

Boards Of Management Involvement In Teacher Motivation And Academic Achievement In Primary Schools In Trans-Nzoia County In Kenya

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Abstract: School boards of management in Trans-Nzoia County are committed to ensuring good academic standards among the learners in schools. Despite their efforts, the extent of their involvement in ensuring quality education in primary schools raises some concerns. The purpose of this study was to determine the influence of school boards involvement in teacher motivation on public school academic achievement. The study adopted correlational research design. The target population was all the 375 boards chairpersons, 375 headteachers, 4753 teachers and 4500 school board members totaling to 10003 respondents from the 375 public primary schools within the County. Stratified sampling and simple random sampling were used subsequently to sample 37 schools from the 375 primary schools to partake in the study. Purposive sampling technique was used to select a sample size of 37 chairpersons, 37 headteachers, while simple random sampling technique was used to select 129 teachers and 133 board members respectively for either of the categories from the sample schools. A total sample size of 336 respondents took part in the study. Data was collected using questionnaires, interview schedules, document analysis and checklists. Descriptive statistics namely; frequency, mean, percentages and standard deviation were used together with inferential statistics namely; Pearson product correlation, Linear regression, t-test and ANOVA in data analysis. Quantitative data was analysed using Statistical Package for Social Science (SPSS) while Qualitative data was analysed thematically. Findings were reported using tables, figures, charts and thematic reporting. Validity of the research instruments was tested by expert judgement through assessing the analyzed results of the pilot study. Reliability of the instruments was tested through conducting a pilot study which yielded a coefficient of 0.81. The study established that school boards involvement in teacher motivation had a statistically significant positive influence on the academic achievement in Trans-Nzoia County

Key Words: Academic, Achievement, Boards of Management, Involvement, Motivation, Teacher

1.0. INTRODUCTION

Teachers celebrate and are rewarded when their schools and teaching subjects are highly rated. It has been proved that teachers have an important influence on students' academic achievement (Akinsolu, 2010). Khama (2014) carried out a study on views of board members on management of schools: A case of Caprivi educational region of Namibia. The study revealed that board members were faced with challenges such as: inadequate knowledge and understanding of educational Act, low educational qualification hence unable to understand fully their roles, inadequate resources to assist in managing schools, lack of capacity building programmes for board members and unclear understanding between governance and management of schools. The current study however explored school boards involvement in teacher motivation on school academic achievement

Ombuya (2015) conducting a study on influence of motivation on teachers' job performance in public secondary schools in Rachuonyo South Sub-County, Homa-Bay County observed that motivation has significant influence on teachers' commitment to job performance. The study used descriptive survey design. Stratified random sampling technique was used to select a sample size of 158 respondents worked at 10% of the target population of 1568 teachers. The study concluded that motivation strategies, namely In-service training, regular promotion and good working conditions were critical in teachers' commitment to their job performance. The weakness of this study is the adoption of 10% sample size of the study because such sample size is unlikely to have all the diverse characteristic features

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of the target population covered. This study cannot however, be conclusive since the physical environment of Rachuonyio Sub-County and working conditions of secondary schools are different from those of Trans-Nzoia County, hence there was need to conduct the current study.

Similarly, Isuli and Kalai (2017) observed that teachers in Athi River Sub-County secondary schools are not adequately motivated hence high staff turn-over. The study further revealed that no incentives are given to teachers for extra work and there is no room for career development for teachers. Correspondingly, there is low rate of teachers' retention. The study adopted correlation research design with 13 public secondary schools and 221 Board members whose average was 17 members per each school boards. The study concluded that teacher motivation practices were statistically significant in teacher retention. Isuli and Kalai's study (2017), however, suffers the aspect of generalizability since the economic status of Athi River County may not be similar to Trans-Nzoia County. Moreover, the working conditions for secondary schools are not the same as for primary schools. The current study therefore investigated school boards and academic achievement in public schools to bridge the gap.

Equally, the finding concurs with Glewwe *et al* (2010) who found out that test score for students went up during programs in which the teachers were given monetary incentives by the school management. Descriptive research design was adopted for the study. A sample size of 110 respondents consisting of 10 principals, 90 teachers and 10 school boards chair-persons was used for the study. The study concluded that school boards provided monetary incentives to the teachers. The weakness of this study was that there was some inconsistency of information on findings. While 100% school boards members agreed that performing teachers were given monetary incentives, findings according to most Principals (77.8%), disputed that the school boards never provide monetary incentives to teachers. The current study intends to determine the effect of school boards involvement in teacher motivation on school academic achievement of public primary schools in Trans-Nzoia County, Kenya. Moreover the part played by the headteacher in teacher motivation on school academic achievement cannot go without notice. The role of headteachers in teacher motivation on pupils' academic achievement is very crucial. In achieving their expectations and academic targets, headteachers are obliged to lead and manage their staff through motivational practices.

Similarly, Sobe (2013) explored on headteachers' motivational practices on teacher performance in public primary schools in Ikerege Division Kuria West district, Kenya. The study used Descriptive survey design. A sample size of 14 headteachers, 67 class eight subject teachers and 168 class eight pupils were selected through simple random sampling for use. The study found out that some headteachers recognize teachers' efforts through material incentives and very few through oral praise. Further, Headteachers share responsibilities with teachers especially on guidance and counseling and co-curricular activities. The study concluded that there is a relationship between recognition and teacher performance, shared leadership between headteacher and teachers have positive influence on teacher performance. Conversely, these findings suffer various limitations such as generalizability because Sobe (2013) investigated on primary school headteachers in Kuria West District. These, may be subjected to different geographical and political conditions from those of public primary schools in Trans-Nzoia County; hence the investigation of the current study

1.1. Research Hypothesis

The following hypothesis was constituted:

H₀: There is no statistically significant influence of school boards involvement in teacher motivation on primary academic achievement in Trans-Nzoia County.

4.0. RESULTS AND DISCUSSION

4.1. Descriptive Statistics of School Boards Involvement in Teacher Motivation

The study gathered information in form of views and opinions of the teacher respondents concerning the extent of school boards involvement in teacher motivation. The responses were analyzed in form of percentages. The findings were reported in figure 1

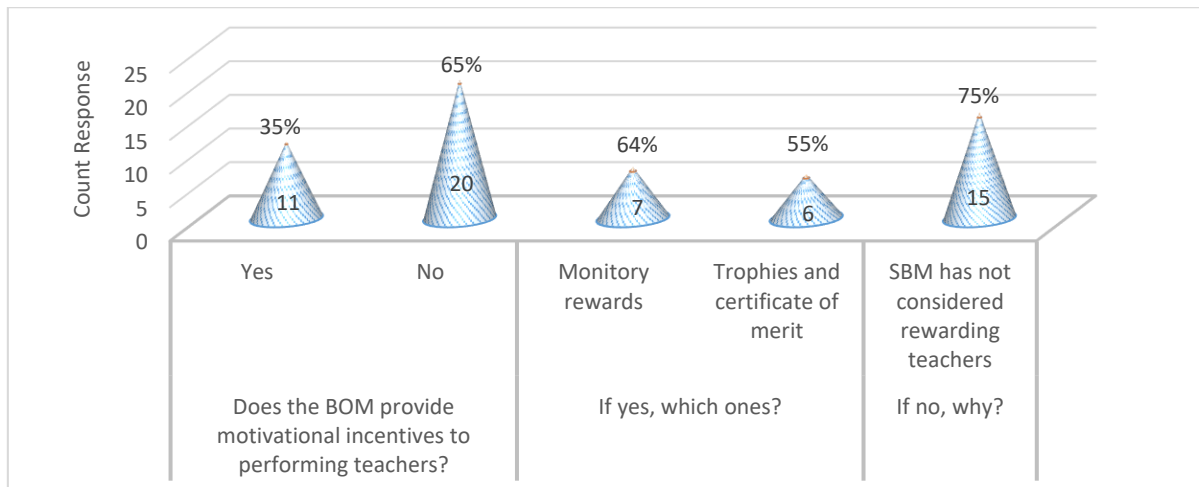


Figure 1. . School Boards of Management Rewarding Performing Teachers

Source: Field Data 2021

65% headteacher respondents of the selected primary schools in Trans-Nzoia County, claimed that the school boards of management did not provide motivational incentives to the performing teachers; this is an indication that in most of the schools, teachers were not being motivated for their hard work in teaching. For those schools that rewarded their best performing teachers, 65% rewarded them with monies and 55% also rewarded them with trophies and certificates of merit. For those selected primary schools in Trans-Nzoia County that did not reward their best performing teachers, the headteachers claimed that this was because the school board of management had not considered rewarding their teachers for their best performance; probably, this is probably an indication of their ignorance in the schools. The study findings agree with the findings of Kivunda (2007), who found out that teachers had been deployed in education institutions that were not well equipped and with very few benefits and no motivation; this culminated into many of the teachers abonding teaching to look for better paying jobs.

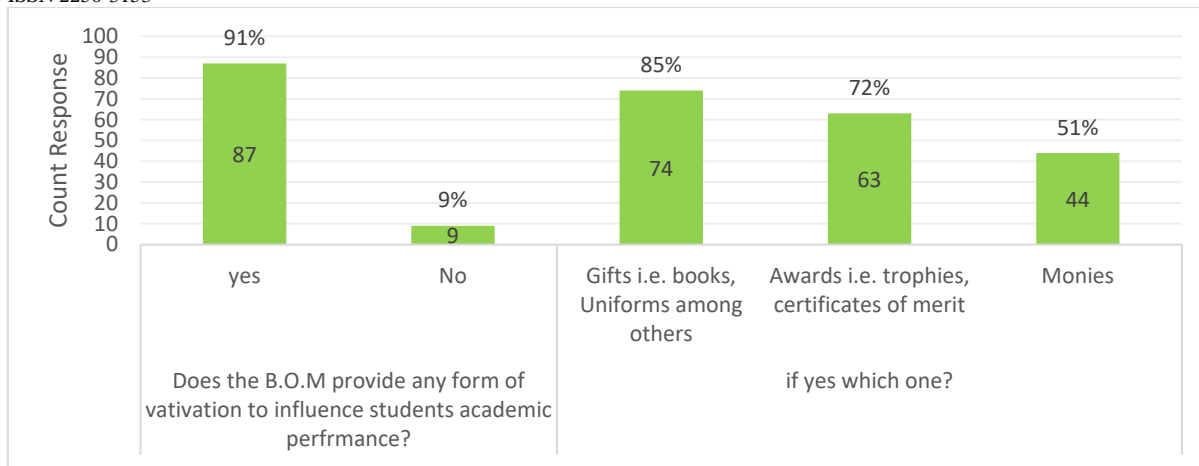


Figure 2. School Boards of Management Rewarding Performing Students

Source: Field Data 202

Figure 2 shows that for most of the selected primary schools in Trans-Nzoia County, majority (91%) claimed that the school board of management supported rewarding of performing students. For those schools that did consider rewarding performing students, the rewards included gifts such as books, uniforms, school shoes among others (85%), awards such as trophies and certificates of merit (72%), and monies (51%).

Figure 1 and 2 display an indication that for most of the selected primary schools in Trans-Nzoia County, the school boards of management were biased towards rewarding performing students and did not give much consideration to the hardworking teachers who were tirelessly supporting the students to perform better. The study established that some headteachers recognize teachers’ efforts by rewarding them with material incentives, sponsoring them with tours and very few by simply using oral praise. In addition, the headteachers shared responsibilities with the teachers on such programs as guidance and counseling as well as co-curricular activities. The study further observed that seminars organized by the education offices and orientation of new teachers into the field by experienced teachers used as part of teacher support complemented teacher motivation.

The study also sought to establish the extent to which public primary school boards of management were involved in teacher motivation. In eliciting this information, the study adopted to the use of a five point likert scale where 1 = SD (Strongly Disagree) 2 = D (Disagree) 3 = U (Undecided) 4 = A (Agree) and 5 = SA (Strongly Agree). Teachers were asked to give their views and opinions on this item. Table 1 presents the teachers’ responses. The responses were then analyzed and presented in form of frequencies and percentages.

Table 1. Teachers’ Response on School Boards involvement in Teacher Motivation:

Involvement	Responses				
	SD	D	U	A	SA
	0	24	63	7	0

Facilitating subsequent student academic achievement	0%	26%	67%	7%	0%
Ensuring teaching staff discipline	1	26	50	12	5
	1%	28%	53%	13%	5%
Ensuring teacher commitment	0	31	50	9	4
	0%	33%	53%	10%	4%
Improving student graduation rates, academic achievements and behavior	0	24	45	16	9
	0%	26%	48%	17%	10%
Ensuring teacher work willingly towards organizational goals	1	27	57	6	2
	1%	29%	61%	6%	2%
Ensuring that teacher absenteeism is minimized	2	18	35	21	18
	2%	19%	37%	22%	19%
Enhancing teacher-student relationship	1	22	51	13	5
	1%	24%	55%	14%	5%
Enhancing partner-school, teacher-teacher relationship	0	20	53	10	9
	0%	22%	58%	11%	10%
Facilitating teacher-parent relationship	0	30	54	4	6
	0%	32%	57%	4%	6%
Ensuring early syllabus coverage	7	21	35	18	13
	7%	22%	37%	19%	14%
Average Level of BOM Involvement in motivation of teachers	Mean (%Mean)	Std. Dev.	Std. Error	Min.	Max.
	2.990 (60%)	.54888	.05661	2.00	4.60

Source: Field Data (2021)

Table 1 shows variations in teacher responses on the extent to which public primary school boards of management were involved in teacher motivation from one aspect to the other. For example, 18 (19 %) of the teachers strongly agreed on ensuring that teacher absenteeism is minimized as compared to 0 (0%) who strongly agreed on facilitating subsequent student academic achievement, and contrastingly strongly disagreed on facilitating subsequent student academic achievement, ensuring teacher commitment, improving student graduation rates, academic achievements and behavior, enhancing partner-school, teacher-teacher relationship and facilitating teacher-parent relationship respectively. 13 (14 %) of the teacher respondents however, strongly agreed on ensuring early syllabus coverage as 7 (7 %) strongly disagreed on the same. Further, 1 (1%) of the teachers strongly disagreed on ensuring teaching staff discipline, ensuring teachers work willingly towards organizational goals and enhancing teacher student relationship respectively. Apparently, only 2 (2%) of the teacher respondents; one section strongly disagreed on ensuring that teacher absenteeism is minimized while the other section of teachers strongly agreed on ensuring teachers work willingly towards organizational goals. Generally, majority of the teachers remained undecided on this item of the extent to which public primary school boards were involved in teacher motivation. The study concluded that on average, an overall level of school board of management effective involvement in the motivation of teachers among the selected schools in Trans-Nzoia county was found to be 60% (mean = 2.990, Std. dev. = 0.54888) rated average. These findings are an indication that the school boards of management in most of the selected schools in Trans-Nzoia County were not much effective in motivating teachers to work hard in teaching the students. The findings agree with the findings of Isuli and Kalai (2017) who used Correlation research design to explore on the influence of boards of management motivational practices on teachers’

retention in public secondary schools in Athi River Sub-County, Kenya. The study established that teachers in Athi River Sub-County were not motivated enough; this resulted into high staff turnover. In addition, the teachers were not given any monies and also there were few opportunities for carrier development. However, the study concluded that there was a strong statistically significant positive relationship between teacher motivation and teacher retention.

The study therefore sought to assess if ineffective involvement of the school board of management in motivating teachers has a significant casual effect on the poor academic achievements recorded by most of the primary schools in Trans-Nzoia County.

4.2. Correlation between School Boards Involvement in Teacher Motivation and Academic Achievement

The study sought to assess the strength and direction of the relationship between school boards involvement in the motivation of teachers and academic achievement. To achieve this, the researcher used Pearson moment correlation analysis and the findings were as shown in table 2

Table 2: Correlation between Teacher Motivation and Academic Achievement

		Academic Achievement
School Boards involvement in teacher motivation	Correlation coefficient	.609**
	p-value	.000
	N	81

** . Correlation is significant at the 0.01 level (2-tailed). *Source: Field Data (2021)*

Table 2 shows that the correlation coefficients was significant; $r = 0.609$, $p\text{-value} < 0.05$. The sign of the coefficient was positive indicating a positive significant correlation between school boards involvement in the teacher motivation and school academic achievement. Gravetter *et al*, (2014) indicates that a coefficient of 0.5 and above indicates a strong relationship. The study therefore concluded that there was a strong positive relationship between school boards of management involvement in teacher motivation and academic achievement among public primary schools in Trans-Nzoia County.

4.3. Linear Regression between School Boards Involvement in Teacher Motivation and Academic Achievement.

To achieve this, the study tested the following hypothesis (H_0);

There is no statistically significant effect of Boards of Management involvement in teacher motivation on academic achievement in Trans-Nzoia County.

The findings were as shown in table 3.

Table 3. Linear Regression results for School Boards Involvement in Teacher Motivation and School Academic Achievement

Model Summary				
Model	R	r-square	Adjusted r-square	Std. Error of the Estimate

1	.609	.370	.362	21.57570	
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Model	Sum of Squares	Df	Mean Square	F	p-value
1 Regression	21625.486	1	21625.486	46.455	.000
Residual	36775.371	79	465.511		
Total	58400.857	80			

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	β	Std. Error	Beta		
(Constant)	137.250	14.916		9.202	.000
Teacher motivation	32.380	4.751	.609	6.816	.000

Source: Field Data (2021)

The findings of table 3 on analysis of variance (ANOVA) shows that F-Statistic is significant, $F(1, 79) = 46.455$, $p\text{-value} = 0.000 < 0.05$; the findings are an indication that the linear regression model was a good fit in modelling the casual effect of school board of management involvement in teacher motivation on the school academic achievement. The model (school board of management involvement in teacher motivation) was able to explain 37% of the variation in the academic achievement in Trans-Nzoia County as indicated by the $r\text{-square} = 0.370$. The Coefficients of regression findings show that the unstandardized beta coefficient for the school board of management involvement in teacher motivation variable is significant as shown in table 4.30; $\beta = 32.38$, $p\text{-value} = 0.000 < 0.05$; the study therefore rejected the null hypothesis and concluded that school board of management involvement in teacher motivation had a statistically significant positive influence on the academic achievement in Trans-Nzoia County. The findings also show that school board of management involvement in teacher motivation had a positive standardized beta coefficient value of 0.609 as shown in the coefficients results of table 4. These findings indicate that a unit enhancement in the teacher motivation by the school board of management is likely to improve academic achievement in Trans-Nzoia County by 60.9%. The findings of regression coefficients also show that the constant in the model is statistically significant; $\beta=137.25$, $p=0.000 < 0.05$ (see table 4). These findings indicate that, besides the school board of management involvement in teacher motivation, there are other factors not captured in the model that significantly influence academic achievement in Trans-Nzoia County. To predict the academic achievement in Trans-Nzoia County when the level of involvement of school board of management in the motivation of teachers in the schools, the study suggests use of the following model;

$$\text{Academic Achievement} = 137.250 + 32.38\text{Teacher motivation.}$$

The study also sought the views and opinions of teacher respondents on the aspect of what extent do monetary incentives influence students' academic achievement at the national examination and the findings were as shown in table 4

Table 4. School Boards Involvement in Teacher Motivation

	No extent	Small extent	Moderate extent	Great extent	Very great
To what extent do monetary incentives motivate teachers to perform better in K.C.P.E?	0	7	6	45	36
	0%	7%	6%	48%	38%

Source: Board members

The findings of table 4 shows that most of the teachers will work much harder in teaching when they are motivated with monetary incentives for their good performance as indicated by 48% and 38% of the respondents.

The study therefore also sought to assess some of the ways that school board of management should adopt to motivate their teachers to work much better towards students’ academic achievement in school. The study revealed that the school boards of management should create opportunities for the teachers to achieve their tasks, and these opportunities include friendly working environment, and that hard working teachers should be recognized and rewarded as indicated by one of the key informants in the quote:

“School board of management in primary schools should provide teachers with opportunities to achieve their tasks, for example, friendly working environment. This will ensure effective teaching and learning that will enhance teacher recognition and thus reducing staff turn-over in schools. It is important that school board of management develops an initiative through parents for organizing grand lunches for teachers once every week but on non-specific days as this will help improve on teacher absenteeism. School board of management should also encourage the headteachers to motivate teachers through monetary incentives, recognition of their good performance, promotions among other incentive ways. When teachers become motivated, they tend to work hard and in return help the students to work hard too hence the school at large in return will realize improved academic achievement.”

5.0. CONCLUSIONS

Concerning teacher motivation, the study concluded that school boards involvement in the motivation of teachers among the schools that participated in the study in Trans-Nzoia County was not effective in motivating teachers to work hard in teaching students. However, a positive noteworthy correlation between schools boards involvement in teacher motivation and academic achievement among public primary schools in Trans-Nzoia County

6.0. RECOMMENDATIONS

The study recommended that school boards of management should develop an initiative through the parents for organizing motivation for teachers

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