INFLUENCE OF BOARD OF MANAGEMENT GOVERNANCE PRACTICES ON TEACHER MOTIVATION IN PUBLIC SECONDARY SCHOOLS KISASI DISTRICT, KENYA.

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DECLARATION

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

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DEDICATION

This work is dedicated to my son David Kiema Mitugo and my new born daughter Karen Gacheri Mitugo. I love you so much.

ACKNOWLEDGEMENTS

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ABBREVIATIONS AND ACRYONYMS

AIDS   -   Acquired Immune Deficiency Syndrome

B.O.G   -   Board of Governors

B.O.M   -   Board of Management

CEB   -   County Education Board

DEO   -   District Education Officer

G.O.K   -   Government of Kenya

K.C.S.E   -   Kenya Certificate of Secondary Education

KEMI   -   Kenya Education Management Institute

MOEST   -   Ministry Of Education Science and Technology

NaCoSTI   -   National Commission of Science Technology and
Innovation

ABSTRACT

The study was designed to examine the factors influencing motivational level of teachers at secondary school level in Kisasi district. The purpose of the study is to investigate the influence of the Board of management governance practices has on teacher motivation in public secondary schools in Kisasi District, Kitui County. The study aimed at determining the extent to which provision of incentives by the board of management influence teachers motivation, it was also evaluating the extent to which writing letters of recommendation for promotion by the board of management influences teacher motivation and the extent to which recognition of teachers by the Board of management influences teacher motivation. The study used descriptive research design. A questionnaire method was used to collect data from teachers and B.O.M s. SPSS was used to analyze data and represented using simple descriptive tables. The study established that incentive was the best way to motivate teachers. This was mentioned by 45% of the respondents while recommendation by BOM was mentioned by 30% of the respondents. Recognition was only suggested by 25% of the respondents. This findings therefore shows if the teachers are offered incentives, they are likely to deliver very well enhancing the performance of the school. This study thus recommends that teachers are supposed to be given incentives at least in termly basis.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In the United States, school boards provide direction and oversight for the professionals to manage the day to day operation of the schools. They also provide accountability to the community (School board leadership, 2007). Locally, elected school boards govern all school duties in Alaska. They operate under the authority and constraints of the US and Alaska constitution, federal and statutes and regulations.

The school boards primary function is to provide each student with an education of the highest quality in keeping with his/ her capacity to learn. The board is ultimately responsible for school district operations, but the board does not get involved with the day to day operations of the school. Rather, the board sets the direction and goals and the administration decides on how to get there. (aasb.org/content/role-school-boards).

Teacher motivation is of great concern globally. A study by Atkinson, Burgess, Croxson, Gregg, Proper, Scatter and Wilson (2004) 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 (GCE) 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 financial and non-financial. However, monetary rewards were more effective than the non-monetary. This was nevertheless on as long as the programme was ongoing.

As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that ' teacher morale at this school is high'. Morale in Botswana and Uganda were reasonably good whereas there appears to be more concern in Malawi, especially at primary schools (Bennell, Hyde & Swainson, 2002).

The B.O.M has an important role in ensuring the best interest of the institution is promoted and its development is ensured in a bid to provide the learners with quality education. In so doing it therefore seeks to keep teachers motivated. A study done by Njenga (2010) revealed that the BOG was involved in decision making in matters that concerned discipline, motivation of teachers and implementation of curriculum. The Board of management therefore has a role to play in teacher motivation as a motivated workforce tends to be more productive and hence beneficial to the entire education system.

Teachers need to be motivated in order to produce and improve the schools academic performance. Motivation is concerned with the strength and direction of behaviour and the factors that influence people to behave in certain ways. 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).

The Board of management governance practices that may motivate teachers includes the provision of incentives such as monetary rewards, recreational trips, offsetting house rent and provision of meals. In addition, recognizing their efforts by writing them letters of recommendation for promotion for a good job well done and posting their names on the wall of honour. The influence that this has on teacher motivation is an area that needs to be examined.

Kivanze (2000) noted that it is important that secondary schools in general continue to identify valuable incentives for the teachers with the aim of motivating them. The highest types of incentives that will produce the best results should be selected. In his findings he indicated that schools that spend more money on teachers' incentives were found to have better K.C.S.E results than those that spend little money. There is therefore need for the Board of management find ways and means to recognize and reward teachers' efforts accordingly.

Following recommendations from the Republic of Kenya (GOK 1964) which was set up to regularize education institutions, the government undertook to manage all public secondary schools in Kenya which were formerly managed by missionaries and later church organizations. The former managers (church bodies) became the sponsors of the schools they once managed as expressed in the education act (1968). Consequently, the education act cap211 (1968) revised 1980 was enacted and the board of governors (BOG) were established to manage public secondary schools on behalf of the government (Okumbe, 2001). It consisted of a total of thirteen members, ten nominated and three co-opted members.

With the promulgation of the new constitution many acts were either changed or reviewed to meet the emerging issues in the respective sectors. For that matter therefore the education act cap 211 was also 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 Board of management is responsible for the overall management, control and maintenance of standards in public secondary schools. They make pertinent decisions at the school level which are crucial in facilitating the achievements of educational objectives for which schools have been established (www.ppssf.org/Resources/SFBOE/School Board_ Leadership.pdf).

In Kenya, during the Kenya secondary schools heads association conference, Bungoma School heads blamed poor results on teachers' low morale. They raised concern over lack of teacher motivation that has posed a challenge in attaining education yet little has been done. It was said that there is need to study review on major determinants of teacher motivation and job satisfaction, focusing particularly on conditions of service (The standard 2013, May 22nd).

The role of the B.O.M is to manage the school with a view of providing the best possible education and educational opportunities for all the pupils. This involves taking corporate decisions in relation to the statutory functions of the B.O.M. In so doing it should therefore come up with an effective and motivating reward system of its staff. In a bid to do so it is therefore necessary that the influence the BOM governance practices has on teacher motivation is investigated.

1.2 Statement of the problem

Studies done previously have indicated that secondary school teachers in the country have low levels of motivation (Ngumi, 2003; Ondara, 2004). In his study Musila (2010) noted that teachers suggested that they could be motivated through increased pay, promotion, letters of appreciation, trips, seminars, protecting their privacy and the provision of free meals by the school administration and management. In a bid to find out the driving force behind the motivation of teachers it is important to explore the influence the Board of management governance practices on teacher motivation. Being an emerging trend in most public secondary schools it is an area that needs to be examined.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of the Board of management governance practices on teacher motivation in public secondary schools in Kisasi District, Kitui County.

1.4 Objectives of the study

i).   To determine the extent to which provision of incentives by the board of management influence teachers motivation.

ii). To determine the extent to which writing letters of recommendation for promotion by the board of management influences teacher motivation.

iii). To determine the extent to which recognition of teachers by the Board of management influences teacher motivation.

1.5 Research questions

i).   To what extent does provision of incentives is affecting teacher motivation in public secondary schools in Kisasi District, Kitui County.?

ii). To what extent do letters of recommendation for promotion influence teacher motivation in public secondary schools in Kisasi District, Kitui County.?

iii). To what extent does recognition by the Board of management influence teacher motivation in public secondary schools in Kisasi District, Kitui County.?

1.6 Significance of the study

The study on the influence of the Board of management governance practices on teacher motivation is important to the Board of management in that they will be able to use the findings of the study to know how best to motivate teachers. They will be able to assess how the reward systems they have put in place are motivating the teachers and to what extent. This will in turn stand to benefit the entire school system as a motivated workforce is more productive.

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It will inform the school management on the direction that best leads to motivation of teachers; hence better academic results. The study provides data that assists teachers in understanding the influence that the B.O.M governance practices has on their level of motivation. The study may also add insight into the existing knowledge on secondary school management and teacher motivation.

1.7 Limitations of the study

The study was conducted in a rural setting and hence it may be difficult to generalize the findings in urban settings. The researcher did not have control on the respondents' unwillingness to respond to research questions.

It was not possible to control the attitudes of the respondents hence they may give, socially acceptable answers to please the school management and the researcher. As such respondents were informed of the purpose of the questionnaires prior to answering the questions. In addition, they were assured of confidentiality on their identities.

1.8 Delimitations of the study

Other than B.O.M governance practices, there are many other factors that would influence motivation of teachers. They are however not investigated in this study. They include factors like job security, leadership styles, career commitment and working conditions. The BOM has also many other functions apart from teacher management but this study focuses on its motivational practices on the teacher.

The study was confined to public secondary schools in Kisasi District. Therefore, private secondary schools were not being included in the study as they have different management practices.

1.9 Assumptions of the study

i). All the public secondary schools are managed by legally constituted boards of management

ii). The Board of management governance practices has an influence teacher motivation.

iii). Those teachers would be willing to comment honesty on the influence the Board of management governance practices has on their motivation.

1.10 Definition of significant terms

Board of Management- refers to a group of individuals mandated by the education act to oversee school management.

Governance- is 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-For this study refer to inducements or incentives that are performed, availed or given to teachers repeatedly or regularly in order to enhance or maintain their proficiency.

Incentives- refer to those things that encourage teachers to work hard like financial rewards.

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

Recognition- refers to praise and acknowledgement for work well done by an employee.

Teachers-refers to professionals charged with the responsibility of facilitation of learning in institutions.

1.11 Organization of the study

The study is organized into five chapters. chapter one will consist of background of the study, statement of the problem, purpose of the study, objectives, research questions, significance, limitations, delimitations, assumptions as well as definition of the key terms.

The second chapter consists of the literature review. This section will cover 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 Conceptual framework.

Chapter three has the description of the research methodology that was used in the study. The sub headings will include research design, description of the study location, target population, sample and sampling procedures, the research

instruments, reliability and validity, data collection procedures and data analysis techniques.

Chapter four contains data analysis and discussion of study findings. Finally, chapter five comprises of the findings, conclusions and recommendations. The section also gives some suggestions for further studies that could be carried out.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses literature related to the study. It presents literature on the concept of motivation, the role of the Board of governors, the Board management governance practices and relevant theories for the study, summary of literature review, theoretical and conceptual framework.

2.2 Theoretical review

The source of motivation is both intrinsic and extrinsic. According to Hacket (1998), 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. Nzuve (1999) 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.

Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior

and vice versa. A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behavior. For example, when someone eats food to satisfy the need of hunger, or when a student does his/her work in school because he/she wants a good grade. Both show a similar connection between what we do and why we do it. According to Maehr & Meyer (1997), "Motivation is a word that is part of the popular culture as few other psychological concepts are". Wikipedia readers will have a motive (or motives) for reading an article, even if such motives are complex and difficult to pinpoint. At the other end of the range of complexity, hunger is frequently the motive for seeking out and consuming food.

According to Herzberg et al (1957) there are two types of motivation which are:-
Intrinsic motivation which is the 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.

Extrinsic motivation which is 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. 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. This study therefore seeks to determine the extent to which the BOM governance practices influence teacher motivation.

2.3 The role of the Board of governors

B. F. Skinner (1990), believed in the idea that the best way to fully understand an individual's behavior is to investigate the causes of an action and its consequences. Operant conditioning, the theory which Skinner is well known for, is a method of learning that occurs through rewards and punishments for behavior. Skinner's operant conditioning was based on the work of Edward Thorndike's "Law of Effect", which is the theory of learning in animals using a puzzle box to propose the theory. In 1948, Skinner conducted an operant conditioning experiment by using animals which he placed in a "Skinner Box". Changes in behavior are the result of an individual's reaction to his/her surroundings in an environment. "A response produces a consequence such as defining a word, hitting a ball, or solving a math problem." When a particular Banana Stimulus Response (B-S-R) pattern is rewarded over time, an individual will be conditioned to respond.

For Irish medium schools in Ireland the BOG has an important strategic role to play in the management of the school. This is to help the school principal and staff provides the best possible education for all the pupils. Governors bring their

experience, life skills and commonsense to this task. In everything they do, they should aim to raise expectations of what can be achieved by all pupils and strengthen the involvement of parents and the community. This involves:

- Setting the school's vision and aims

- Establishing and maintaining the school ethics

- Setting the school's plans and policies.

- Monitoring and evaluating school performance; and

- Promoting self evaluation to sustain school improvement.

The B.O.M should therefore seek to motivate pupils and staff, build on core educational values and beliefs and moral purpose, be inclusive of stakeholders' values and beliefs and be informed by the most innovative practice on teaching and learning.

According to the self evaluation guide for Board of Management and principals in the United Kingdom it has many raised statutory functions in relation to the local management of schools in the United Kingdom. In fulfilling these functions, the B.O.G should support the aims and objectives of the school and act in its best interests. In practical terms this will normally involve school performance measurers, curriculum planning, employment issues, pupil pastoral care and protection issues, publication of information regarding the school and its pupils. Finally, managing the school premises and relations with the community.

The responsibility for governing the school must be shared by the whole Board of governors. Only the Board of governors, acting together after discussion within a strong framework of rules and good practice by consensus or majority vote, has the power to question, to challenge or to change things. Every Board of governors has a role on promoting good governance and in supporting pupils, staff and parents and the role of the school in the community.

The B.O.G acts as a critical friend asking challenging questions. Governors should make sure that they have the information necessary to enable them to make the right decisions. The teaching and non-teaching staff are often required to implement decisions made by the B.O.G or are affected by its decisions. It is important, therefore, that all governors are seen to support the staff and to offer them as much encouragement as possible (Comhairle & Gaelscolaiochta, 2010).

The BOG has import strategic role to play in the management of the school. This is to help the school principal and staff to provide the best possible education for all pupils (Mahoney, 1988). Governors bring their experience, life skills and common sense to this task. In everything BOG does its aim's to rise expectations of what can be achieved by all pupils and strengthen the involvement of parents and the community (Republic of Kenya, 1964). This involves setting the school's plans and polices, monitoring and evaluating school performance and promoting self-evaluation to sustain school improvement. (Republic of Kenya, 2007).

The BOM also monitors and evaluates the school's performance. There are many useful ways of measuring performance which take account of the school's circumstances and seek to measure account of the value added dimension. The Governors, working with the principal, must decide which key indicators they wish to monitor and make arrangements for the principal to provide the appropriate data at suitable times(Republic of Kenya, 2007). Having measured the school's performance, the governors should liaise the principal and staff in drawing up appropriate action plans to move the school forward towards improvement. These should in turn feed into the school Development plan (Bartol & Martin 1991).

2.4 Summary of literature review

Teacher motivation and the variables: incentives (monetary and non- monetary), letters for recommendation for promotion, recognition and academic achievement are discussed below.

2.4.1. Incentives and teacher motivation

There appears to be mounting concerns that unacceptable high proportions of teachers working in public school systems in many low income developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, in adequate controls and behavioral sanctions. For example, the 2000 EFA county Assessment for Pakistan notes that poor teacher

motivation is a 'colossal problem' which is seriously compounded by 'political interference'.

Incentives for schools and teachers in public education system to perform well are frequently weak due to ineffective incentives and sanctions. Poor human resource management seriously demotivates employees. Bunnell (2004) concluded that teacher management at the national and sub national levels are nothing short of chaotic in many countries.

2.4.1.1. Monetary incentives and teacher motivation

Studies done in various states in America (Hatry, et al 1984) indicate that there is considerable agreement in all sectors that there is considerable agreement in all sectors private and public (educational and non- educational agencies) that awards need to be 'large enough' to be adequate motivators.

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. However, the continued protection of a large portion of a teacher's competition from performance consideration is likely to dilute the motivational effects of monetary incentive plans. Cole (1997) emphasizes that provision of stable monetary rewards contribute to employee commitment, high job performance and stability on the job. Armstrong (2001) identifies that monetary rewards have a powerful effect on freedom from worry, fear and contamination by the organization environment.

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Financial rewards according to Armstrong (2009:740) must be provided in relation to competence, contribution, and skill or service grade. They motivate employees leading to high job commitment and high performance. Robbins (2003), 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. Tomlinson (2000) argues that performance based pay is about motivating people and developing performance-oriented cultures.

2.4.2.2. Non-monetary incentives and teacher motivation

Non-monetary rewards are the non-financial gains that influence people through non-material rewards like giving more responsibility, promotion, praise and recognition. Branton and Jeffrey (1988:263) argue that non-financial rewards tend to attract highly qualified and competent people who are too committed to the achievement of organizational goals.

According to Armstrong (2009:744) talking on the role of non-financial rewards in enhancing employee commitment and performance on the job observed that 'essentially the notion total reward says that there is more to rewarding people than throwing money at them'. Non-financial rewards can therefore make workers more comfortable on the job. It motivates them to contribute extra effort by developing a deal that addresses a broad of issues. Creating a fun, challenging and empowered work environment in which individuals are able to use their

abilities to do meaningful jobs for which they are shown appreciation is likely to be a more certain way to enhance motivation.

Teachers who are not motivated by financial rewards can be encouraged with non-financial rewards (Odden, 2000). These rewards can include for example: satisfaction from high student achievement, recognition, influence, learning new skills and personally growth. As Odden and Kelley (2002: Kelley 1999) argue school based rewards are a means of providing motivation by introducing clear goals to the whole school and facilitating student achievement. Lusweti (2006) 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.

2.4.2. Teacher motivation and recommendation for promotion

Teachers in some countries such as Malawi, complain that their promotion prospects are considerably worse than for other civil servants in other comparable occupations. Promotion criteria are also based on qualifications, interviews and years of service. Consequently, both good and bad teachers get promoted together, which many teachers find demoralizing. (Harding & Mansaray, 2005).Teachers should be provided with enabling environment which will enable them to learn different procedures of the job as well as experiencing some growth through promotion and further training.

2.4.3 Recognition for work well done

Good work done by an employee should always be acknowledged (Macharia 2002). Base and Kirby (1992) noted that the quickest remedy that educational managers should result to motivate teachers is by creating a more attractive work environment and intangible rewards such as recognition and praise. This can be done by praising and communicating individual progress, individualizing rewards as well as linking rewards to performance.

According to Cole (1996), recognition is a reality despite ones age and educational level. He stressed that recognition must be sincere and need to be based on above average performance. Recognition is also accompanied by responsibility and power. This implies that people with responsibility need to work hard for their efforts to be seen and respected , Fry and Tweedie (2003) noted that, low teacher morale threatened the achievement of EFA goals in Malawi, Papua, new Guinea and Zambia since teachers were increasingly shown less respect. In Kenya the case is not so different.

Retaining quality employees can be a challenge. High turnover not only affects morale, but your company's bottom line will take a hit too. It's incredibly inefficient to train new people or get them up to speed. It taxes existing staff, and there's an obvious cost in time and money of procuring new people (Capobianco, 2014).

When an executive recognizes exceptional effort or rare achievement, its value is increased. A simple thing such as a company-wide email acknowledgment or shout-out in a meeting will go a long way. And if you add a personal call or shake hands to express your appreciation to the employee, you'll be surprised how much motivational currency that will create.

Non-cash rewards also play an important role in any organization, as rewards for exceptional performance are vital for employee motivation. Employees want and need recognition on the job, and an effective way of satisfying this need is through non-cash rewards. Non-cash rewards appeal to employees on a personal level.

Because non-cash rewards have proven to be effective motivators, companies that "want rewards to be cost-effective but memorable are seeking the services of firms that specialize in employee recognition, such as O.C. Tanner. Increasingly, says, Kent Murdock, its chief executive, companies want to give Rolex watches or crystal knick-knacks to reward special performance.

2.4.4 Teacher motivation and academic performance

Advocates of individual based awards, argue that when carefully incorporated into a sophisticated measure of teacher qualify, gains on student achievement tests can provide an independent measure for teacher performance, and can be included as one part of a teacher's evaluation. (Solomon and Podgwsky 2000).Opponents however, argue that current testing systems do not `accurately

assess the progress made by students, creating an inaccurate measure of teacher performance (Milanowski, 1999; Odden & Kelley 1997).

Group-based or school based performance awards offer greater appeal to some by explicitly encouraging the collaborative nature of teaching; though advocates note that individual based awards may indirectly encourage collaboration as the awards are available to all teachers, (Solomon and Posgursky 2000). Further, group based awards may encourage teachers to address broader goals that match community and school expectations, (Firestone, 1994, Kelley et al 2000). Studies, generally find that teachers in performance award systems exhibit greater motivation toward improved student performance, with motivation varying based on the teacher's perception of the award systems fairness, (Heneman and Milanowski, 1999; Kelley et al 2000).

Studies conducted in Kenya by Kageha (2008) and Orina (2008) indicate that motivation of teachers plays a great role in their performance, and that there is a positive relationship between motivation and performance of teachers. The study further revealed that high performing schools have teachers with high intrinsic work motivation.

2.5 Relevant theory to the study

Approaches to motivation are underpinned by motivation theory.

2.5.1 Instrumental theory

It states that rewards or punishments (carrots or sticks) serve as the means of ensuring that people behave or act in desired ways. This actually implies that people only work for money. Managers have a part to play in using their motivating skills to get people to give of their best. (Armstrong, 2006).

The theory emerged in the second half of the nineteenth century with its emphasis on the need to rationalize work and on economic outcomes. It assumes that a person will be motivated to work if rewards and penalties are tied directly to his or her performance, thus the awards are contingent upon effective performance.

Instrumentality theory has its roots in Taylorism that is the scientific management methods of F W Taylor (1911), who wrote: 'It is impossible, through any long period of time, to get workmen to work much harder than the average men around them unless they are assured a large and permanent increase in their pay.' This theory is based on the principle of reinforcement as influenced by Skinner's (1974) concept of conditioning, the theory that people can be 'conditioned' to act in certain ways if they are rewarded for behaving as required. It is also called the law of effect. Motivation using this approach has been, and still is, widely adopted and can be successful in some circumstances. But it is based exclusively on a system of external controls and fails to recognize a number of other human needs. It also fails to appreciate the fact that the formal

control system can be seriously affected by the informal relationship existing between workers.

The basis of this theory is the belief that the content of motivation consists of needs. An unsatisfied need creates tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified, and a behaviour pathway that will lead to the achievement of the goal is selected. All behaviour is therefore motivated by unsatisfied needs.

Not all needs are equally important for a person at any one time — some may provide a much more powerful drive towards a goal than others, depending on the individual's background and present situation. Complexity is further increased because there is no simple relationship between needs and goals. The same need can be satisfied by a number of different goals and the stronger the need and the longer its duration, the broader the range of possible goals. At the same time, one goal may satisfy a number of needs (Armstrong, 2006).

Needs theory was developed originally by Maslow (1954), who postulated the concept of a hierarchy of needs which he believed were fundamental to the personality. A hierarchy of five needs exist: physiological, safety, social, esteem, self-fulfillment. Needs at a higher level only emerge is satisfied. It focuses attention on the various needs that motivate people and the notion that a satisfied need is no longer a motivator. However, the concept of a hierarchy may have no practical significance.

In process theory, the emphasis is on the psychological processes or forces that affect motivation, as well as on basic needs. It is also known as cognitive theory because it is concerned with people's perceptions of their working environment and the ways in which they interpret and understand it.

Process or cognitive theory can certainly be more useful to managers than needs theory because it provides more realistic guidance on motivation techniques.

The processes are:

- expectations (expectancy theory);

- goal achievement (goal theory);

- feelings about equity (equity theory

The concept of expectancy was originally contained in the valency—instrumentality—expectancy (VIE) theory which was formulated by Vroom (964). Valency stands for value, instrumentality is the belief that if we do one thing it will lead to another, and expectancy is the probability that action or effort will lead to an outcome. Motivation is only likely when a clearly perceived and usable relationship exists between performance and outcome, and the outcome is seen as a means of satisfying need.

This explains why extrinsic financial motivation for example, an incentive or bonus scheme works only if the link between effort and reward is clear (in the words of Lawler (1990) there is a 'line of sight') and the value of the reward is worth the effort. It also explains why intrinsic motivation arising from the work

itself can be more powerful than extrinsic motivation. Intrinsic motivation outcomes are more under the control of individuals, who can place greater reliance on their past experiences to indicate the extent to which positive and advantageous results are likely to be obtained by their behavior.

This theory was developed by Porter and Lawler (1968) into a model, which follows Vroom's ideas by suggesting that there are two factors determining the effort people put into their jobs:

- The value of the rewards to individuals in so far as they satisfy their needs for security, social esteem, autonomy, and self-actualization;
- The probability that rewards depend on effort, as perceived by individuals

Porter and Lawler emphasize mere effort is not enough as such it has to be effective effort if it is to produce the desired performance. The two variables additional to effort which affect task achievement are ability and role perceptions.

Goal theory as developed by Latham and Locke (1979) states that motivation - and performances are higher when individuals are set specific goals, when goals are difficult but accepted, and when there is a feedback on performance. Participation in goal setting is important as a means of getting agreement to the setting of higher goals. Difficult goals must be agreed and their achievement

reinforced by guidance and advice. Finally, feedback is vital in maintaining motivation, particularly towards the achievement of even higher goals.

Equity theory is concerned with the perceptions people have about how they are being treated compared with others. To be dealt with equitably is to be treated fairly in comparison with another group of people (a reference group) or a relevant other person. Equity involves feelings and perceptions and is always a comparative process. Equity theory states, in effect, that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably (Dawson, 2008).

As suggested by Adams (1965), there are two forms of equity: distributive equity, which is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison with others; and procedural equity, or procedural justice, which is concerned with the perceptions employees have about the fairness with which procedures in such areas as performance appraisal, promotion and discipline are being operated.

2.6 Summary of literature review

The BOM has many different functions to play in a bid to ensuring that learners get the best possible quality education. In doing so it comes up with various ways and means of motivating teachers as teacher motivation is generally wanting.

Money is the most obvious form of extrinsic motivation. However, for it to motivate it has to assume a relationship between performance and rewards. For

those not motivated by this other forms of BOM governance practices such as non monetary incentives, recommendation letters and recognition can apply. There is therefore need to study the influence the BOM governance practices has on teacher motivation (Dawson, 2008).

The governors and the principal should maintain an ethos for the school that promotes the moral, spiritual, intellectual, social and personal development of all its pupils. The school ethos should contribute to the wider goals of the school and be clearly defined and understood by parents, pupils, staff, governors and the local community. It should also be consistent with a commitment to promote equality, good relations and diversity within the school and its community (Republic of Kenya, 2007).

Setters of the school's plans and polices: Koskei (2004) States that school development plan includes the school's financial plan, education plans and assessments, where appropriate the school's action plan to address issues identified in a school inspection report and the school's policies and priorities. This provides the strategic framework within which the school board, the principal and staff can monitor, evaluate and improve the nature of the school's curricular and other provision and the standard achieved by pupils making efficient use of all the school's available resources (Dawson, 2008). The drafting of the school's plans and policies are initially the responsibility of the principal.

Consideration and approval of these rests with the school board and is an important responsibility.

2.7 Theoretical framework

The study will be guided by Herzberg two-factor model. It states that there are two groups of factors that affect job satisfaction that is those intrinsic to the job (intrinsic motivators or satisfiers) such as achievement, recognition, the work itself, responsibility and growth; and those extrinsic to the job (extrinsic motivators or hygiene factors) such as pay and working conditions. He identifies a number of fundamental needs that is achievement, recognition, advancement, autonomy and the work itself. It strongly influences approaches to job design (job enrichment).

It further, drew attention to the concept of intrinsic and extrinsic motivation and the fact that intrinsic motivation mainly derived from the work itself will have a longer-lasting effect. Therefore underpins the proposition that reward systems should provide for both financial and non financial rewards. As such the BOM should strive to come up with reward systems that both monetary and non monetary in a bid to enhance teacher motivation. There is therefore need to study the influence of the BOM governance practices has on teacher motivation.

2.8 Conceptual Framework

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┌─────────────────────────────────────────────────┐
│   Board of Management Governance Practices       │
└─────────────────────────────────────────────────┘
                          │
        ┌─────────────────┼─────────────────┐
        ▼                 ▼                 ▼
┌──────────────────┐ ┌──────────────┐ ┌──────────────┐
│ Incentives (Monetary │ │ Recommendation │ │ Recognition  │
│ & Non-monetary)  │ │ letters      │ │              │
└──────────────────┘ └──────────────┘ └──────────────┘
        │                 │                 │
        └─────────────────┼─────────────────┘
                          ▼
              ┌──────────────────────────┐
              │    Teacher motivation    │
              └──────────────────────────┘
```
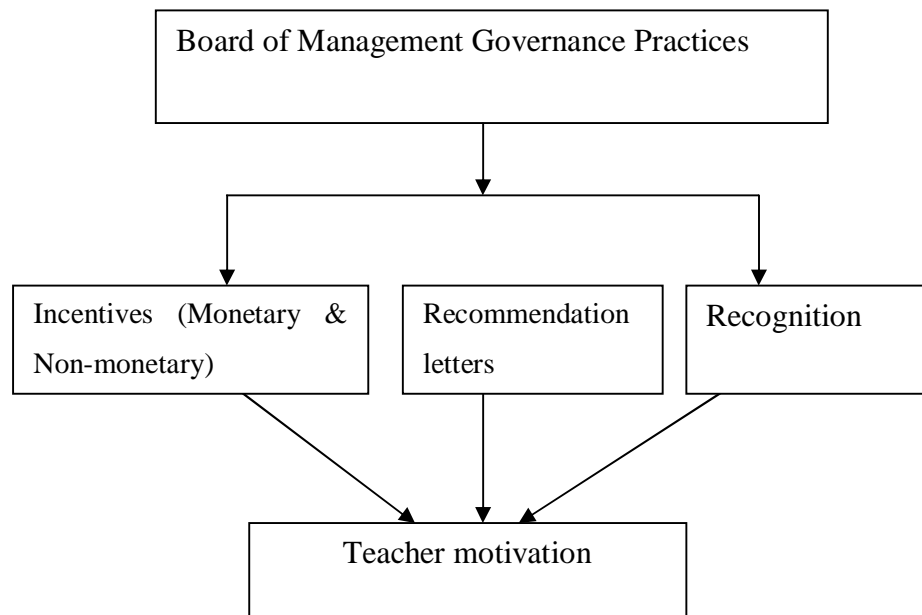
Figure 2.1: The relationship between the independent variables and dependent variables

Incentives to teachers are likely going to improve the teacher motivation in work hence improving the performance of the teachers. Likewise when the BOMs recommend teachers for promotion they will be highly motivated in work. Recognition is also another way of motivating teachers in their duties.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the study, focusing on research design, target population, sample and sampling procedures, research instruments and data collection and analysis.

3.2 Research design

Descriptive survey design was used. Mugenda and Mugenda (1999) give the purpose of descriptive survey research as determining and reporting the way things are. Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. This design enables the researcher to conduct the study among teachers and Board of management from different schools in Kisasi district in order to determine the influence the Board of management motivational practices has on teachers.

3.3 Target population

A population is defined as a complete set of individuals or objectives with some common observation characteristics (Mugenda & Mugenda, 2003). The target population comprises of the 130 BOM members and the 234 teachers of public secondary schools in Kisasi district (DEO Kisasi District 2013).

3.4 Sample size and sampling procedures

Sampling means selecting a given number of subjects from a defined population as representative of that population (Orodho, 2005). Mugenda & Mugenda (2003) recommended 30% of the target population as an adequate sample for a study in social science research. Therefore, 48 BOM members were used for the study. They were selected through simple random sampling so that at least 3 members are selected from each of the 16 schools. The secretary of the BOM was included. Out of the 234 teachers, 56 were used for the study. Four teachers were sampled purposively from each of the public secondary schools as the teachers must have at least prepared a form four class for KCSE.

3.5 Research instruments

A questionnaire was used for data collection. They are often easy to administer and provide respondents with freedom to express their views or opinion and also make suggestions. This enables the researcher to get a wealth of data. In addition to this it is anonymous hence offers a better chance of getting honest answers to the questions provided.

The questionnaires were two, one of Board of management members and the other teachers. The questionnaires for teachers gathered data related to motivation levels of teachers and how it is influenced by the board of management governance practices. The questionnaire for the Board of

management assessed the motivational practices they have in place and its influence on teacher motivation.

3.6 Reliability and validity

Before the study is carried out, a pilot study of two schools was done in Katulani District to test the instrument. The objective being to improve reliability and validity of the questionnaires.

3.6.1 Validity

Instrument validity is defined as the accuracy and meaningfulness of influences, which are based on research results (Mugenda and Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena understudy. Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based in the judgment of the researcher (Wiersma, 1995). According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of the supervisor and other University lecturers who are experts in research, to help improve validity of the instruments.

3.6.2 Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial.

To assess the reliability of the research the test-retest technique of reliability testing will be used.

The questionnaire will be administered to the pilot sample respondents twice, with a one week interval, after which a correlation will be taken between the two tests to estimate the reliability of the questionnaires.

The Pearson Correlation coefficient will be used to estimate the correlation coefficient of the two tests using the formula:

$$r = 1 - \frac{6\left(\sum d\right)^2}{n - \left(n^2 - 1\right)}$$

r=Pearson correlation coefficient

(d)=difference between scores on the two tests

(n)=the number of subjects in the samples

According to Gay (1992) any research instrument with a correlation coefficient of between 0.70 and 1.00 is accepted as reliable enough. The reliability coefficient for the study from ten pilot questionnaires was found to be 0.82, this was sufficient to carry on the study.

3.7 Data collection procedure

The researcher administered questionnaires to the respondents. A research permit was obtained from national commission for science, technology and innovation. The office of their District Education Officer was contacted before the study was

carried out. The selected schools were visited and questionnaires administered to the respondents who were assured of confidentiality.

3.8 Data analysis techniques

The study yielded data that required both qualitative and quantitative analysis techniques. Qualitative data was analyzed by arranging the responses thematically in line with the objectives of the study. Descriptive statistics was used to analyze the quantitative data obtained. Data analysis also required the use of statistical package for social sciences (SPSS).

3.9 Ethical considerations

The researcher applied for data collection permission from the department after which a research permit was applied for research authorization from NaCOSTI. These two authorizations necessitated the process of completing the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study by demographics and further by the three objectives of the study. The results are presented in simple descriptive tables comprising of frequencies and percentages.

4.2 Questionnaire return rate

The return rate of the questionnaires from teachers was 56(100%) while that of board of managers of schools was 48 (100%). This is from a target population of 234 teachers and at least 16 B.O.Ms from the 16 schools. This was achieved through use of personal administration of the questionnaires with assistance of a research assistant.

4.3 Demographic characteristics of the respondents

Since the study involved two categories of the respondents, their demographic characteristics were presented in same tables for the purpose of comparison. Each demographic characteristic was represented alone. The characteristic analyzed were gender, age, academic qualifications and experience. Demographic or biographical variables also had a significant correlation with career commitment in the case of employees in the Osun State civil service

(Popoola & Oluwole, 2007). They submit that gender, age, marital status, job tenure, and educational level should be considered germane to career commitment. While job satisfaction and corporate commitment of workers have been the topics of many studies in the fields of organizational behaviour and information management, the present study presents self-efficacy and career commitment as a way of understanding the behaviour of librarians in the Nigerian federal universities.

Demographic variables are used to show that age, gender, marital status, and educational qualifications have important effects on career commitment Firebaugh and Harley (1995) assert that if an organization is to be successful, it must continue to satisfy employees' requests to make them committed to their work. Porter, Steers, Mowday, and Boulian (1982) found that committed employees are more innovative and creative. Mathieu and Zajac (1990) affirm that demographic variables such as age, gender, marital status, and academic qualification are very important factors in career commitment. They also submit that an older person may be more committed than a younger person who may change jobs as more readily.

4.3.1 Gender of the respondent

The study sought the gender of the respondents and their distribution is shown in table 4.1 below.

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Table 4.1 Gender of the respondent

	Teacher		B.O.M	
	Count	Percent	Count	Percent
Male	27	48.2	29	60.4
Female	29	51.8	19	39.6
Total	**56**	**100.0**	**48**	**100.0**

The results show that females constituted most of the respondents while males were minority. Normally the population of females in Kenya is higher than that of males hence consequently the situation may as well be the same for school teachers.

The study also established that male board of management members were the majority while female members were fewer. This is because men in the society play the leadership role and women just deputize.

4.3.2 Age distribution of the respondents

The study sought to find the age distribution of the respondents; it realized the results as shown in the table 4.2 and 4.3 for teachers and B.O.M respectively below.

Table 4.2 Age distribution of the respondents

	Count	Percent
20- 29	14	25.0
30- 39	18	32.1
40- 49	17	30.4
50 and above	7	12.5
Total	**56**	**100.0**

The results show most teachers being within age bracket (30 – 39) years were closely followed by those ages within (40 – 49) years in the study. Teachers aged within the range (20 – 29) years were moderately represented in the study.

Age was found not relate strongly with motivation. Studies show that, age, gender, educational level, and marital status have a relationship with career commitment (Meyer & Allen 1984; Gruskey 1966; Mowday, Porter, & Steers, 1982).

Feelings and beliefs concerned with an individual's perceived capability to produce results and to attain designated types of performance influence career commitment (Bandura, 1977). Camilleri (2001) observes that several variables are vital to career commitment.

4.3.3 Academic achievement of the respondent

The study sought to evaluate the academic qualification of teachers and the results are shown in the table 4.3 below.

Table 4.3 Academic achievement of the respondent

	Count	Percent
M. Ed	15	26.8
B. Ed	20	35.7
BA	14	25.0
Diploma in Education	7	12.5
Total	**56**	**100.0**

The study found out those teachers with B. Ed to be the majority, while those with M. Ed to be were moderate. The rest of the teachers had B. Arts and diploma in education few respectively. Popoola (2006) found out that there is no significant difference in the career commitment and educational level of records managers in the civil service in Osun State. He also asserts that the younger records managers are, the more they are committed to their careers. Similarly, it was also found that the less the experience, the stronger their career commitment to their job. This finding corroborates the assertion made by Meyer & Allen (1991) and Irving & Meyer (1994) that on-the-job experience early in one's life plays an important role in the development of career commitment.

4.3.4 Experience of the respondent

The study sought to established years the teacher had served as a teacher in order to clearly relate with his/ her ability to give opinion. The results are shown in table 4.4 below.

Table 4.4 Experience of the teacher

	Count	Percent
Less than 5 years	22	39.3
5 – 10 years	27	48.2
Over 10 years	7	12.5
Total	**56**	**100.0**

The study found that, most teachers had experience in teaching of 5 to 10 years, construed majority. However, teachers with experience less than 5 years were

relatively few. Very few teachers had high experience. Aryee and Tan (1992) investigated career commitment among teachers and nurses in Singapore and report that those who are committed to their profession are more inclined to keep up with new developments and acquire new skills. Jones and Goulding (1999) observe that commitment to a career can be viewed as willingness to undertake further training, which is also evidence of career confidence.

The demographics of the respondents was important in this study since it aided in establishing the distribution of respondents by gender, age, academic qualification and experience.

4.4 Objectives

The three objectives are discussed in this section in order to arrive at the main findings of the study.

4.4.1 Influence of provision of incentives on teachers motivation

The study sought to investigate on how provision of incentives to teachers by the B.O.M was influencing motivation of teachers in their work. The results of the findings are discussed below.

4.4.2 Type of incentives provided to teachers

Boards of management members were evaluated on type of incentives they provided to their teachers in order to motivate them. The results are shown in table 4.5 below.

Table 4.5 Type of incentives provided to teachers

	Count	Percent
Financial	14	29.2
Non financial	34	70.8
Total	**48**	**100.0**

From the results above the managers indicated that most of incentives were non financial while financial benefits were in few schools indicated there were financial incentives.

In order for this study to fully establish the extent to which incentives provision was affecting the teacher motivation, teachers were asked to rate on a scale six statements relating to incentives. The results are shown in table 4.6 below.

Table 4.6 Influence of provision of incentives on teachers' motivation

Count on statements	Highly motivating	Motivating	Demotivating	Highly demotivating
Cash awards	10	25	14	7
Recreational trips	14	24	14	4
Free lunch	4	28	20	4
Free or subsidized houses	3	28	14	11
Extra cash	8	22	17	9
Transport for teachers	6	14	21	15
Total counts	**45**	**141**	**100**	**50**

From the results above, recreational trips came out as the main incentive that motivates teachers with 14 and 24 teachers being "high motivated" and "motivated" respectively. Cash awards to teachers were another good way of motivating with 10 teachers citing "highly motivation" and 25 teachers being just motivated. Free lunch, free or subsidized houses, extra cash from remedial classes and transport all seemed to have similar scores for "high motivation" and "motivation".

Generally counts for positive rating on all the statement was found to be higher than counts of negative scores an indication that incentives motivates teachers in their work.

However, some incentives did demotivate teachers; transport to teacher is said demotivate teachers by 36 respondents against 20 teachers who said it motivating.

4.4.3 Influence of recommendation by B.O.M on teachers motivation

In order for this study to fully establish the how often recommendation for promotions to the teachers by B.O.M was being done and how it was affecting the teacher motivation, teachers were asked to rate on a scale five statements relating to how often such recommendations were being done. The results are shown in table 4.7 below.

Table 4.7 How often recommendation by B.O.M was being done

Count on statements	Always	Sometimes	Rarely	Never
Recommends for promotion	14	24	14	4
Avail information	4	28	20	4
B.O.M give assistance	3	28	14	11
B.O.M encourages	8	22	17	9
B.O.M evaluates for promotion	14	24	14	4
Total counts	**43**	**126**	**79**	**32**

The results of the study indicate that recommending teachers for promotion by B.O.M and evaluating teachers for promotion were key motivators with 36 respondents citing "always" and "sometimes". Thirty two teachers indicated that B.O.M availed information on vacancies arising and this was playing key role in motivating them. A reasonable number of respondents, 3 and 8 said were always or sometimes got assistance and encouragement from B.O.M respectively.

The result show that combining counts of all statements indicating always and sometimes only, 43 and 126 respectively. This response is higher than that of "rarely" and "never" which is 79 and 32 respectively. This means recommendation letters from B.O.M to teachers were boosting their morale to work.

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4.4.4 Influence of recognition on teachers motivation

In order for this study to fully establish the extent to which recognition was affecting the teacher motivation, teachers were asked to rate on a scale five statements relating to recognition. The results are shown in table 4.8 below.

Table 4.8 Influence of recognition on teachers' motivation

Count on statements	Highly motivating	Motivating	Demotivating	Highly demotivating
Work well done	4	28	20	4
Views and opinions	3	28	14	11
Kind of incentives	8	22	17	9
Decision making	14	24	14	4
The type of feedback	5	27	20	4
Total counts	**33**	**130**	**85**	**32**

The results of the study indicates that involving teacher in decision making on matters concerning teachers was the best way of recognizing teachers with 14 teachers being highly motivated while 24 others being just motivated. Recognition of work well done and being good at giving noble feed back to teachers by the B.O.M were mentioned by 4 and 5 teachers respectively as highly

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motivating and also mentioned by 28 and 27 teachers as just motivating. Those teachers who were highly motivated or motivated are regarded as the recognized ones while those teachers who were demotivated or highly demotivated were considered to be not recognized.

Recognizing views and opinions of teachers was also found to be highly motivating by 3 teachers and as motivating 28 other teachers. Involving teachers in deciding the kind of incentives to be provided was also found to motivate teachers. Eight teachers said they were highly motivated by that and 22 teachers said they were just motivated.

4.5 Motivation to teachers

The study sought to investigate ways in which the B.O.M of schools ensured the teacher motivation in their schools. B.O.M have role to play in schools toward ensuring good performance in their schools. This role is entirely liaising with their secretaries (principals) to ensure teachers are motivated. There are several ways of motivating as well as establishing ways of promoting good governance. The results are shown in tables 4.9, 4.10, 4.11, 4.12 and 4.13 below.

Table 4.9 Criteria for incentive to teachers

	Count	Percent
All participatory dialogue	26	54.2
Agreement terms	13	27.1
Promises	9	18.1
Total	**48**	**100.0**

From the results in table 4.9 above most B.O.M members said they used all participatory dialogue in deciding on the criteria to use in giving incentives. Another good proportion of B.O.M members said they used agreement terms with teachers and a small proportion said they used promises.

Table 4.10 Free or subsidized houses in your school

	Count	Percent
Yes	14	29.2
No	34	70.8
Total	**48**	**100.0**

From table 4.10 above, Most teacher were not provided with free or subsidized houses in their schools for teachers. Few B.O.Ms said they did provide. Currently most of schools have no teachers' quarters since that programme of building teachers houses in school collapsed and most teachers live in the neighboughood of their schools.

Table 4.11 How B.O.M recognizes teachers

	Count	Percent
Offering the teacher support	30	62.5
Suggesting the teacher as an example to others	9	18.8
Commenting teacher for the good work at parade	9	18.8
Total	**48**	**100.0**

From table 4.11 above most B.O.M s use a way supporting the teacher as a way of recognizing the teacher. This was mentioned by many numbers of the B.O.M s, other ways in which B.O.M s recognized teachers were; suggesting teachers to others as an example 18.8% (9) and commenting teachers in the parade for good work 18.8% (9).

Table 4.12 The B.O.Ms ranking of motivation method

	Count	Percent
Incentives	32	66.7
Recommendation	10	20.8
Recognition	6	12.5
Total	**48**	**100.0**

From table 4.12 above, incentive is ranked the best way of motivating teachers with recommendation for promotion second with and recognition third.

This means in most cases the B.O.M s prefer to offer rewards with tangible and immediate benefit like recreational trips and even cash rewards.

Table 4.13 The B.O.Ms suggestion for improvement

	Count	Percent
Involving teachers in discussions	30	62.5
Giving feedbacks to queries	11	23.9
Offering some fund to assist	7	13.6
Total	**48**	**100.0**

From table 4.13 above B.O.M s indicated involvement of teachers in discussions as the best way among other of improving teacher motivation.

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4.6 A Cross tabulation of Motivation scores

In order to clearly establish the relationship existing within different statements a

cross tabulation was performed and results are shown in table 4.14 below.

Table 4.14 Influence of provision of incentives on teachers' motivation

Count on statements	Motivating (Highly motivated + Motivated)	Demotivating (Highly Demotivated + Demotivated)
Cash awards	35	21
Recreational trips	38	18
Free lunch	32	24
Free or subsidized houses	31	25
Extra cash	30	26
Transport for teachers	20	36
Recommends for promotion	38	18
Avail information	32	24
B.O.M give assistance	31	25
B.O.M encourages	30	26
B.O.M evaluates for promotion	38	18
Work well done	32	24
Views and opinions	31	25
Kind of incentives	30	26
Decision making	38	18
The type of feedback	32	24
Total counts	**518**	**378**

From the cross tabulation, positive scores for motivation through provision of incentives to teachers was leading with at least 45% of the teachers siting so, the recommendation by BOM was also suggested by 30% of the teachers as way of motivating teachers. Only 25% of the teachers regarded recognition as highly affecting teacher motivation to work. This finding are thus important to the school management in attempts to ensure effectiveness in schools.

Table 4.15 Comparison between teachers given incentive and those not given on different performances

	Teaching	Promotion prospect	Co-curricular activities	Environment	Challenging task
With incentives	45	34	47	31	23
Without incentives	11	22	9	25	33
Total	**56**	**56**	**56**	**56**	**56**

From the findings in table 4.15 above it mean that 45(80.3%) after being given incentives their morale in teaching went high. Only 11(19.7%) had morale in teaching although they had not received any incentives. At least 34(60.7%) after being given incentives their promotion prospect went high. But 22(39.3%) had promotion prospect although they had not received any incentives. A good number 47(83.9%) had high morale in co- curricular activities after getting incentives. Teachers had no significant differences in environmental and challenging tasks after getting or not receiving any incentives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the findings of the study, conclusion of the study, the recommendations made by the study and suggestions for further research. This is done in brief with main concentration on the research questions in order to answer the questions.

5.2 Summary

The study was guided by the three specific objectives; to determine the extent to which provision of incentives by the board of management influence teachers motivation, to determine the extent to which writing letters of recommendation for promotion by the board of management influences teacher motivation and to determine the extent to which recognition of teachers by the Board of management influences teacher motivation.

Recreational trips came out as the main incentive that motivates teachers with 14 and 24 teachers being "high motivated" and "motivated" respectively. Cash awards to teachers were another good way of motivating with 10 teachers citing "highly motivation" and 25 teachers being just motivated. Free lunch, free or subsidized houses, extra cash from remedial classes and transport all seemed to have similar scores for "high motivation" and "motivation".

Recommending teachers for promotion by B.O.M and evaluating teachers for promotion were key motivators with 36 respondents citing "always" and "sometimes". Thirty two teachers indicated that B.O.M availed information on vacancies arising and this was playing key role in motivating them. A reasonable number of respondents, 3 and 8 said were always or sometimes got assistance and encouragement from B.O.M respectively.

Involving teachers in decision making on matters concerning teachers was the best way of recognizing teachers with 14 teachers being highly motivated while 24 others are just motivated. Recognition of work well done and being good at giving noble feed back to teachers by the B.O.M were mentioned by 4 and 5 teachers respectively as highly motivating and also mentioned by 28 and 27 teachers as just motivating. Recognizing views and opinions of teachers was also found to be highly motivating by 3 teachers and as motivating 28 other teachers.

Most B.O.M members 54.2% (26) said they used all participatory dialogue in deciding on the criteria to use in giving incentives. It was also indicated by 70.8% (34) that they were not providing free or subsidized houses in their schools for teachers. Only 29.2% (14) of the B.O.Ms said they did provide. Most B.O.M s use a way supporting the teacher as a way of recognizing the teacher. This was mentioned by 62.5% (30) of the B.O.M s, other ways in which B.O.M s

recognized teachers were; suggesting teachers to others as an example 18.8% (9) and commenting teachers in the parade for good work 18.8% (9).

Incentive is ranked the best way of motivating teachers with 66.7% (32), recommendation for promotion second with 20.8% (10) and recognition third with 12.5% (6). Involvement of teachers in discussions was mentioned as the best way among other of improving teacher motivation.

5.3 Conclusion

The study therefore does the following conclusions in relation to study objectives:

i). Provision of incentives to teachers will motivate the teacher in his work and duties in the school.

ii). Writing recommendation letters to hard working teachers will motivate the teacher in his work and duties in the school.

iii). Recognizing teachers will motivate the teacher in his work and duties in the school.

5.4 Recommendation

i. Motivation in place of work is important as it helps improve employees' concentration and sacrifice. As such even in school as education hubs teachers are employees who constantly need to be motivated to remain active and encourage in order delivering knowledge to students.

ii.   Boards of management, as the governance of schools have a role creating an environment of activeness in schools. One of the ways of doing this is through motivating teachers. Most schools in Kisasi district were found to adopt the method of giving incentives to teachers. However, a number of schools as well use the method of recommending teachers for promotion. Board of management through the secretary is able to identify a hard working teacher and recommend the teacher for promotion.

iii. As the teachers expressed their views on the need of academic enhancement and professional growth of teachers, it is recommended that no teachers should be appointed without a professional training in education and that refresher and in service courses should be arranged for the teachers at regular intervals of time. It will update the teachers in the contents of the related subjects as well as in the area of teaching skills.

iv.   It is proposed that aptitude tests be designed and implemented for the propose of teacher education and that these tests be conducted at the time of the selection of teachers both for the preserve teacher training and for the appointment of teachers. This will identify positive attitudes of teachers towards teaching profession.

v.   It is also recommended that the salaries of the teachers be increased and fixed according to their qualifications and incentives be provided to the good teachers so as t o acknowledge their efforts and motivate them to continue with their better performance. It will also be an incentive for other teachers and they

will follow good teaching practices. Recognition of teachers work on showing good results may be an incentive for the improvement of their efficiency.

vi. There is a strong need to create awareness in the society to recognize the status and important role of teachers in education of students. Mass media needs to be mobilized. Radio and T.V programmes can better achieve this target. Print media can also be used to achieve this end.

vii. Teachers are the backbone of the educational institutes and future of our nation lies in their hands. In order to improve the quality of education, there is a dire need to spend on the teacher training, which in return may provide quality education.

5.5 Suggestions for further research

This study found the need for further research to be carried out and find other factor influencing the motivation of teachers that may not be school based for instance remuneration. Other factors do influence teacher motivation and are as well deemed important.

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APPENDICES
APPENDIX A
LETTER OF INTRODUCTION

University of Nairobi

Department of Education Administration

P. O. Box 30197

Nairobi

The Principal

School..........................

Dear Sir / Madam,

I am post graduate student at University of Nairobi pursuing a Masters Degree in Corporate Governance in Education. I am carrying out a study on influence of the Board of Management Governance practices on teacher motivation.

I kindly 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,

Muthoka Grace Kavata

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

This research is meant for academic purpose. It will try to find out the influence of the Board of Management Governance Practices on Teacher Motivation. Kindly, you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential.

Introduction

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

Part A: Background Information

1. What is your gender?   Male [   ]   Female [   ]
2.   What is your age in years?   20-29   [   ]

                                           30-39   [   ]

                                           40-49   [   ]

                                         50- and above [   ]

3. What is your academic qualification?

                                      M.Ed   [   ]

                                      B.Ed   [   ]

                                      Diploma in Education [   ]

    Any   other   specify please..

4. Please indicate the number of years you have served as a teacher?

    [   ]   Less than 5 years

    [   ]   5-10 years

    [   ]   Over 10 years

5. How long have you been in your present school?

    1-5 years   [   ]

6-10 years   [   ]

Over 10 years [   ]

Any   other   specify
please..

SECTION B: Teachers Motivation Survey

Instructions

In the items below please indicate the extent to which incentives in your school influence your level of motivation. On the left tick (√) the present condition and on the right tick (√) how it affects teacher motivation using the following scale:

1 -   Highly motivating

2 -   Motivating

3 -   Demotivating

4 -   Highly demotivating

Provision of Incentives

		1	2	3	4
1.	Does the B. O.M provide cash awards for quality grades? Yes [ ] No [ ]				
2,	Recreational trips for teachers. Available [ ] Not available [ ]				
3.	Free lunch and tea provided to you by the school. Available [ ] Not Available [ ]				
4.	Free or subsidized houses in your school Available [ ] Not available [ ]				

5.	Extra cash for special services and duties performed such as Remedial teaching Provided [ ] Not provided [ ]				
6.	Transport for teachers in your school? Provided [ ] Not provided [ ]				

Recommendation for promotion

In the times 7-10 please indicate by a tick (√) the frequency the following items occur.

		Always	Sometimes	Rarely	Never
7.	The B.O.M recommends teachers for promotion in your school.				
8.	Information is availed to me by the B.O.M on available promotion opportunities.				
9.	The B.O.M is willing to assist me in acquiring a promotion without bias.				

10.	I receive encouragement and assistance from the B.O.M to participate in interviews for promotion.				
11.	Evaluations by the B.O.M for promotion are fair and just.				

Recognition

For items 12 – 15 please indicate by use of a tick (√) how the following items influence your level of motivation using the following scale.

1 = Highly motivating

2 = Motivating

3 = Demotivating

4 = Highly demotivating

		1	2	3	4
12.	The way the B.O.M recognizes you for work well done.				
13.	The way your views and opinions are taken by the secretary to the B.O.M.				
14.	Your involvement in choosing the kind of incentives to be given in the school.				
15.	Your involvement in decision making on matters pertaining the school and teachers.				
16.	The type of feedback you get from the B.O.M				

THANK YOU FOR YOUR CO-OPERATION

APPENDIX C

QUESTIONNAIRE FOR B.O.M

You are kindly requested to fill this questionnaire; your participation will help gather information on influence of B.O.M governance practices on teacher motivation in public secondary schools in Kisasi District.

Kindly respond all the items as honestly as possible. You name or that of your institution is not required; this will help to ensure maximum confidentiality.

Put a tick (√) in the spaces provided.

1. What is your gender?   Male   [   ]   Female   [   ]

2. What is your age bracket?

Below 25 years   [   ]   26 – 30 years [   ]   31- 35 years   [   ]

36- 40 years   [   ]   41- 45 years   [   ]   46 and above [   ]

3. How long have you served in the Board of Management of your present school?

....4.

What position do you hold in the B.O.M?

....

Section B

1. Which incentives do you give to your teachers?

Financial	Non financial

2. What is the criteria for incentives? Explain your answer...................................
…………………………………………………………………………………
…………………………………………………………………………………

3(a)   Do you   write letters of recommendation for promotion for your teachers?   Yes   [   ]   No   [   ]

3.(b)   If   yes   in   2a,   how often?..

c)   If No in 2a, why?

....

....

3. How does the B.O.M recognize work well done by teachers in the school?

……………………………………………………………………….......

………………………………………………………………………………

4. How does the provision of incentives for teachers influence the schools academic performance?...

....

5. Identify the B.O.M governance practice that best promotes motivation of teacher…………………………………………………………………………

…………………………………………………………………………………

6. Which B.O.M practice leads to low motivation among teachers in your school?..

....

7. In which ways can the B.O.M promote motivation of teachers?

....

....

....

THANK YOU FOR YOUR CO-OPERATION

APPENDIX D: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MS. GRACE KAVATA MUTHOKA
of UNIVERSITY OF NAIROBI, 92-902
KIKUYU,has been permitted to conduct
research in *Kitui   County*

on the topic: *INFLUENCE OF BOARD OF*
MANAGEMENT GOVERNANCE PRACTICES
ON TEACHER MOTIVATION IN PUBLIC
SECONDARY SCHOOLS KISASI
DISTRICT,KENYA

for the period ending:
30th November,2014

Permit No : NACOSTI/P/14/9687/3866
Date Of Issue : 6th November,2014
Fee Recieved :Ksh 1,000

....
Applicant's
Signature

....
Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 3509

CONDITIONS: see back page

APPENDIX D: RESEARCH AUTHORIZATION LETTER

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

6th November, 2014

NACOSTI/P/14/9687/3866

Grace Kavata Muthoka
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 secondary schools Kisasi District, Kenya,''* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **30th November, 2014.**

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

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

**DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO**

Copy to:

The County Commissioner
The County Director of Education
Kitui County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

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