4.6 BoM provision of incentives registered different means ranging between 2.1 and 4.1, showing varying extents to which they are practiced. The study therefore deduces that the most important variables which impact on teachers' motivation include: "BoM ensures free lunch and break time tea for teachers" (highest mean of 4.10) and "BoM facilitates recreational trips for teachers" (mean of 3.10).

These results agree with the study done by Kageha (2007), on motivation practices among teachers found that most schools BoM motivated their staff through provision of meals such breakfast, tea breaks, lunch and supper and through facilitation of recreational trips. This has been noted to have given teachers time to teach extra lessons and give personal attention to the students. The report also said that teachers were also motivated by being given gifts and presents (household goods, certificate of merits) which enhanced job performance.

#### **4.4.2 BoM Members' Response on BoM Provision of Incentives**

The Board of Management members were asked to give their opinions regarding their level of agreement with statements on BoM provision of incentives in their schools; the study analyzed the descriptive statistics for the variable. The results are shown in table 4.7.

**Table 4. 7: BoM members’ Response on BoM Provision of Incentives**

	Disagree		Neutral		Agree		M	SD
	F	%	F	%	F	%		
BoM ensures free lunch and break time tea for teachers	9	12.5	7	9.8	61	77.6	4.0	0.19
BoM facilitates recreational trips for teachers	19	24.5	34	43.7	25	32.7	3.3	0.41
BoM gives congratulatory letters or cash for exemplary performance	9	11.8	47	60.5	24	27.9	2.6	0.11
Provision of free or subsidized houses to teachers in your school	45	57.5	22	27.8	11	14.7	2.4	0.13
Provision of extra cash for special services and duties performed such as remedial teaching	41	53	22	27.8	16	20.1	2.0	0.19
Provision of transport for teachers in your school	29	37.5	21	26.4	28	36.1	3.0	0.13

From Table 4.7, the most prevalent factors were the BoM members’ affirmation that BoM ensured free lunch and break time tea with a mean of 4.1. However most of the BoM members did not give their opinion concerning the statements that BoM facilitated recreational trips outside school as shown by a mean score of 3.3. The BoM members also disagreed with the statement that, BoM gave congratulatory letters or cash for exemplary performance (mean score of 2.6), BoM provided free or subsidized houses to teachers in the school (mean score of 2.4) and BoM provided extra cash for special services and duties performed such as remedial teaching (mean score of 2.0).

From Table 4.7 BoM provision of incentives registered different means ranging between 2.0 and 4.0, showing varying extents to which they are practiced. The study therefore deduces that the most important variables which impact on teachers' motivation include: "BoM ensures free lunch and break time tea for teachers" (highest mean of 4.0) and "BoM facilitates recreational trips for teachers" (mean of 3.3). These results indicate that BoM practiced provision of incentives in most of the primary schools under study. Some of the incentives provided include: provision of meals such breakfast, tea breaks and lunch, and also facilitated recreational trips for teachers.

#### 4.4.3 Teachers' Response on Effect of Various Types of Incentives

The study sought to establish teachers' response regarding various types of incentives and their effect on their motivation. The results are shown in table 4.8.

**Table 4. 8: The extent to which the incentives provided by BoMs influence**

Type of incentive	Very large extent		Large extent		Small extent		Not at all	
	F	%	F	%	F	%	F	%
	Monetary incentive	48	32	41	27.8	18	12	6
Household items	13	8.6	11	7.4	1	0.6	0	0
Recreational Trips out of school	33	22.2	31	21	8	5.6	4	2.5
Appraisal letters	21	14.2	13	9.3	4	2.5	0	0

Table 4.8 shows that, most of the teachers 48(32.1%) indicated that monetary incentive influenced teachers' motivation to a very large extent. Teachers 33(22.2%) also indicated that recreational trips out of schools certificates influenced teachers motivation to a very large extent. The findings in table 4.8 revealed that schools had a rewarding system for good performance to teachers which is organized by the BoMs. This confirms that teacher's efforts were recognized in Kinango Sub-county but with minimal degree. This concurs with Wesonga (2004) that with the ideal incentive tailored to the specific individuals and flexibility over time leads to well understood working relation that is appropriate to stimulate gradual achievement. Lack of recognition can lead to negative repercussion and hence low or no among teachers motivation.

#### **4.5 Boards' Involvement of Teachers in Decision Making and Teachers' Motivation**

##### **4.5.1 Teachers Response on Provisions for Involvement of Teachers in Decision Making**

The teachers were asked whether their schools had provisions for involvement of teachers in decision making. A yes or no response was required. The results are as shown in Table 4.9.

**Table 4. 9: Provision for Involvement of all in Decision Making**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	51	71.9
No	20	28.1
<b>Total</b>	<b>71</b>	<b>100.0</b>

In table 4.9, majority of the teachers indicated their schools had provisions for involvement of teachers in decision making. This shows that the schools had put in place mechanism to ensure that decision making was consultative and encompassed the input of teachers. This implied that teachers were proud of being involved in making decisions pertaining to the activities of their respective schools. This was a measure that gave credence to participatory leadership approaches as a measure of decision ownership. It can be interpreted to mean that schools placed emphasis in the involvement of the teachers in decision making and this had motivated them.

#### **4.5.2 BoM Members' Response on Provisions for Involvement of Teachers in Decision Making**

The BoM members were asked whether their schools had provisions for involvement of teachers in decision making. A yes or no response was required. the results are as shown in Table 4.10.

**Table 4. 10: Provision for Involvement of all Stakeholders in Decision Making**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	56	71.9
No	22	28.1
<b>Total</b>	<b>78</b>	<b>100.0</b>

In table 4.10, majority 71.9% of BoM members indicated their schools had provisions for involvement of teachers in decision making. This shows that BoM members had put in place mechanism to ensure that decision making involved teachers.

#### **4.5.3 Teachers’ Response on BoMs’ Holding of Round Table Meetings in Schools**

The study sought to find out if the BoMs held round table meetings, the frequency of holding the meetings, and the frequency the meetings were held. The results are shown in Table 4.11.

**Table 4. 11: Teachers’ response on BoMs holding of round table meetings**

<b>Meetings</b>	<b>F</b>	<b>%</b>
Hold	45	63.4
Do not hold	26	36.6
<b>Total</b>	<b>71</b>	<b>100</b>



In table 4.11 a majority of the teachers confirmed that BoM held meetings whereas a few did not.

#### **4.5.4 BoM members’ Response on Holding of Round Table Meetings in Schools**

The study sought to find out if the BoMs held round table meetings, the frequency of holding the meetings, and the frequency the meetings were held. The results are shown in Table 4.12.

**Table 4. 12: BoM members’ response on holding of round table meetings**

<b>Meetings</b>	<b>F</b>	<b>%</b>
Hold	51	65.9
Do not hold	17	34.1
<b>Total</b>	<b>78</b>	<b>100</b>

In table 4.12 a majority 51(65.9%) of the BoM members’ confirmed that BoM held meetings regarding teachers’ motivation.

#### **4.5.5 Frequency of Holding Meetings**

The teachers were asked to indicate the frequency of holding round table meetings in their schools. The results are shown in Table 4.13.

**Table 4. 13: Teachers’ Response on Frequency of Holding Round Table Meetings**

<b>Frequency</b>	<b>Frequency</b>	<b>Percentage</b>
Once in a term	14	19.7
Twice in a term	22	30.9
Thrice in a term	9	12.7
Not at all	26	36.6
No response	0	0
<b>Total</b>	<b>71</b>	<b>100</b>

In table 4.13 shows that most of the primary schools in Kinango sub-county did not hold round table meetings, 22(30.9%) of the teachers indicated that their schools held round tables meeting twice in a term.

#### **4.5.6 BoM Members’ Response on Frequency of Holding Round Table Meetings**

BoM members were asked to indicate the frequency of holding round table meetings in their schools. The results are shown in Table 4.14.

**Table 4. 14: BoM Members’ response on frequency of holding round table meetings**

<b>Frequency</b>	<b>Frequency</b>	<b>Percentage</b>
Once in a term	15	19.7
Twice in a term	24	30.9
Thrice in a term	10	12.7
Not at all	29	36.6
No response	0	0
<b>Total</b>	<b>78</b>	<b>100</b>

In table 4.14 shows that most of the primary schools in Kinango sub-county did not hold round table meetings, 24(30.9%) of the BoM members indicated that their schools held round tables meeting twice in a term.

#### **4.5.7 Teachers, Response on Areas they were Involved in Decision Making**

The study asked the teachers to indicate the areas they were involved in decision making and the extent their involvement motivated them.

**Table 4. 15: Teachers, response on areas they were involved in decision making**

Areas	Large extent		Moderate extent		Small extent	
	F	%	F	%	F	%
School infrastructure	9	21.1	23	50.7	20	28.2
School/class target	28	61.9	9	21.1	8	16.9
Class size	22	50.0	23	50.0	1	1
School budget	19	43	25	11.5	2	4

In table 4.15, the teachers were asked to indicate the extent they felt motivated as a result of their involvement in decision making in matters concerning school infrastructure. From table 4.15, most of the teachers were moderately motivated after participating in making decision in matters concerning school infrastructure. Concerning participation of teachers in decision making on school/class target, majority (61.9%) of teachers indicated they were motivated to a large extent. Regarding participation of teachers in decision making on class size, majority (50.0%) of teachers indicated they were motivated to a large extent. Concerning participation of teachers in decision making on school budget, most (43.0%) of teachers indicated they were motivated to a large extent.

Nzuve (1999), a manager can increase power by sharing it with subordinates since a person who receive something from another usually want to give something in return. This shows that it is imperative for teachers to be involved in making

decision that affect them as they work if they are to own and implement the same objectives. Moche (2013) suggests that teacher's involvement in decision making is important in success of any school. In relation to this findings as compared to Kitheka (2014) states that, as teachers are more powered their job stress decreases; lack of employee involvement and high turnover rates impact the school; when teachers feel not motivated and unappreciated they are more likely to leave the profession, and high teachers turn-over due to dissatisfaction puts higher workloads and stress to those who remain ultimately thus further driving down motivation at work.

#### **4.6 Board Provision of Teaching/Learning Resources and Teachers motivation**

Instructional resources indicate the school's basic facilities, financing, personnel and organizational environment. The study therefore sought to investigate the influence of the provision of instructional resources on teachers' job performance.

##### **4.6.1 Teachers Response on Provision of Teaching/Learning Resources and Teachers' Motivation**

The teachers were asked their opinion on how the provision of teaching/learning resources influences teachers' motivation. The results are presented on Table 4.16.

**Table 4. 16: Teachers Response on provision of Teaching/Learning Resources and Teachers’ Motivation**

	Disagree		Neutral		Agree		M	SD
	F	%	F	%	F	%		
BoM ensures there are enough text books	16	22.6	13	18.6	42	58.8	4.1	0.14
Most teachers in the school use teaching aids	17	24.5	10	14.7	43	60.8	3.7	0.12
BoM ensures good storage and maintenance of text books	10	13.7	10	13.7	52	72.5	4.7	0.91

From Table 4.16, the most prevalent factors were that BoM ensured good storage and maintenance of text books with a mean of 4.7 and BoM ensures there are enough text books as shown by a mean score of 4.1. All the teaching/learning resources constructs scored generally high means of above 3.7, thus emphasis is to a great extent for each of the activities. This shows that teaching/learning resources are to a large extent observed by BoM in primary schools in Kinango Sub County. Looking at the means, the study conclude that the most important variables which affect teachers’ motivation include “BoM ensures good storage and maintenance of text books” (highest mean of 4.7) and the statement “BoM ensures there are enough text books” (mean of 4.1).

These results agree with Archibong (2012) who found that quality in teaching and learning results from interplay among a broad range of success factors. These include leadership, facilities such as classrooms, libraries, staff offices, teaching facilities, staff remuneration, school budget, and adequate, qualified and motivated personnel. Head teachers may therefore impact positively on teachers' job motivation by helping teachers acquire necessary resources to support teaching. The results are also supported by Heck *et al.* (1990) who found that Head teachers and BoM members influence teachers' motivation through helping teachers acquire necessary resources to support instruction.

#### **4.6.2 BoM Members' Response on Provision of Teaching/learning Resources**

The BoM Members were asked to give their level of agreement with statements about their provision of teaching/learning resources in their respective schools. The results are presented on Table 4.17.

**Table 4. 17: BoM members’ response on provision of teaching/learning resources and teachers’ motivation**

	Disagree		Neutral		Agree		M	SD
	F	%	F	%	F	%		
BoM ensures there are enough text books	18	22.6	15	18.6	46	58.8	4.3	0.17
BoM ensure availability of teaching aids	19	24.5	12	14.7	47	60.8	3.8	0.14
BoM ensures good storage and maintenance of text books	11	13.7	11	13.7	57	72.5	4.6	0.11

From Table 4.17, the most prevalent factors were that BoM ensured good storage and maintenance of text books with a mean of 4.6 and BoM ensures there are enough text books as shown by a mean score of 4.3. All the teaching/learning resources constructs scored generally high means of above 4.0, thus emphasis is to a great extent for each of the activities. This shows that teaching/learning resources are to a large extent observed by BoM in primary schools in Kinango Sub County. Looking at the means, the study concludes that the most important variables which affect teachers’ motivation include good storage and maintenance of text books and availability of text books.



## 4.7 The Influence of Performance Appraisal by BoM and Teachers' Motivation

### 4.7.1 Teachers' Response on Performance Appraisal and Motivation

The teachers were asked to give their opinion based on statements about performance appraisal and teachers' motivation; the study analyzed the descriptive statistics for the variable. The results are as shown in Table 4.18.

**Table 4. 18: Teachers' response on performance appraisal by BoM and their motivation**

	Disagree		Neutral		Agree		M	SD
	F	%	F	%	F	%		
Through performance appraisal practices we are able to obtain feedbacks regarding our progress	2	2.2	1	1.1	69	96.6	4.4	0.69
Performance appraisal gives us the opportunity to receive professional development from the school	0	0	6	9.1	64	89.9	4.5	0.66
Frequent performance appraisal practices play a great role in improving teacher individual performance	0	0	5	6.8	66	93.2	4.4	0.61
Through these practices teachers are able to handle various issues such as stress and conflict reduction	1	1.1	19	27.3	51	71.6	3.9	0.69
Teacher based evaluation practices are fully done in the school and this makes the teachers to feel empowered and integrated within the school running	0	0	5	6.8	66	93.2	4.1	0.52

From Table 4.18, the most prevalent factors were the teachers' affirmation that performance appraisal gave teachers the opportunity to receive professional development from the school, through performance appraisal practices teachers were able to obtain feedbacks regarding their progress, Frequent performance appraisal practices played a great role in improving teacher individual performance and teacher based evaluation practices were fully done in the school making teachers feel empowered and integrated within the school running as shown by mean scores of 4.5, 4.4, 4.4 and 4.1 respectively.

All the measures of performance appraisal scored means ranging between 3.9 and 4.5 thus emphasizing the variations in extent to which BoM practices teachers performance appraisal. Looking at the mean, the study infers that "Performance appraisal gives us the opportunity to receive professional development from the school" (mean of 4.5), "Through performance appraisal practices we are able to obtain feedbacks regarding our progress" (Mean 4.4) and "Frequent performance appraisal practices play a great role in improving teacher individual performance" (mean of 4.4). These findings imply that majority of teachers feel motivated as a result of performance appraisal being performed in their school.

#### 4.7.2 The Influence of Performance Appraisal by BoM and Teachers' Motivation

BOM members were asked to give their opinions regarding their level of agreement with statements on performance appraisal in their schools; the study analyzed the descriptive statistics for the variable.

**Table 4. 19: BoM members' response on performance appraisal**

	Disagree		Neutral		Agree		M	SD
	F	%	F	%	F	%		
Through performance appraisal practices we are able to obtain feedbacks regarding teachers progress	0	0	7	9.0	71	91.0	4.6	0.19
Frequent performance appraisal practices play a great role in improving teacher individual performance	0	0	6	8.0	72	92.0	4.3	0.91
Through these practices teachers are able to handle various issues such as stress and conflict reduction	1	1.7	2	31.3	52	67.0	3.9	0.69
Teacher based evaluation practices are fully done in the school and this makes the teachers feel empowered and integrated within the school running	0	0	2	32.0	53	68.0	3.6	0.72

From Table 4.19, the most prevalent factors were the BoM members' affirmation that through performance appraisal practices BoM members were able to obtain feedbacks regarding teachers' progress and that frequent performance appraisal practices played a great role in improving teacher individual performance as shown by mean scores of 4.6 and 4.3 respectively.

All the measures of performance appraisal scored means ranging between 3.6 and 4.6. Looking at the mean, the study concludes that performance appraisal practices allow BoM members obtain feedbacks on teachers' progress. Also frequent performance appraisals among teachers help improve teacher individual performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of research findings, discussions of the key findings, conclusions and recommendations for policy and practice. This chapter also presents suggestions for further research.

#### **5.2 Summary of the Study**

The purpose of the study was to investigate the influence of Boards of Management governance practices on teachers' motivation in public primary schools in Kinango Sub- County, Kenya. Four research objectives were developed. The first objective was to establish the influence of BoM provision of incentives on Teachers' motivation; the second objective was to ascertain the influence of BoM involvement of teachers in decision making on Teachers' motivation; the third objective was to determine the influence of performance appraisal by BoM on Teachers' motivation while the last objective was to investigate the influence of BoM provision of teaching/learning resources on Teachers motivation.

The 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 (Muhammad & Din, 2016). The theory emphasizes that people will get rewarded for doing tasks and the reward is worth the effort. The theory assumes that while behavior 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 behavior decisions based on their perception of the outcome.

This study employed a descriptive survey design. The target population comprises of the 242 BoM members and the 560 teachers of 60 public primary schools in Kinango sub-county. The study used questionnaires as the instruments for the study. The choice of questionnaires was motivated by the ability to serve many respondents; self-administration, anonymity and capacity for standardization thus ease in data analysis. Data analysis entailed quantitative and qualitative procedures. After all the data had been collected, data cleaning followed for the purposes of identifying any incomplete, inaccurate or unreasonable data for the purpose of improving on quality through correction of detected errors and omissions. The researcher sought to get the consent of the respondents before administering the research instruments to them. Questionnaire return rate for head teachers was 90 percent, BoM was 75 percent and for the teachers was 71 percent.

The summary of findings as guided by the objectives of the study:

The study sought to establish the influence of BoM provision of incentives on teachers' motivation, from teachers' perspective majority of the teachers agreed that BoM ensured free lunch and break time tea with a mean of 4.1. However most of the teachers did not give their opinion concerning the statements that BoM facilitated recreational trips outside school with a mean score of 3.1. The teachers also disagreed that, BoM gave congratulatory letters or cash for exemplary performance, that BoM provided free or subsidized houses to teachers in the school and that BoM provided extra cash for special services and duties performed such as remedial teaching with means of 2.6, 2.4 and 2.1 respectively.

From BoM members' perspective they agreed that BoM ensured there were free lunch and break time tea with a mean of 4.1. However most of the BoM members did not give their opinion concerning whether the BoM facilitated recreational trips outside school with a mean score of 3.3. The BoM members also disagreed that, BoM gave congratulatory letters or cash for exemplary performance (mean score of 2.6), BoM provided free or subsidized houses to teachers in the school (mean score of 2.4) and BoM provided extra cash for special services and duties performed such as remedial teaching (mean score of 2.0).

Majority of the teachers indicated their schools had provisions for involvement of teachers in decision making. Most primary schools under study did not hold round table meetings; only 30.9% of them held round tables meeting twice in a term. Most of the teachers felt motivated after participating in making decision in matters concerning school infrastructure, school/class target and class size. From BoM members' perspective only 30.9% of them held round tables meeting with teachers twice in a term.

From teachers' perspective BoM ensured good storage and maintenance of text books with a mean of 4.7 and BoM ensured there were enough text books with a mean of 4.1. From BoM members' perspective BoM ensured good storage and maintenance of text books with a mean of 4.6 and BoM ensured there were enough text books with a mean of 4.3. This shows that teaching/learning resources are to a large extent observed by BoM in primary schools in Kinango Sub County.

From teachers perspective the teachers' agreed that performance appraisal gave them the opportunity to receive professional development from the school, through performance appraisal practices teachers were able to obtain feedbacks regarding their progress, frequent performance appraisal practices played a great role in improving teacher individual performance and teacher based evaluation practices were fully done in the school making teachers feel empowered and integrated within the school running with means of 4.5, 4.4, 4.4 and 4.1 respectively.



From BoM members' perspective they agreed that through performance appraisal practices BoM members were able to obtain feedbacks regarding teachers' progress and that frequent performance appraisal practices played a great role in improving teacher individual performance as shown by mean scores of 4.6 and 4.3 respectively.

### **5.3 Conclusions**

The study drew the following conclusions:

The study concludes that BoM provision of incentives influenced teachers' motivation. In some schools, BoM ensured free lunch and break time tea, BoM gave congratulatory letters or cash for exemplary performance, BoM provided free or subsidized houses to teachers in the school and also provided extra cash for special services and duties performed such as remedial teaching.

The study concludes that BoM involvement of teachers in decision making influenced teachers motivation, majority of the schools had provisions for involvement of teachers in decision making. However, a few of them held round tables meeting and some teachers felt motivated after participating in making decision in matters concerning school infrastructure, school/class target and class size.

Further, the study concludes that performance appraisal by BoM influenced teachers' motivation. Performance appraisal gave teachers opportunity to receive

professional development from the school; also through performance appraisal practices teachers were able to obtain feedbacks regarding their progress.

Lastly, the study concludes that BoM provision of teaching/learning resources influenced teachers' motivation. In some schools BoM ensured good storage and maintenance of text books and also ensured there were enough text books.

#### **5.4 Recommendations**

Based on the findings of this research, the study recommends that: -

The boards of management in public primary schools should work together with the ministry of education science and technology to ensure optimal provision of incentives in the schools through: facilitation of recreational trips for teachers, giving of congratulatory letters or cash for exemplary performance, provision of free or subsidized houses to teachers in schools and provision of extra cash for special services and duties performed such as remedial teaching to motivate teachers and lead to improved performance.

BoM should ensure primary schools have provisions for involvement of teachers and other stakeholders such as parent in decision making. They should hold round table meetings more than twice in a term in order to motivate teachers and ensure they participate in decision making in areas including and not limited school infrastructure, school/class target and class size.

The school BoMs should ensure good storage and maintenance of text books and also ensure there is enough text books and teachers guide for teachers. Availability of teaching/learning resources should be observed by BoM in primary schools in not only Kinango Sub County but in all primary schools in Kenya. Lastly, Kenya Education Management Institute (KEMI) should design curriculum to train more teachers in school governance as a means of improving efficiency and accountability of the institutions.

### **5.5 Suggestions for Further Research**

- i. Based on the findings of this research, the study recommends that further research would be necessary to identify whether teachers' attitude towards BoM's role would be the reasons behind the increasing average performance of schools in KCPE in Kinango Sub-County since this study ruled out the BoM governance practices as the possible course of the performance.
- ii. More comprehensive studies should be undertaken to include a larger population in order to ascertain or not whether the problem transcends other Sub-Counties.

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## APPENDICES

### APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi,  
Department of Educational  
Administration and Planning,  
P. O. Box 30197-00100  
Nairobi.  
3/5/2017.

To: The Head Teacher

Dear Sir/Madam,

#### **RE: REQUEST FOR PARTICIPATION IN RESEARCH**

I am a Master of Education student from the University of Nairobi, carrying out a academic research on “**the influence of Boards of management members’ governance practices on teachers’ motivation in public primary schools in Kinango Sub- County, Kenya**”.

I request you to assist me gather information in your institution. The information provided will only be used for the purpose of this study and the identities of the respondents will be held in strict confidence.

Yours faithfully,

Mududu Esha Kahaso

## APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Please tick where appropriate or fill in the required information on the spaces provided.

### SECTION A: Background Information

1. What is your gender?

Male  Female

2. Which is your age?

21 – 30 years  31 – 40 years

41 – 50 years  51 – 60 years

Above 60 years

3. How many years have you served in this school?

1 – 3 years  4 – 6 years

7 – 9 years  10 – 15 years

15 – 20 years  above 20 years

4. What is your highest academic qualification?

Secondary (form 1 – 4)  High school (Form 5 – 6)

Diploma  Degree

Others (Please specify.....)

### SECTION B: Teachers Motivation

5. In the items below please indicate the extent to which incentives in your school influence your level of motivation. Use a scale of 1 to 5 where 5 is strongly agree (4), agree (3), undecided (2), disagree (1) or strongly disagree

**BOM Provision of Incentives**

		1	2	3	4	5
a.	Monetary incentive					
b.	Household items					
c.	Trips out of the school					
d.	Appraisal letter					
e.	Certificates					
f.	Monetary incentive					

**Extent to which provision of incentives by BOM influence teachers' motivation**

6. Below is a table of types of incentives, provided in schools by BOM that influence teachers' motivation. Please tick (☐☐☐) against your response.

Type	Available	Type	Available
Monetary(cash)		Appraisal letters	
House hold items		certificates	
Trips out of school		Nothing	

7. To what extent does the availability of these incentives influence teachers' motivation?

Very large extent [ ] Large extent [ ] Small extent [ ] Not at all [ ]

**Teacher Involvement in Decision Making and Teachers' Motivation**

8. Does your institution have provisions for involvement of all stakeholders in decision making?

Yes ( ) No ( )

9. Do you hold meetings in your school with BOM members?

Yes [ ] No [ ]

If yes how often?

Once a term [ ] Twice a term [ ]

Thrice a term [ ] Any other [ ]

Not at all [ ]

10. To what extent has consultative round table meetings contributed to teachers' motivation?

Very large extent [ ] Large extent [ ] Fairly large extent [ ] Little extent [ ] No extent [ ]

<b>To what extent are you motivated with</b>					
School infrastructure					
Setting subject/school targets					
Class size					
School budget					

**BoM’s provision of teaching/learning resources and teachers’ motivation**

11. By use of a tick please indicate whether Use a scale of 1 to 5 where 5 is strongly agree (4), agree (3), undecided (2), disagree (1) or strongly disagree with the following statements regarding the effects of performance appraisal on teacher motivation in schools.

<b>Provision of instructional resources</b>					
BoM ensures there are enough text books					
Most teachers in the school use teaching aids					
BoM ensures good storage and maintenance of text books					

**Performance Appraisal and Teachers Motivation**

12. By use of a tick please indicate whether Use a scale of 1 to 5 where 5 is strongly agree (4), agree (3), undecided (2), disagree (1) or strongly disagree with the following statements regarding the effects of performance appraisal on teacher motivation in schools.

	<b>Performance Appraisal</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a)	Through performance appraisal practices we are able to obtain feedbacks regarding our progress					
b)	Performance appraisal gives us the opportunity to receive professional development from the school					
c)	Frequent performance appraisal practices play a great role in improving teacher individual performance					
d)	Through these practices teachers are able to handle various issues such as stress and conflict reduction					
e)	There is a significant relationship between the schools evaluation criteria, teacher performance and their					

	retention in schools.					
f)	Teacher based evaluation practices are fully done in the school and this makes the teachers to feel empowered and integrated within the school running					

*Thank you.*

## APPENDIX C: BOM MEMBERS' QUESTIONNAIRE

### SECTION A: Background Information

1. What is your gender?

Male  Female

2. What is your age?

21 – 30 years  31 – 40 years

41 – 50 years  51 – 60 years

Above 60 years

3. How many years have you served in this school?

1 – 3 years  4 – 6 years

7 – 9 years  10 – 15 years

15 – 20 years  above 20 years

4. What is your highest academic qualification?

Secondary (form 1 – 4)  High school (Form 5 – 6)

Diploma  Degree

Others (Please specify.....)

**SECTION B: Teachers Motivation**

5. In the items below please indicate the extent to which incentives in your school influence your level of motivation. Use a scale of 1 to 5 where 5 is strongly agree (4), agree (3), undecided (2), disagree (1) or strongly disagree

**BOM Provision of Incentives**

		1	2	3	4	5
a)	Monetary incentive					
b)	Household items					
c)	Trips out of the school					
d)	Appraisal letter					
e)	Certificates					
f)	Monetary incentive					

**Teacher Involvement in Decision Making and Teachers' Motivation**

6. Does your institution have provisions for involvement of all stakeholders in decision making? Yes ( ) No ( )

7. Do you hold meetings in your school with BOM members?

Yes [ ] No [ ]

8. If yes how often?

Once a term [ ] Twice a term [ ]

Thrice a term [ ] Any other [ ]

Not at all [ ]



**BoM’s provision of teaching/learning resources and teachers’ motivation**

9. By use of a tick please indicate whether Use a scale of 1 to 5 where 5 is strongly agree (4), agree (3), undecided (2), disagree (1) or strongly disagree with the following statements regarding the effects of performance appraisal on teacher motivation in schools.

<b>Provision of instructional resources</b>					
BOM ensures there are enough text books					
Most teachers in the school use teaching aids					
BOM ensures good storage and maintenance of text books					

**Performance Appraisal and Teachers Motivation**

13. By use of a tick please indicate whether Use a scale of 1 to 5 where 5 is strongly agree (4), agree (3), undecided (2), disagree (1) or strongly disagree with the following statements regarding the effects of performance appraisal on teacher motivation in schools.

	<b>Performance Appraisal</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a)	Through performance appraisal practices we are able to obtain feedbacks regarding our progress					
b)	Performance appraisal gives us the opportunity to receive professional development from the school					
c)	Frequent performance appraisal practices play a great role in improving teacher individual performance					
d)	Through these practices teachers are able to handle various issues such as stress and conflict reduction					
e)	There is a significant relationship between the schools evaluation criteria, teacher performance and their retention in schools.					

f)	Teacher based evaluation practices are fully done in the school and this makes the teachers to feel empowered and integrated within the school running					
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*Thank you.*

**APPENDIX D: RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:  
MS. ESHA KAHASO MUDUDU  
of UNIVERSITY OF NAIROBI, 62686-100  
Nairobi, has been permitted to conduct  
research in Kwale County**

**Permit No : NACOSTI/P/18/58377/22264  
Date Of Issue : 19th April,2018  
Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF BOARD OF  
MANAGEMENT GOVERNANCE PRACTICES  
ON TEACHER MOTIVATION IN PUBLIC  
PRIMARY SCHOOLS IN KINANGO  
SUBCOUNTYIN KWALE COUNTY KENYA**

**for the period ending:  
19th April,2019**



.....  
**Applicant's  
Signature**

  
.....  
**Director General  
National Commission for Science,  
Technology & Innovation**

## APPENDIX E: LETTER OF AUTHORISATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30625-00100  
NAIROBI-KENYA

Ref No: **NACOSTI/P/18/58377/22264**

Date: **19<sup>th</sup> April, 2018**

Esha Kahaso Mududu  
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 management governance practices on teacher motivation in public primary schools in Kinango Sub County in Kwale County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kwale County** for the period ending **19<sup>th</sup> April, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kwale County.

The County Director of Education  
Kwale County.