

FACTORS INFLUENCING SCHOOL MANAGEMENT COMMITTEE MEMBERS' EFFECTIVENESS IN STAFF MOTIVATION IN PUBLIC PRIMARY SCHOOLS IN MAVINDINI DIVISION, KENYA

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**A Research Project Report Submitted in Partial Fulfillment of the Requirements
for the Award of the Degree of Master of Education in Corporate Governance**

University of Nairobi

2015

DECLARATION

This project report is my original work and has not been presented for award of any degree in any university.

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DEDICATION

This project is dedicated to my husband Joseph Muthiani Muindi and my daughter Celestine Mbulwa and my son Augustine Ndambi.

ACKNOWLEDGEMENTS

The greatest lesson I have learnt in the compilation of this project report is how much we need others in doing anything substantial in academics. Many people were helpful in one way or the other, indirectly or directly. I wish to take this first opportunity to sincerely thank God for his enablement. This far, it has taken his Almighty hand.

Secondly, I thank my family, parents and in – laws for their endless love, care, support and understanding in my academic endeavours. I wish to thank my supervisors, Dr. Jeremiah M Kalai and Mr. Edward Kanori for their critical and liberal manner in which they painstakingly guided me to eventually come up with this work and for their tireless assistance and invaluable guidance and advice throughout the stages of writing this research project report.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
BOGs	Board of Governors
DEO	District Education Officer
HRM	Human Resource Management
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary education
KEMI	Kenya Education Management Institute
MOE	Ministry of Education
NGOs	Non Governmental Organizations
PTAs	Parents Teachers Associations
SMCs	School Management Committee
UNESCO	United Nations Educational and Scientific Cultural Organization

ABSTRACT

The purpose of this study was to investigate factors influencing school management committee members' effectiveness in teachers motivation in public primary schools in Mavindi Division, Makueni County, Kenya. The study sought to determine the influence of educational level, exposure to training, professional status and working experience of SMC members on teachers motivation in public primary schools in Mavindi Division, Makueni County. The study used descriptive research design to collect data from members of SMC, teachers and head teachers in public primary schools in Mavindini Division. The total number of members of SMC was 294, 169 teachers and 20 head teachers. The researcher used simple random sampling technique to select 12 public primary schools and 12 head teachers. Stratified random sampling technique was used to obtain a sample size of 36 teachers and 72 members of school management committees. The analysis was done by descriptive statistics using Statistical Package for Social Sciences version 21.0. In addition, Pearson's correlation analysis was used to establish the relationship between the study variables. The study found that the level of teachers motivation was high where the SMC members had a Masters degree and an undergraduate Degree with a score of 100% and 87.5% respectively. It was clear that where the SMC members attended workshops on human resource management, the staff were highly motivated by the monetary incentives (77.8%), supervision by immediate supervisor (63.9%), work environment (58.3%) and distribution of rewards (52.8%). The study also revealed that years of experience affect motivation as 83.3% of the SMC members had served for 0 – 5 years. The study concluded that training levels of SMCs members has the highest effect on teachers' motivation, followed by educational levels of SMCs members, then professional status of SMCs members while working experience of SMCs members having the lowest effect on the teachers motivation in Mavindini Division. The study therefore recommends that public schools should review the existing structure of education management and administration to reflect modern needs in teacher education locally and globally.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Education for All frameworks provides acceleration to the momentum for growth of basic education (Ramlall, 2004). Globalization, industrialization and general increased demand for higher education and more skilled labour force combined with the growth of knowledge based economies gives a sense of urgency to the heightened demand for basic education (World Bank, 2008). According to World Bank (2005) internationally, many reforms in basic education sector are being provoked by the incompatibility between a primary education system developed in an industrial 19th century and the demands of the technological 21st century. It is therefore imperative that the staff in the primary school be motivated enough to facilitate this paradigm shift.

The growing demand for education and the pressure for greater access, equity and quality are also provoking the development of education reforms. These pressures for change combined, are affecting the governance, management, effectiveness and efficiency in primary education. Therefore, for those countries to realize quality education and effective and efficient managerial skills, countries of the world should adopt innovative and best practices (World Bank, 2005). Such are entrenched in the quality of school management committees who are very key determinants of how the schools are run.

Globally, other countries have similar bodies to board of governors (BOGs) and school management committees (SMCs) mandated to carry out management duties in primary and secondary schools. For example, for more than forty years, Pakistan's educational administration was centralized. Shah (2003) reports that this system impeded the efficiency and effectiveness of service delivery at the grass – root level. Over the years, the Government of Pakistan took various measures to address this challenge. Pakistan's National Education Policy of 1992 laid the foundation for the decentralization of decision – making processes. This policy encouraged the mobilization of communities to form local associations called School Management Committees as a strategy to improve the management of education at the district level (Shah, 2003).

The major duty of High School Education Boards in Zambia is to link both upper and lower secondary schools with ministry offices and the local civil administration (World Bank, 2008). According to World Bank working paper (2008) in Senegal, the recently created School Management Councils for primary schools oversee the material and human activities that go on in the primary schools. In South Africa, the 1996 School Act gave School Management Teams the power to make decisions. These teams are defined as internal management groups that include the head teachers, deputy head teachers and departmental heads. All these groups are responsible for daily management and decision making in schools.

Community based organizations, such as School Management Committees (SMCs) and other organizations such as Parents Teachers Associations (PTAs) have a significant role to play in the local governance and functioning of public primary schools. The recently introduced Basic Education Act (2013) has made the formation of SMCs mandatory (Republic of Kenya, 2013).

According to the basic education Act (2013), institutional governance organs such as the BOGs, PTAs and School management committees have insufficient authority to enable the efficient management of institutions. For these institutional organs to expedite their management roles effectively, they ought to have relevant education level, training level, professional status and working experience. These will determine their effectiveness in staff management in the schools. Although Parents Teachers Associations (PTAs) contribute to the management of schools, they are not provided for in the legislation.

In Kenya, at institutional level, apart from inadequate of capacity and the absence of policy guidelines to assist members of the BOGs and SMCs, there is no provision for training these officials. In certain technical areas, especially ICT, inadequate capacity and allied resource gaps are such that it affects productivity. This has serious implications for the overall quality of service delivery in public educational institutions (Republic of Kenya, 2013).

Human capital is one of the most critical resources needed for socio – economic development of an organization or nation. According to UNESCO (2009), successful nations and individual organizations invest heavily on

human resource capacity development. Therefore, a critical mass of educated people who are equipped with appropriate knowledge, skills and attitudes is required in order to achieve the country's political, economic and social goals that are articulated in Kenya Vision 2030 (Republic of Kenya, 2013).

For these aspirations to be achieved there is need for the Ministry of Education to be an efficient and effective organization in terms of human resource management and corporate governance. This requires enhanced capacity by way of informed and pro – active leadership, clear management goals, targets and structures, development and implementation of a staff development policy and an effective system of staff appraisal. Where this does not exist, management of public institutions is at stake (Griffins, 1994).

In order to remain relevant, the department of education and the organizations in the basic education sector will require highly skilled and motivated personnel. This will be achieved through prioritizing funding for Human Resource Development (HRD), a failure to develop a clearly articulated institutional staff development plan and, more specifically, for being slow to address staffing and equipment needs. Apart from existence of staffing vacancies in most cadres, there is also inefficient staff management and utilization (Mbiti, 2007).

Organizational research originally focused strongly on the surveying of corporate climates, but in 1980s the organizational climate concepts were to some extent replaced by concept of organizational culture (Deal & Peterson,

1999). Kagendo (2010) noted that organizational culture is all about the beliefs, attitudes and behaviour which characterize a school.

Mbiti (2007) observed that schools are social organizations with defined rules and procedures that determine the degree of activities and behavior of each member. The system of education in Kenya is highly selective even in primary level, while access to schooling is limited and advancement is solely based on students' performance in examination. Most governments view education as a vital investment and, therefore spend large sums of the tax payers' money each year for provision of education at all levels. Thus, there is a serious concern on the part of the government to ensure that the money provided for education is spent wisely. This include the money spent on the school staff for remuneration to enhance their motivation (World Bank, 2008).

Improved governance of education has been identified as one way through which levels of access, quality and participation in education can be improved (UNESCO, 2009) and which can reduce various problems related to inequality and service delivery. In Kenya, KCPE examinations are used as basis to access performance level of different primary schools in the country. Visualizing this important role of governance, the constitution of Kenya 2010 emphasizes the involvement of communities in school governance through SMCs to ensure school quality with equity.

Examinations are used among others to measure the level of candidate achievement and clarify the candidates' level of education, training and employment. The outcome of the results is affected by various factors facing

the students in the region. These factors may include educational levels, experiences, training levels, professional status and governance of the members of school management committees. Their effectiveness may have a bearing on human resource development which is key in academic attainments of primary school pupils (Methusellah, 2010).

Ngigi (2007) observes that if a head teacher can establish and clearly communicate goals that defines the expectation of the school with regard to academic achievements, and if the head teacher rallies a constituency of teachers and students to support those goals, then the motivation to achieve the goals is likely to follow.

This research study explored local governance of public primary schools involving parents and communities. Data was collected from different primary schools in the study through questionnaires and interviews with members of SMCs. All government run primary schools have SMCs. Key questions were whether these institutional organizations were functioning effectively or not and whether their members had the knowledge of education issues and capacity to manage education effectively. It is for this reason that the researcher wanted to establish the factors which influence the effectiveness of school management committees' members in academic staff motivation in public primary schools (Njunguna, 2010).

Schools that demonstrated high standards of achievement in academics and management had SMCs members who are well trained and experienced (Republic of Kenya, 2013). This was a central issue in the schools in

Mavindini Division and the result of downward trend in academic performance which could also be attributed to ineffective human resource management by the school management committees. This made the case for this study.

1.2 Statement of the problem

The new governance configuration outlined in the Constitution of Kenya (2010) requires adequate decentralized structures. A gap between competencies and the responsibilities of education staff exists in relation to assignments undertaken. To bridge this gap, the School Management Committee members ought to have the relevant qualifications to manage the schools effectively. The basis for deploying officers is seldom adhered to. According to Education sector report (2007), there is a high turnover of staff especially at mid – to – higher job levels resulting in cases of officers having stagnated in one job group indefinitely within the Ministry.

The absence of systematic deployment together with low staffing levels has led to officers undertaking work outside their areas of expertise. This has made it extremely difficult for Ministry of Education to achieve expected performance levels, while high staff turn – over has led to low staff morale as staff focus on resolving most urgent and immediate activities and failing to think strategically. A system of formal staff capacity building has been slow to develop (Republic of Kenya, 2013).

Previous studies have pointed to management committee members' ineffectiveness as a major setback to teachers motivation. Magin (2005) and

Furnham (2004) noted that there is confusion in public schools management of nonteaching staff discipline because many SMC members are appointed without having required credential in education. In addition, Kagendo (2010) pointed on poor training levels of SMCs members in human resource management. Banks (2002) further observed that inadequate training of SMC members in Scotland as a hindrance to their role in school management while Ngigi (2007) in Kericho showed that though most of primary schools have SMCs, majority of them lack necessary skills to adequately carry out their roles without hiccups.

According to Area Education Officer Mavindini Division, in 2013 there was acute teacher shortage with most schools averaging 5 – 6 teachers. According to statistics, most teachers have gone for further studies and once they are through they leave teaching at primary school level and go for greener pastures. This is as a result of low staff motivation and other related factors in public primary schools. This poses a big challenge to the performance of the public primary schools in the division.

1.3 Purpose of the study

The purpose of this research study was to analyze individual factors influencing school management committee members' effectiveness in teachers motivation in public primary schools in Mavindini Division in Kenya.

1.4 Objectives of the study

This research study was guided by the following research objectives

- i) To determine the influence of educational level of the members of school management committees on academic staff motivation in public primary schools in Mavindini Division.
- ii) To examine the influence of exposure to training in human resource management of the members of the school management committees on teachers motivation in public primary schools in Mavindini Division.
- iii) To determine the extent to which the professional status of the members of the school management committees influence the teachers motivation in public primary schools in Mavindini Division.
- iv) To determine the influence of working experience of the members of school management committees on teachers motivation in public primary schools in Mavindini Division.

1.5 Research questions

This research study sought to answer the following research questions;

- i) To what extent does the educational level of the members of school management committees influence the teachers motivation in public primary schools in Mavindini Division?

- ii) What is the influence of exposure to training in human resource management of the members of the school management committees on teachers motivation in public primary schools in Mavindini Division?
- iii) To what extent does the professional status of the members of the school management committees influence the teachers motivation in public primary schools in Mavindini Division?
- iv) How does the working experience of the members of school management committees influence teachers motivation in public primary schools in Mavindini Division?

1.6 Significance of the study

The findings of the study would be useful to the DEOs office, head teachers, teachers, Ministry of Education (Area Education Office), Non Governmental Organizations (NGOs) which support education, Kenya Education Management Institute (KEMI) and other research scholars. It would be of help to the head teachers to create conducive school processes that enhance effective performance of school management committees. KEMI and other education institutions would also find the study useful in the review of their management training programmes affecting educational institutions.

Other research scholars may use the findings as a point of reference for their further research. It is also an additional literature on effectiveness of school management committees in public primary schools. The study therefore focused on an in depth understanding of factors influencing effectiveness of

school management committee members in human resource management in public primary schools in Mavindini Division, Kenya.

1.7 Limitations of the study

Effectiveness of school management committees in staff motivation is affected by many factors. It was not possible to investigate all these factors because they are not conventional. These limitations were minimized through randomization of various factors of educational institutions and categorization of public primary schools in Mavindini Division, so that those schools that were assumed to be similar in all aspects were put in one category.

1.8 Delimitation of the study

The study was based on a sample of public primary schools in Mavindini Division. The research study focused on members of school management committees and teachers in public primary schools. The study specifically addressed the educational level, training level, professional status and working experience of members of SMCs. The findings were generalized to all public primary schools in the division.

1.9 Basic assumptions

The research study was based on the following assumptions;

- i) The respondents provided honest and truthful responses.
- ii) The head teachers would allow the researcher to access school management committees' records and minutes to ascertain effectiveness of school management committees in human resource management.

1.10 Definition of significant terms

Educational level – refers to the academic qualification of the SMCs members which include; Kenya Certificate of Primary Education, Kenya Certificate of Secondary Education, certificate, diploma, degree, masters or PhD.

Exposure to training-- refers to workshop training of members of SMC on public primary schools management and administration,

Governance – refers to the process of providing policy leadership, oversight and strategic guidance on the management of resources and the delivery of services as well as the formulation and implementation of sound policies and regulations in public primary schools.

Head teacher – refers to any person appointed by Teachers Service Commission as the administrative head in the day to day management of public primary school.

Human resource – refers to the people working in public primary schools. They include teachers, support staff and SMCs members.

Professional status – refers to the occupation of the SMCs members indicating whether one is in management or in staff or a line manager.

Public Primary school – an institution wholly owned by the Government of Kenya for education and training purposes.

Training level – refers to management skills acquired during workshop training courses offered to the SMCs members.

Working experience – refers to the number of years the SMCs members have served in SMCs and/or the number of years they have served in their respective professions.

1.11 Organization of the study

The research study is organized in five chapters. Chapter one focused on background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions and definition of significant terms.

Chapter two include introduction, concept of employee motivation, educational level and staff motivation, training level and staff motivation, professional status and staff motivation, working experience and staff motivation, summary of literature review, theoretical framework and conceptual framework.

Chapter three explores introduction, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques. Chapter four include; data presentation, analysis and interpretation. Chapter five presents summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed the literature related to the factors influencing effectiveness of members of SMCs in human resource management in public primary schools. It particularly focused on educational level, training level, professional status and working experience of SMCs members and on how they influenced teachers' motivation in public primary schools. It also addressed governance challenges in human resource management in public primary schools. These were considered the pillars of the study. The review was conceptualized under the objectives of the study.

2.2 Concept of employee motivation

Employee motivation shall be defined by Robbins (2006) as: the willingness to exert high levels of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need (Ramlall, 2004). To engage in the practice of motivating employees, employers must understand the unsatisfied needs of each of the employee groups. The imperative need of discovering, comprehending, and implementing employee motivation has been a principle concern for organizations, managers, and even first line supervisors because employee motivation has been and will be the deciding factor in work performance and in turn decide the success or failure of an organization (Hodgetts & Hegar, 2008).

Motivation is an employee's intrinsic enthusiasm about and drive to accomplish activities at work. Employee motivation describes an employee's intrinsic enthusiasm about and drive to accomplish work (Furnham, 2004). Employee motivation has become a critical issue for most public sector managers whose foremost function is to achieve high level employee performance and productivity. It's pertinent that public entities employ the most effective motivational techniques while considering that different motivational techniques work for different employees.

Motivation refers to forces that energize, direct and sustain a person's efforts (Kasser & Ahuvia, 2002). If employees have everything they need to perform well, they will be able to do the job, however, they must be willing and this is where the question of motivation enters the picture. Perspectives are willing to work hard if they see reasons to do so, and believe that their efforts will pay off. Motivation is inferred in terms of behavioural changes brought in by internal or external stimuli. In this case, those stimuli are deduced with respect to the knowledge work environment. Additionally, an individual's motivation may change based upon certain factors.

The motivation that attracts, retains, and engages younger employees, who are the potential source of newer and untapped knowledge (Zigon, 2001), is quite different from that of their predecessor generations. Thus, what motivates the new employees is quite different from what motivated the generation before them. Some of these differences have already been documented.

Hodgetts and Hegar (2008), indicates that the psychological drive that drives a person towards an objective is motivation which also makes people to work hard. The word comes from the Latin word movere 'to move.' When we see people working hard, we say they are motivated because we see them moving. Some of the factors that make people to work hard is interesting work, job security, up to date equipment, a feeling of doing something important, good wages, challenging work, effective supervision by the boss, a chance for advancement, pleasant working conditions and the opportunity to succeed at what you are doing through training and development.

There are two types of motivation: extrinsic motivation and intrinsic motivation. Both types of motivation affect individual performance. Rewards in the form of compensation, bonuses affect extrinsic motivation while verbal appreciation affects intrinsic motivation. Motivation is a process that guides and maintains good behaviors. Motivation causes persons to work. It involves the cognitive, biological and emotional forces that activate some specific behaviors. Normally it is described as why a person does something (Ramlall, 2004).

Major components of motivation are activation, persistence and intensity. Activation involves decisions to initiate a behavior; persistence is a continuing effort towards a goal and intensity can be seen that goes to pursue goals (Mabey & Salaman, 1995). It is a set of energetic forces that originate inside the persons to initiate some behaviors and to determine the direction, intensity, form and duration. Motivation is the willingness to exert high levels of effort

to reach organizational goals, conditioned by the effort's ability to satisfy some individual need. Motivation has a significant importance on the performance of employees (Saeed & Asgha, 2012)

It has been said that the greatest assets of a service organization are its human resources and that one of the most vital and essential tasks of management is to motivate that resource in order to maximize its performance and achieve corporate success (Redman & Wilkinson, 2001). Motivation is a vital tool for the Human Resources manager as it is a way of enhancing and improving the quality of an organization's knowledge and ability (Mabey & Salaman, 1995). It is a way of achieving corporate aims through the enthusiasm and belief of its workforce (Hersey & Blanchard, 1993).

All organizations are concerned with what should be done to achieve sustained high levels of performance. This means giving a lot of attention to how best each individual within the organization can be motivated. Chamorro (2007) has given a psychological definition to motivation as an internal state, dynamic rather than static in nature that propels action, directs behaviour and is oriented towards satisfying both instinctual and cultural needs and goals. At the local level, Boen (2006) has defined motivation as the goal directed behavior. She further added that people are motivated when they expect a course of action is likely to lead to attainment of a goal.

Gaziel (1997) noted that it has two dimensions; first the regulatory approach which emphasizes the body's response to such disruptive forces as hunger and pain; secondly the purposive approach which emphasizes the goal-directed

nature behaviour. In general, the above authors are of the view that motivation is goal directed behaviour and it is seen as the driver that enables employees execute organizational objectives effectively.

The significance of employee motivation, influencing the behaviors of their employees to behave in certain ways, can ultimately decide the success or failure of an organization. Kovach (1987) suggests that if a company knows why its employees come to work on time, stay with the company for their full working lives, and are productive, then the company may be able to ensure that all of their employees behave in that way. Such a company would have a decided marketplace advantage over competitors suffering from absenteeism, costly re-training programs, and production slowdowns.

These suggestions imply that organizational success depends heavily on employee motivation, and managers must understand what motivates their employees in order to motivate their employees. Understanding the concept of motivation could assist incompetent and inexperienced managers, in terms of employee motivation, identify what motivates their employees. Further, organizations and managers should not limit themselves to one specific motivational factor; instead, they should consider diverse motivational models to realize the different needs of employees (Memon, 2007).

A person's satisfaction can be received in the process of performing an action, intrinsic rewards, and others could receive their satisfaction from rewards given by the others, such as a promotion given by a manager, extrinsic rewards (Daft & Marcic, 2004). A variety of employee motivational factors

have been identified and studied over the years and used by organizations to enhance managers' understanding of employee motivation. Employees are motivated by different reasons and their values change over time

Teaching is a very sacred profession and teachers have a great role in their students' intellectual, personal and social development, there by influencing the whole nation's development. Teaching is the supreme art of the academicians for awaking the joy in creative expression and knowledge. Only the academicians push the nations in achieving commanding heights of development through promoting intellectualism. Teachers can have influence more profound than others and give the glorious position and dignified status to the nation. According to Kayuni and Tambulasi (2007) lack of motivation and commitment can have a negative impact on the student's learning and most importantly it put the future of children on the stake.

Teacher's contribution in the human capital development and technological advancement greatly depends on their motivation and willingness for taking initiatives. There are many factors which affect the academician's motivation which includes class room environment, rewards/incentives, workload stress and administrative policies etc. A motivated academician is recognized by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through his exemplary character because a teacher is always expected to be a role model for students Sarital and Tomer (2004)

Siddique (2004) mentioned that competent academicians make efficient use of broad, deep and integrated sets of knowledge and skills and make their lecture

more interesting by coding examples. Organizational performance greatly depends on the motivated work force and the educational institution gain better ranking and enjoy good reputation through competent academicians so the importance of performance of an academician is foremost and prerequisite for a successful and sound educational system. Only the motivated, skilled and acknowledged academicians can give the glorious position to the institution and nations. Teaching is considered to be highly respected and dignified profession and teachers are always taken as role models (Adelabu, 2005)

According to Nadeem (2011) there are so many variables that affect the motivational level of teachers and these include, duties and demands on time, low pay, and student's conduct issues which have a significant impact on academicians's attitudes toward their jobs. In addition, lack of support from staff at all levels has an effect on teacher performance. Low morale among teachers is another very crucial problem should be addressed. In order to find the an appropriate solution of problems faced by academicians and affecting their motivation, the first step is to identify those factors that have the greatest impact on motivational levels, both negative and positive. Sarital and Tomer (2004) noticed that teaching is one of the most influential and dignified profession in society and teachers are always expected to be the lifeblood of any education system.

Institutional locations, books and classrooms are meaningless and unproductive without academicians. Low incentives, over workload, uncondusive class environment, lack of library facility, lack of modern

technological aspects, socio economic status of teacher, respect in society, professional attitude of teachers, mental health, academician's moral standards, responsibilities at home, distance of residing area, examination stress, political interference, student power , discriminatory practices, lack of co-operation, working relations with colleagues and heads, working environment, are the factors which affect the academician's' performance negatively. Kazeem (1999) found that academicians are tend to contented and satisfied when they get their pay in time and which is enough to meet their needs and enhance their motivation.

The nation which is blessed with highly facilitated institutions, enriched with talented and knowledgeable academicians, definitely lead the nation in innovation and development (Mehboob 2009). Different organizations trying to achieve highest level of performance and an effective and productive organizational performance greatly depends on human element and in educational institution, these are the teachers who make the difference through their positive attitudes and intellectual contributions (Razzak, 2011). Sometimes Biasness and favoritism in administrative policies leads towards low morale and dissatisfaction of academicians (Bamisaye, 1998). Memon (2007) mentioned that the main objective of educational institutions are to develop the people socially, intellectually, mentally which in turn promotes the economic ,social, and cultural life of a nation.

According to Kenya basic education Act 2013, some of the functions of SMCs include, promoting the best interests of the institution and ensure its

development, promoting quality education and training for all pupils in accordance with the standards set under the Constitution, creating an enabling environment for the institutional manager, teachers and other staff of the institution in the performance of their professional functions, advise the County Education Board on the staffing needs of the institution and recruiting, and recommending for employment such number of teachers as may be required by the institution.

2.3 Educational level of School Management Committee Members and staff motivation

Educational level can have a direct influence on staff motivation in public primary schools. In view of this study, the educational level entailed levels of academic qualifications. These qualifications were; KCPE, KCSE, certificate, diploma, degree, masters, PhD and any other relevant qualification.

Three quarters of secondary school board members in United State of America have at least a four year college degree while others have a graduate degree (UNESCO, 2009). Skills and knowledge acquired from high education assist board members to handle competently support staff indiscipline cases. Mbiti (2007) contends that if board functions have to be accomplished, SMC members should be educated to at least Form four level or possess good experience, commitment and intelligent. Magin (2005) noted that there is confusion in public schools management of nonteaching staff discipline because many SMC members are appointed without having required credential in education. He contends that the members of management boards

should be people with sufficient practical knowledge in educational management to effectively handle discipline of non teaching staff.

The SMCs are charged with the responsibility of policy making and policy implementation, maintenance of discipline, upholding high academic standards for the school, recruiting members of teaching and non teaching staff, controlling financial management and initiation of development projects for the schools (MOEST, 2007). In recognition of the challenges facing board members in the management of public primary schools, MOEST is categorical that the minimum qualification of SMC membership should be secondary level (Kenya Certificate of Secondary Education) and the chairman of the board should preferably be a university graduate or a professional of high integrity. However, the policy has no provision for scrutiny of the board members certificates.

Bloomer (1991) observes that the centralized board of managements which plan, organize, direct, supervise and evaluate activities and operations is ineffective. However, it has been observed by Maranga (1993), Kenya Educational machinery is highly centralized both at national level and school level. Holleyday (1993) observes that the falling morale and motivation of teachers in most African countries are a major challenge because many teachers lack self – esteem and commitment to the profession. He observed that managers who are less educated than the staff in schools they rarely value the staff motivation. Instead they continue intimidating staff because they feel threatened. Bachelor (1980) agree that involving subordinate in decision

making improves the quality of the decisions and effectiveness of the organization which leads to high level of motivation.

Furnham (2004) acknowledges that the context of school environment has changed greatly such that management should change too. These changes call for rethinking, formulating and restricting educational policies from top to bottom. This calls for a management with sound level of academic qualifications. Deal and Peterson (1995) asserts that SMCs' responsibility in human resource management and in staff motivation in particular involves leading and motivating staff and delegating. Members of the SMCs who are more educated are more likely to execute these responsibilities in a more efficient manner (Griffins, 1994).

2.4 Training level of School Management Committee Members and staff motivation

The government recognizes that effective and efficient civil service is a major factor in enhancing timely and cost effective service delivery. In order for the SMC to play this role effectively, training and capacity building are of high priority in the government's human resource development agenda. Induction is a process and a fundamental requirement in setting officers into a new work environment. It is intended to effectively introduce the officers to work procedures, rules and regulations. The government of Kenya's recruitment and training policy (2005) stipulates that, induction is mandatory and should be conducted within three (3) months of an officer joining the service, or transfer to a new station, redesignation or promotion. However, there has not been a

unified framework of undertaking the induction process in the civil service. It should be conducted on a continuous basis through courses, seminars, workshops and on the job training (Republic of Kenya, 2005).

Mahoney (1988) defined training as a systematic process by which individuals learn skills, abilities, knowledge or attributes to further organizations or personal goals. Training is learning activity which is directed towards acquisition of specific knowledge and skills for the purposes of an occupation/or task Kagendo (2010). Training level of SMCs members plays a major role in influencing the roles of SMCs members in human resource management and staff motivation in public primary schools. In the view of this study, training level included the workshops and other in – service training courses which members of the SMCs attend on the induction and human resource management of the public primary schools.

It is an established fact that training and development motivates, enhances skills, knowledge, attitude and ultimately worker performance and productivity in organizations (Cheng, 2002). Training focuses on imparting short-term knowledge and skills to enable employees perform in their current job while development has a long-term focus to prepare the employee to take on greater responsibilities in future. Saleem (2011) notes that training and development enhances job satisfaction and productivity for organizations because the employees know what is expected of them as they are also equipped with the knowledge and tools to perform their jobs efficiently.

A good training and development system ensure your employees in every organization understand what business and company is in what condition and keeps updated on the skills they need to possess to perform their day to day job so it brings in confidence, motivation and improves performance. Training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs and in future.

Development is a broad, on-going multi-faceted set of activities which include training to bring someone or an organization up to another threshold of performance, often to perform some jobs or new roles in the future for the betterment of organizations. According to Dessler (2008) training is the hall mark of good management and a task that managers ignore at their peril. SMCs should undergo training on courses such as communication, employee selection and separation, student achievement and general leadership in the community.

In education sector, the management of schools is bestowed to various bodies which in some countries are known as School Governing Bodies (SGBs) like the case of Switzerland, USA and Britain (Hall, 1998). However, globally there are incidences of indiscipline despite the formation of such bodies. Research studies conducted in developed countries such as the USA and in the United Kingdom (UK), France and Spain consistently highlight similar issues of the deteriorating scale and nature of violence and indiscipline within schools (Gaziel, 1997).

SMC members should be trained to enable them be more knowledgeable, confident, determined and effective in their roles. Banks (2002) observed that inadequate training of SMC members in Scotland as a hindrance to their role in school management. Management requires technical skills that can only be acquired through training. The focus of the training is the job or task while the aim is to have efficiency and competent management in the organization. Kagendo (2010) points out that, failure to provide enough continuous board members training and development to fill identified future needs poses a threat to the institution. Good training enables the committee members to build capacity required to handle discipline challenges of teaching staff (Republic of Kenya, 1999).

For the execution of the roles of the SMCs members should be trained in administrative skills. These skills can be acquired through seminars, workshops and inputs organized by the Ministry of Education Science and Technology (MOEST), schools and KEMI to impart knowledge on the SMCs members (MOEST, 2007).

In order to make human resource management in public schools effective and efficient, the Government of Kenya (GoK) through the Ministry of Education in 1988 established Kenya Education Staff Institute (KESI) now called KEMI to offer in – service training to heads of educational institutions including school head teachers. Further, KESI mandate diversified to take care of both serving and potential school leaders like the members of SMCs, BOGs and PTAs. Despite the introduction of KESI two decades ago, the facility has not

been properly utilized due to lack of capacity as a result of inadequate funding and lack of full time training facilities as stated in Sessional Paper No. 1 of 2005: 65 (Okumbe, 2007).

According to World Bank (2008), the primary schools SMCs in Kenya have not been exposed to human resource management training. Also, majority of them lack adequate supervisory competencies to utilize available information for management purposes. As such, many primary schools head teachers, lack the capacities to oversee and account for the utilization of resources under them. The inquiry of Koech commission report (Republic of Kenya, 1999) pointed out that management of educational institutions in Kenya was found to be weak because most of the Board of management of schools lacked quality management capabilities. These challenges sometimes lead to poor performance in national KCPE and indiscipline in schools.

Training of school boards is vital to help them understand and discharge their duties effectively. This is the responsibility of the Ministry of Education in any country. In Northern Ireland for example, education and library board (ELBs) have a legislative responsibility to provide governors' training across schools, irrespective of their management types, where attendance of the training is not mandatory. A comprehensive range of training courses is provided which focuses on the freedom of information, special education needs and disability, financial management, human rights awareness and anti-bullying, misuse of drugs, health and safety and child protection matters. In England and Wales governors are offered training and support by either the

central government, Local Education Authority (LEA) or other organizations (Republic of Northern Ireland, 2005)

2.5 Professional status of School Management Committee Members and staff motivation

SMCs members are the major players in the human resource management of public primary schools. It is their responsibility to ensure the motivation of the staff as one of the aspects of human resource management. It is therefore clear that their role is vital. In this study, the professional status included the occupation of the SMCs members as a result of completed formal education and training in one or more professions.

Head teachers are the managers in primary schools. They are involved in decision making as well as implementation of school policies (Okumbe, 2007). In the view of this study, the roles of the principals include among others; motivating and rewarding both teachers and students. They are the ones who offer technical advice to the other members of the SMCs.

According to a research study by Nzuvu (2004) on effectiveness of BOGs in human resource management in Taita – Taveta District, he observed that the schools whose BOGs members had degree and above, their teachers are highly motivated and they post good results in KCSE.

The head teacher plays a vital role in human resource and school management. It is widely recognized and agreed that quality of human resource management always has some effect on the school effectiveness (Terrence & Peterson,

1990). The SMC is involved in the following important areas; overall school administration, the curriculum, leadership and human relations and working relationships. They strive to enforce traditions for efficiency, effectiveness and quality and these should be reflected in the school life (Sagimo, 2002).

2.6 Working experience of School Management Committee Members and staff motivation

Working experience of SMCs members greatly influence their roles in effective human resource management and motivation of staff in public primary schools. In the view of this study, the working experience of the SMCs included the number of years they had worked as SMCs members. It also included the number of years they had worked in their respective professions. It also included the age of the SMCs members. By extension this constitutes some working experience in various management and administrative processes.

According to a study by Methusellah (2010) in Kisii central, majority of the SMCs have substantial competence in school management; partly due to the fact that most of the members are retired teachers with wealth of experience in education matters. However another study by Ngigi (2007) in Kericho showed that though most of primary schools have SMCs, majority of them lack necessary skills to adequately carry out their roles without hiccups.

Long term practice and use of acquired knowledge provides the user with capacity to use and generalize whenever a challenge arises. This is called

experience. Experience is not training but the former builds the basis on which training will operate. A well trained person will most likely than not be better experienced to handle issues of human resource development and management.

For the execution of the roles of the SMCs, the members should have administrative working experience. According to Njunguna (2010), administrative working experience has an effect on job satisfaction of the staff members in schools. This implies that a long serving member of SMCs might have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional human resource management. The better one becomes in management of institutions, the better the management of human resources in public primary schools. As the members of SMCs get satisfied with doing what they know best due to accumulated working experience, the repertoire of skills is used to manage teachers who are likely to be more satisfied due to getting involved or getting recognized for what they are doing and contributing to the school (Okumbe, 2001).

According to Dawson (2008) administrative experience has an effect on job satisfaction of teachers. This implies that a long serving SMC member might have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional management. The better one becomes in managing of institutions, the better the management of human resources in primary schools. As the SMC members gets satisfied with doing what they know best due to accumulated experience, the repertoire of skills is used to motivate teachers

who are likely to be more satisfied due to getting involved or getting recognized for what they are doing and contributing to the school (Okumbe, 1998)

Although primary schools in Kenya comply with government requirement of putting governing bodies, there is evidence of ineffectiveness. The appointment of primary school governing bodies in Kenya is occasionally coupled with political interference which is contrary to the government policy pertaining consideration of persons who have qualities of commitment, competence and working experience which would enhance the management and development of schools. However, this study sought to generate new knowledge that will widen horizons of existing knowledge concerning the personal characteristics SMCs and the management of human resources in primary schools in Mavindini division.

2.7 Summary of the literature review

The literature review in this section indicates that most Sub – Saharan African countries have their schools run by school governing bodies. In Kenya, public primary schools are governed by SMCs. Ongaki (2010) carried a research study in Kisii central which showed that majority of SMCs have substantial competence in school management; partly due to the fact that most of the SMCs members comprise retired teachers who have a wealth of experience. However, another study done by Njenga (2010) showed that though SMCs are instituted in many public primary schools, majority of them lack necessary skills to adequately carry out their roles without hiccups. The research showed

that the management bodies largely lacked a sufficient training on human resource management or their levels of academics are still wanting.

Magin (2005) and Fullan (2003) noted that there is confusion in public schools management of nonteaching staff discipline because many SMC members are appointed without having required credential in education. In addition, Kagendo (2010), Saleem (2011) and Dessler (2008) pointed on poor training levels of SMCs members in human resource management. Banks (2002), Otunga (2008) and Okumbe, 2007) further observed that inadequate training of SMC members in Scotland as a hindrance to their role in school management while Ngigi (2007) in Kericho showed that though most of primary schools have SMCs, majority of them lack necessary skills to adequately carry out their roles without hiccups.

Given the low level of motivation among teachers that has resulted in high levels of turnover at Mavindini Division, this research study in Mavindini Division was meant to establish if the SMCs members exhibit adequate skills, experience and educational levels necessary for effective and efficient human resource management of public primary schools in Mavindini Division.

2.8 Theoretical framework

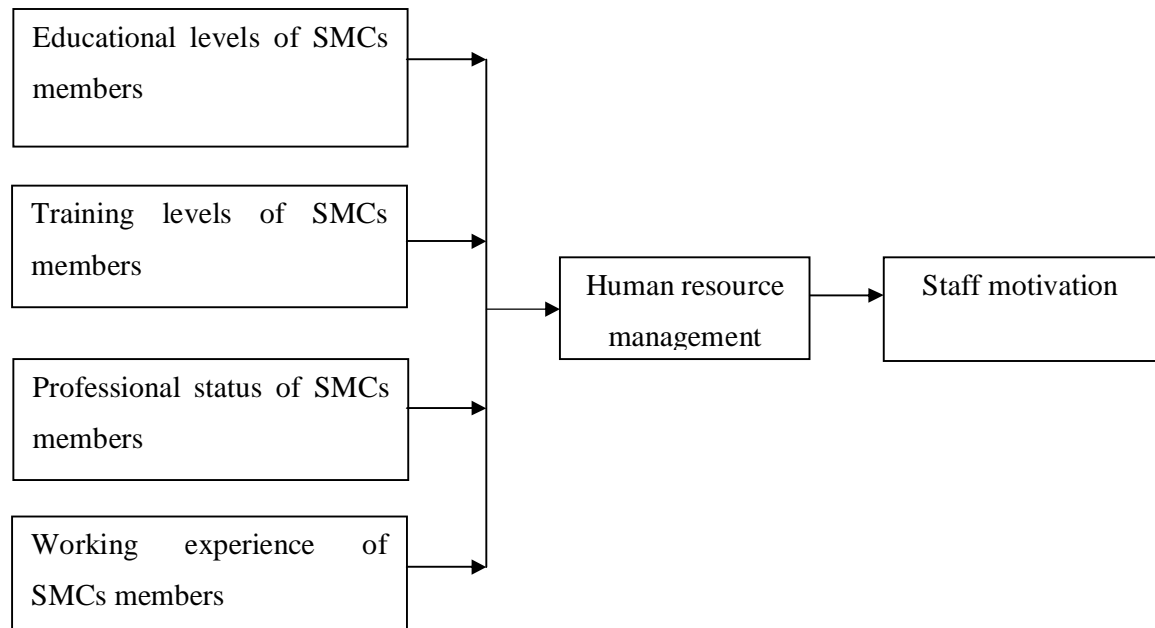
The study was based on Victor Vroom's expectancy theory of motivation of 1964 (Okumbe, 2007). This theory rests on the assumptions that motivation is a conscious process in which decisions lawfully relate to psychological events that occur contemporaneously with behaviour, and that forces in the individual and environment combine to determine behaviour. Vroom explained that

motivation is a product of three factors namely; valence, expectancy and instrumentality. According to Vroom valence is the strength of a person's performance for a particular outcome such as reward. For instance, if a teacher strongly wants the student to perform well then good performance has a high valence for that teacher. An outcome is positively valent when a person prefers attaining it to not attaining it. An outcome has a negative valence when a person prefers that not attaining it to attaining it.

In this study it was assumed that the kind of valence that teachers attach to outcomes (enhanced staff motivation) include; educational level, training level, professional status and working experience of the SMCs members. Monetary incentives and good working conditions are less important to the individual than the need to belong to a group. Expectancy is the probability (ranging from 0 to 1) that a particular action or effort will lead to a particular outcome. Expectancy is an effort or performance probability. Instrumentality is the probability (ranging from 0 to 1) that performance will lead to a desired reward. That is a reward which will be received once the task is accomplished. Expectancy theory relates how a person perceives the relationship between effort, performance and rewards. Therefore, the theory relates to how the SMCs members, based on their training levels, professional status and working experience, are able to link the three aspects to enhance the motivation of teachers.

2.9 Conceptual framework

The conceptual framework below shows a diagrammatic representation of the inter – relationship between independent (inputs), intervening (extraneous) and dependent variables (outputs) of the study.



Dependent variables

Intervening variable

Independent variable

Figure 2. 1: Conceptual framework for SMCs members' factors and their influence on teachers motivation

The conceptual framework provides a means of understanding how enhanced teachers motivation in public primary schools is influenced by a number of factors. These are SMCs members factors which include; educational level, training level, professional status and working experience. These factors will be treated as the independent variables. The intervening variables will be

aspiration of teaching staff and degree of engagement to teaching profession. The dependent variable will be teachers motivation in public primary schools. This output will be attained through the process of efficient and effective human resource management in public primary schools. Items in the questionnaires will collect data directed to estimating these variables. It is expected that SMCs members with a high educational levels of achievement and training levels will understand management principles better and therefore result in high level of teachers' motivation. The same applies for those who have a long working experience and those who have are professionals.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consisted of research design, target population, sample size and sampling techniques, research instruments, data collection procedures/techniques, instruments validity, instruments reliability and data analysis techniques.

3.2 Research design

Research design is the pattern that the researcher intends to follow, the plan or strategy for conducting the research (Oso & Onen, 2009). This research study was carried out between November of 2013 and March of 2014 as part of an effort to create a viable data base for corporate governance. The study utilized a descriptive survey research design and the statistics were descriptive in nature (Mugenda & Mugenda, 2003). The researcher preferred descriptive survey research design because, the research study was intended to produce statistical information about factors influencing effectiveness of members of school management committees in teachers motivation in public primary schools in Mavindini division.

3.3 Target population

Target population refers to an entire group of individuals, events or objects having a common observable characteristic of interest to the researcher

(Mugenda & Mugenda, 2003). According to Mavindini division Area Education Office schools' data, by August 2013, the division had a total of 294 members of school management committees; 186 male and 108 female. The division also had 169 teachers; 98 male and 71 female. In addition, the division had 20 public primary schools. If the schools were categorized per zones, Miangeni zone had 6 schools, Mavindini zone had 5 schools, Yeemulwa zone had 5 schools and Utithini zone had 5 schools.

3.4 Sample size and sampling procedure

A large sample was statistically chosen for this study so as to minimize the possibility of sample error. Kombo and Tromp (2006) observed that a sample size of at least 10% of the target population would be representative. Based on this premise, 55% of the 20 public primary schools were adequate for the purpose of this research study. The researcher used a sample size of 12 public primary schools.

Stratification sampling based on the zones were applied to select 12 schools out of the total 20 public primary schools in the division. To select schools, the researcher obtained a list of all public primary schools in the division, and then categorized them per zone. The name of each school was written on a piece of paper, rolled and then dropped into either of the four boxes labeled Miangeni zone, Mavindini zone, Yeemulwa zone or Utithini zone accordingly.

The researcher then started by drawing papers from the box labeled Miangeni zone by picking one piece of paper at a time and recording the name of the school picked. The drawing of the sample and recording of the schools' names

continued until a sample size of 3 primary schools from the Miangeni zone was achieved. The same procedure was applied to boxes labeled Mavindini, Yeemulwa and Utithini zones. A sample of 3 primary schools was obtained from each of the three remaining zones. From the 12 sampled primary schools, head teachers were purposively sampled to participate in the study because they were considered as the key administrators in public primary schools. They were also secretaries to the schools management committees, so they were the custodians of all the committees' documents. These documents were deemed important for this study since they contained vital information regarding the characteristics of the members of school management committees. Three teachers from the sampled public primary schools were selected to participate in the study through stratified simple random sampling because they were likely to have more information regarding academic staff motivation because they were the first beneficiaries of any motivation effort by the SMCs. In summary, the research study had a sample size of 120 respondents, which comprised of 12 head teachers, 36 teachers and 72 members of School Management Committee.

3.5 Research instruments

A research instrument is a device or tool used for gathering and collecting data with the view of answering stated research questions (Oso & Onen 2009). One research instrument, namely, questionnaire, was utilized for data collection. Questionnaires were administered both to members of SMCs and teachers. Both categories of questionnaires had two sections each. Section A; gathered

demographic information while Section B; gathered information on factors influencing school management committee members' effectiveness in staff motivation in public primary schools in Mavindini Division, Kenya.

The questions were structured in both close – ended format to elicit certain responses and open – ended format to leave benign room for respondents to any additional information that would be paramount for the study yet not captured by the researcher. The target population was largely literate and unlikely to have difficulties responding to questionnaire items.

3.6 Instruments validity

Validity is the degree to which a test measures the variables it claims to measure (Kathuri & Pals, 1993). The instruments were rated in terms of how effective they sampled significant aspects of the purpose of the study. The validity of the research tools was done by presentation to an expert including my university supervisors who ascertained their face validity. To also establish the validity of the questionnaires, pre – testing through piloting method was done.

This assessed how clear the items of the questionnaire were and provided information for modification.

3.7 Instruments reliability

According to Mugenda and Mugenda (2003), the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The reliability co – efficient was

determined by test – retest technique. The instruments were then administered to the same subjects after an intervening period of one week. The reliability coefficient was calculated using Pearson product moment formula for the closed ended questions. According to Mugenda and Mugenda (2003), reliability coefficient of between 0.5 to 1.0 shows that the instruments are reliable. For this study, a reliability coefficient of 0.8 was accepted.

3.8 Data collection procedures

The researcher carried out the research study for a period of about five months under the guidance of the university supervisors. Upon approval of the research project proposal, the researcher first obtained a research permit from the National Commission of Science, Technology and Innovation (NACOSTI). Upon being granted the permission to carry out the research study, the researcher paid the DEO a courtesy call, then reported to Mavindini division Area Education Officer (AEO) for further permission and then proceeded to the selected primary schools with a letter of introduction explaining the purpose of the study and the research permit. The researcher further obtained permission from the head teachers in order to access the respondents.

The researcher visited the selected public primary schools in the division and personally administered the questionnaires to members of SMCs and teachers and assured them of confidentiality. The researcher left the questionnaires with the respondents to give them ample time to fill them appropriately and

collected them after 5 days. The questionnaires gathered information based on the objectives.

3.9 Data analysis techniques

Data analysis entails separation of data into constituent parts or elements and examination of the data to distinguish its component parts or elements separately and in relation to the whole (Mugenda & Mugenda, 2003). Data collected in the study were analyzed using descriptive statistics. The data collected from the field was cleaned, organized, coded and recorded. The data collected by use of questionnaires, closed – ended questions be coded and analyzed using the Statistical Package for Social Sciences (SPSS) by use of descriptive statistics. Open – ended items from each questionnaire were then arranged and grouped according to research questions. In addition, Pearson’s correlation analysis was used to establish the relationship between the study variables.

The responses received were arranged to generate data which was organized to address the research questions. Qualitative data was analyzed by similar responses being tallied to generate frequency counts in form of frequency tables. The most common response was therefore considered to be the most prevalent. The processed data was presented in form of percentages and tables, upon which the data findings were interpreted easily without strain. All this was done along the specific objectives of this research study.

3.10 Ethical Considerations

Consent was sought from the head teachers for the distribution of the questionnaires to the respondents. Each respondent was made fully aware of the nature and purpose of the research. They were assured of the anonymity of their responses. These conditions were acceptable to all the respondents. Undertakings were made to the managers involved that no information would be made public without prior consent, after they have been provided with an opportunity to review the findings of the research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter captured the data analysis, interpretation and presentation of the data collected. For ease of understanding different methods of the presentation of the data collected were used, these included frequency tables and percentages. The chapter is divided into subsections where general information of the respondents such as age, gender, highest education level and years of service were captured.

The data were analyzed as per the objectives and the research questions of the study. The study sought to determine the influence of educational level, exposure to training in human resource management, professional status and working experience of the members of school management committees on teachers motivation in public primary schools in Mavindini Division. The purpose of this chapter was to present the result of the procedures described in the methods and present evidence in form of frequency tables, percentages and figures on the individual factors influencing school management committee members' effectiveness in teachers motivation in public primary schools in Mavindini Division, Makueni County, Kenya.

4.2 Questionnaire return rate

The return rate provides a profile of respondents who participated in this study. A total of one hundred and twenty (120) questionnaires were given to the respondents. Twelve (12) questionnaires for head teachers, seventy two

(72) questionnaires for members of SMCs and thirty six (36) questionnaires for teachers. A total of one hundred and twenty (120) questionnaires were returned giving a return rate of one hundred percent (100%) as shown in table 4.1.

Table 4. 1: Questionnaire return rate

Respondents	No. given	Frequency	Percentage
Head teachers	12	12	100%
Teachers	36	36	100%
SMC members	72	72	100%
Total	120	120	100%

n = 120 Respondents

The average return rate was one hundred percent (100%) which was considered appropriate for the research findings of the study. This implies that the research findings will be comprehensive enough to give good reliability.

4.3 Background information of SMC members and teachers

For the researcher to find out the individual factors influencing school management committee members' effectiveness in teachers motivation in public primary schools in Mavindini Division, Makueni County in Kenya, it was considered important to establish the background information of the respondents which included age of the respondents and gender of the informants. Methusellah (2010) observed that motivational factors are strongly associated to different demographic factors. By understanding both,

demographic factors and their influence on motivational factors, it is possible to successfully motivate different groups of employees. The distribution of the respondents according to the above demographic characteristics was shown in tables below.

4.3.1 Age of SMC members and teachers.

Clark et al (1996) examined the influence of employees' age on motivation and satisfaction with work and established that the motivation of younger employees needs a different approach than the motivation of older employees. The respondents were requested to indicate their age. Below are their responses.

Table 4. 2: Age of SMC members and teachers

Age	SMC members		Teachers	
	frequency	%	frequency	%
25 - 30	0	0	12	33.3
31 - 35	10	11.9	10	27.7
36 - 40	30	35.7	10	27.7
41 - 45	40	47.6	4	11.1
46 - 50	3	3.6	0	0
Above 50	1	1.2	0	0
Total	84	100	36	100

n = 120 Respondents

According to Bloomer (1991), age is very important critical factor in education provision. Majority of the teachers and the SMC members were in mid – life age gap from the findings. This was an indication that most teachers had the requisite qualifications and experience in teaching in primary schools. This also indicates that most of the teachers had interacted so much with the members of SMC and they knew their competence in teachers motivation.

4.3.2. Gender of SMC members and teachers

The informants were requested to indicate their gender. The researcher sought to know the gender of different respondents. This is to know or establish whether they have any biasness in the selection of SMC members and handling of teachers motivation. Below were their responses.

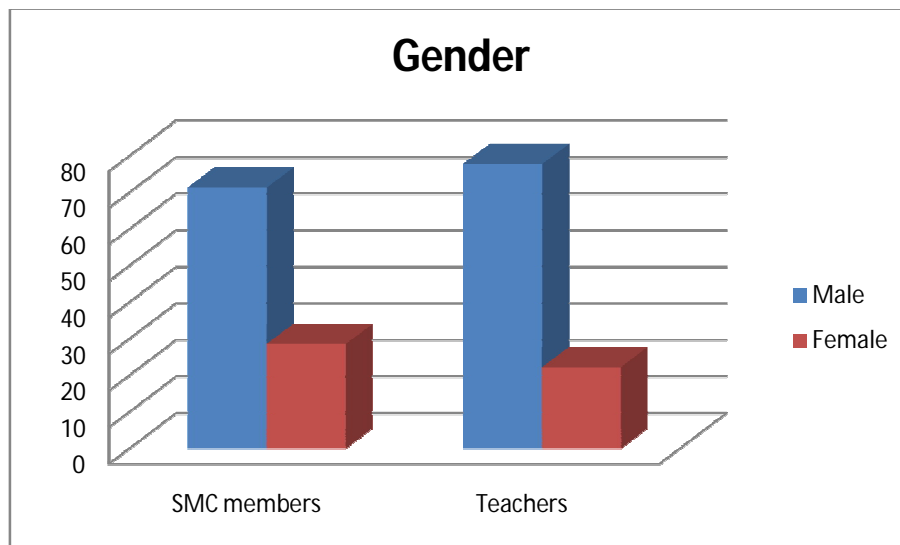


Figure 4. 1: Distribution of SMC members and teachers by Gender

Figure 4.1 shows that majority of the SMC members were male 71.4% against 28.6%. Since the respondents were mainly SMC members, it implies that most of SMCs in public primary schools were dominated by males as opposed to

females. Majority of the teachers too were male. In line with this, Warr (2008) examined the influence and significance of gender on certain values as well as on satisfaction and motivation and established that female employees have a higher level of motivation than their male counterparts in the same environment.

4.4 Level of education of SMC members and teachers

Fabra and Camison (2009) studied the relation of the educational level and satisfaction with work and established that the higher the level of education, the lower the rate of motivation. The respondents were requested to indicate their highest academic levels. Below are their responses.

Table 4. 3: Highest level of education

Education level	SMC members		Teachers	
	Frequency	%	Frequency	%
Certificate	60	71.4	30	83.3
Diploma	14	16.7	4	11.1
Degree	8	9.5	2	5.6
Masters	2	2.4	0	0
PHD	0	0	0	0
Total	84	100	36	100

n = 120 Respondents

For the execution of the roles of the SMCs members should be trained in administrative skills. These skills can be acquired through seminars, workshops and inputs organized by the Ministry of Education Science and Technology (MOEST), schools and KEMI to impart knowledge on the SMCs members (MOEST, 2007). Table 4.4 above shows that majority of the teachers teaching in public primary schools in Mavindini Division were P1 certificate holders with eighty three point three percent while eleven point one percent had masters' degree. Majority of the members of School Management Committees in public primary schools were KCPE certificate holders with seventy one point four percent while sixteen point seven percent were diploma holders' majority of who were the head teachers. According to a research study by Nzuvu (2004) on effectiveness of BOGs in human resource management in Taita – Taveta District, he observed that the schools whose BOGs members had degree and above, their teachers are highly motivated and they post good results in KCSE.

This is a clear indication that teachers in public primary schools were competently trained to teach in primary schools. From the findings it can also be deduced that most of the SMC members were KCPE certificate holders which means they are not competent to handle motivation matters competently. This is in line with Republic of Kenya (1999) which points out that management of educational institutions in Kenya was found to be weak because most of the Board of management of schools lacked quality management capabilities.

The study also sought to establish the relationship between the level of education of the teachers and their level of motivation. The findings are tabled below.

Table 4.4: Teachers and SMC members level of education and staff motivation

	Teachers				SMC members			
	Yes		No		Yes		No	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Certificate	24	80	6	20	21	35.0	39	65.0
Diploma	1	25	3	75	9	64.3	5	35.7
Degree	1	50	1	50	7	87.5	1	12.5
Masters	0	0	0	0	2	100.0	0	0.0

From the findings, it was clear that the teachers with a certificate were more motivated (80%) than those with a diploma and degree at 25% and 50% respectively. The findings also show that the level of teachers motivation was high where the SMC members had a Masters degree and an undergraduate Degree with a score of 100% and 87.5% respectively followed by those who had a Diploma (64.3%) while the level of teachers motivation was low where the SMC members had a certificate (35%). This shows that in the schools where the SMC members have a high level of education, they understand the need for teacher motivation for they to perform better than those SMC

members with a lower level of education. This is in line with Holleyday (1993) who observes that the falling morale and motivation of teachers in most African countries are a major challenge because many teachers lack self – esteem.

4.5 Exposure to Training among SMC

4.5.1 Workshops Attended

The SMC members were requested to indicate whether they attended any workshops on public primary schools management and administration. Below were their responses.

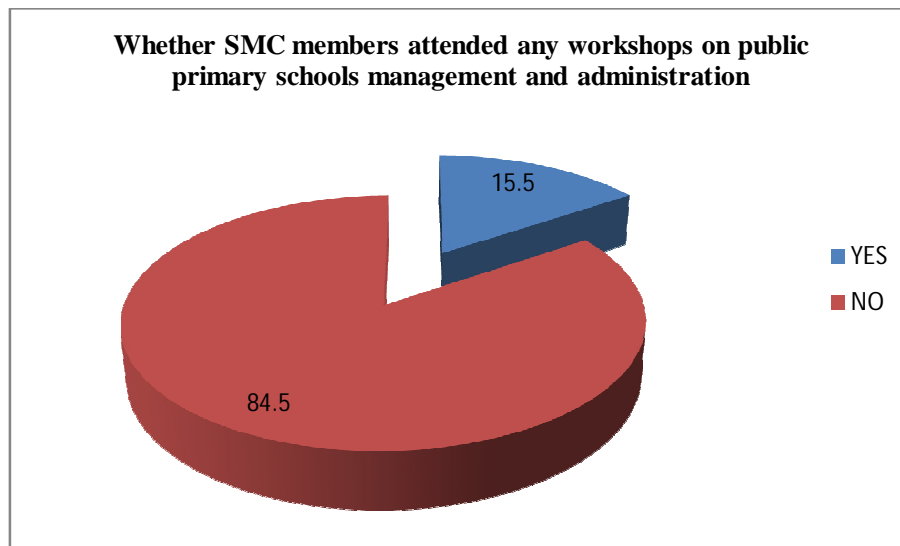


Figure 4. 2: Workshops attended

Majority of the SMC members did not attend any workshop on primary school management as shown in Figure 4.2 above. This implies that most SMCs in public primary schools in Mavindini Division lack capacity to handle teachers motivation effectively and efficiently. This agrees with the government of

Kenya's recruitment and training policy (2005) which stipulates that, induction is mandatory and should be conducted within three months of an officer joining the service, or transfer to a new station, redesignation or promotion.

4.5.2 Workshops attendance by SMC members and teachers motivation

The study also sought to establish the relationship between the workshops attendance by the SMC members and the aspects of teachers level of motivation. The findings are tabled below.

Table 4.5: SMC members attendance of workshops on human resource management and staff motivation

Workshops attendance Motivation aspects	Attended		Not attended	
	Frequency	%	Frequency	%
Work environment	21	58.3	15	41.7
Workload	9	25.0	27	75.0
Supervision by immediate supervisor	23	63.9	13	36.1
Distribution of rewards	19	52.8	17	47.2
Monetary incentives	28	77.8	8	22.2

From the findings, it was clear that where the SMC members attended workshops on human resource management, the staff were highly motivated by the monetary incentives (77.8%), supervision by immediate supervisor

(63.9%), work environment (58.3%) and distribution of rewards (52.8%). However, this was not the case for workload as shown by a (25%). This implies that the SMC members who attend workshops on human resource management understand the need to motivate staff. Kagendo (2010) observed that training courses such as workshops and other in – service training courses which members of the SMCs attend on the induction and human resource management of the public primary schools plays a major role in influencing the roles of SMCs members in human resource management and staff motivation. SMC members should be trained to enable them be more knowledgeable, confident, determined and effective in their roles according to Banks (2002). Administrative roles should also be offered to the members of SMC to improve their work efficiency.

4.5.3 Importance of workshop training

The SMC members were requested to indicate whether the workshops attended and training acquired helped them to motivate the teachers as SMC members. Below were their responses.

Table 4. 6: Importance of workshop training

Response	SMC members	
	Frequency	%
YES	12	14.3
NO	72	85.7

Total	84	100
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n = 84 Respondents

From the table above the results show that most of the SMC members did not use the workshop training to motivate the teachers in their respective schools. This was mainly because they never attended any workshop on public primary school administration and management. This agree with Kagendo (2010) who observed that training courses such as workshops and other in – service training courses which members of the SMCs attend on the induction and human resource management of the public primary schools plays a major role in influencing the roles of SMCs members in human resource management and staff motivation.

4.6 Professional status of SMC members

The School Management Committee members were requested to indicate their professions. Below were their responses.

4.6.1 Profession of SMC

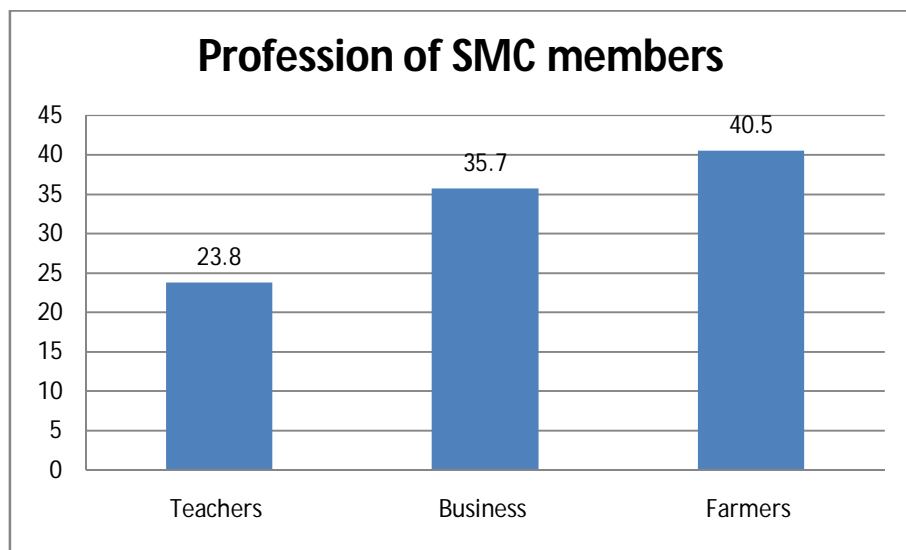


Figure 4.3 :Profession of SMC members

Figure 4.3 shows that majority of the primary schools had SMC members who were business people and farmers in the local areas. This is mainly because they were the parents to the local primary schools in which they were members of SMC. Very few were teachers and they were mainly the head teachers who were the secretaries to the SMCs. This implies that majority of the SMC members lacked requisite knowledge in education administration and management. The SMC is involved in the following important areas; overall school administration, the curriculum, leadership and human relations and working relationships. They strive to enforce traditions for efficiency, effectiveness and quality and these should be reflected in the school life (Sagimo, 2002).

4.6.1 Professional status of the SMC members

The study further sought to establish the professional status of the SMC members. The findings are tabled below.

Table 4. 7: Professional status of the SMC members

	Frequency	Percentage
School Sponsoring Body (SSB) representatives	3	3.6
Head teacher(s)	11	13.1
Parent	61	72.6
Alumni	4	4.8
Independent member(s)	5	6.0

Total	84	100.0
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From the findings, it was clear that majority (72.6%) of the SMC members were parents, 13.1% were head teachers, 6% were independent members, 4.8% were alumni while a measly 3.6% of the SMC members were representatives of the school sponsoring body (SSB).

4.6.2 Usefulness of SMC members' professional status

The SMC members were requested to indicate whether their professional status was useful in motivating the teachers in their schools. Below were their responses.

Table 4. 8: Usefulness of SMC members' professional status

Response	SMC members	
	Frequency	%
YES	84	100
NO	0	0
Total	84	100

n = 84 Respondents

Table 4.6 shows that majority of the SMC members indicated that their professional status were useful in helping them motivate the teachers in their schools. This was mainly because they were parents to those primary schools in which they were SMC members and they contributed in monetary terms to motivate their teachers.

4.6.3 SMC competence in staff motivation according to teachers

The teachers were asked to indicate whether the SMC members were competent to motivate the teachers in their respective schools. Below were their responses

Table 4. 9:SMC competence in teachers motivation according to teachers

Statement			Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
SMC members posses adequate level of education	Frequency		0	0	2	4	30
	Percentage		0	0	5.6	11.1	83.3
SMC members have adequate training	Frequency		0	0	0	0	36
	Percentage		0	0	0	0	100
SMC members have adequate working experience	Frequency		10	5	16	5	0
	Percentage		27.8	13.9	44.4	13.9	0
SMC members give appropriate motivation to teachers	Frequency		0	1	17	18	0
	Percentage		0	2.8	47.2	50	0

n = 36 Respondents

As shown in table 4.7 above, majority of the SMC members didn't have adequate level of education and lacked adequate training in human resource management according to teachers in Mavindini division. From the same table, most of the SMC members have some working experience and give some form of motivation to the teachers in Mavindini division.

4.7 Working experience of SMC members and teachers

4.7.1 Years of service as an SMC member and as a teacher

The respondents were requested to indicate the years in which they had served as SMC members/teachers. Below are their responses.

Table 4. 10: Years of service as an SMC member and as a teacher

Years of service	SMC members		Teachers	
	Frequency	%	Frequency	%
0 – 5	70	83.3	10	27.8
6 – 10	10	11.9	20	55.6
11 – 15	4	4.8	6	16.7
Above 15	0	0	0	0
Total	84	100	36	100

n = 120 Respondents

As shown on table 4.8, a significant number of teachers have been serving as teachers for a period ranging from 0 – 10 years. This is a clear indication that they are experienced in the teaching profession and they have interacted for some good time with members of SMCs. Majority of the SMC members had served as SMC members for a period ranging from 0 – 5 years with eighty three point three percent with only eleven point nine percent having served for a period ranging from 6 – 10 years. This means that most of the SMC members are not experienced in matters of human resource management and staff motivation. The findings of the study agree with those of Ngigi (2007) in Kericho that showed though most of primary schools have SMCs, majority of them lack necessary skills to adequately carry out their roles without hiccups.

4.7.2 Years of service of SMC members/teachers in a particular school

The respondents were requested to indicate the number of years they had served in a particular school. Below are their responses.

Table 4. 11: Years of service of SMC members/teachers in particular school

Years of service	SMC members		Teachers	
	Frequency	%	Frequency	%
0 – 5	70	83.3	10	27.8
6 – 10	10	11.9	20	55.6
11 – 15	4	4.8	6	16.7
Above 15	0	0	0	0
Total	84	100	36	100

n = 120 Respondents

As shown on table 4.9, a significant number of teachers have been serving as teachers in one school for a period ranging from 0 – 10 years. This is a clear indication that they are experienced in the teaching profession and they have interacted for some good time with members of SMCs. Majority of the SMC members had served as SMC members in a particular school for a period ranging from 0 – 5 years with eighty three point three percent with only eleven point nine percent having served for a period ranging from 6 – 10 years. This means that most of the SMC members are not experienced in matters of human resource management and staff motivation. This concurs with Dawson (2008) who argues that administrative experience has an effect on job

satisfaction of teachers. This implies that a long serving SMC member might have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional management.

4.7.3 Position in the SMC

The respondents were asked to indicate their capacity in which they serve in the School Management Committees. Below are their responses.

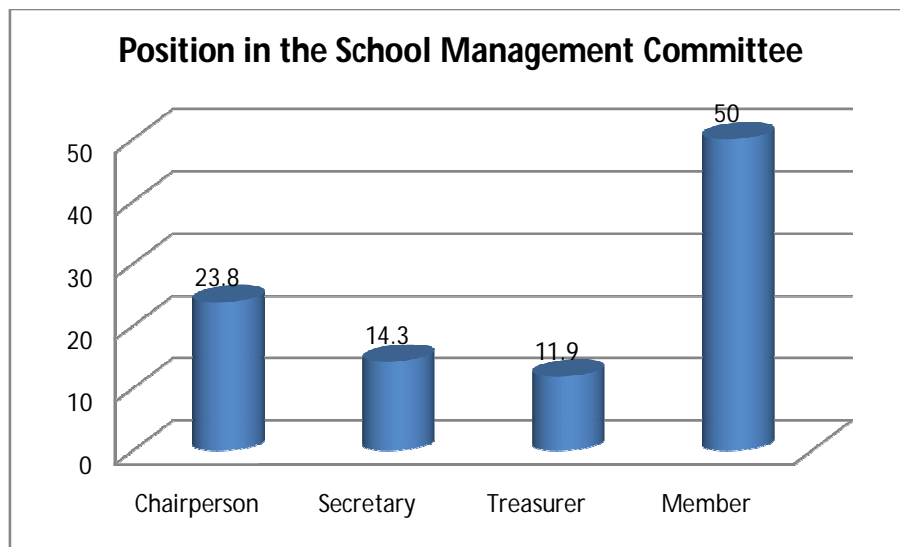


Figure 4. 4: Position in the school management committee

Majority of the SMC members were in the position of a member with 50% followed by chairpersons as shown in figure 4.4 above. This implies that most of the respondents were directly involved in day to day management of primary schools and they had a lot of experience in teachers motivation.

4.7.4 Type of motivation used according to SMC members/teachers

The respondents were requested to indicate the type of motivation given to teachers in their respective schools. Below are their responses.

Table 4.12: Type of motivation used according to SMC members/teachers

Type of SMC members motivation	SMC members		Teachers	
	Frequency	%	Frequency	%
Monetary	14	16.7	0	0
Trips	30	35.7	11	30.6
Incentives	10	11.9	0	0
Recognition	30	35.7	25	69.4
Total	84	100	36	100

n = 120 Respondents

Table 4.10 shows that majority of the School Management Committees motivate the teachers through recognition and trips at thirty five point seven percent respectively. The same findings were indicated by the teachers. This indicates that most of the school management committees motivate their teachers.

4.8 Types of Teachers Motivation

4.8.1 Self Motivation

The teachers were requested to indicate whether they were highly motivated.

Below were their responses.

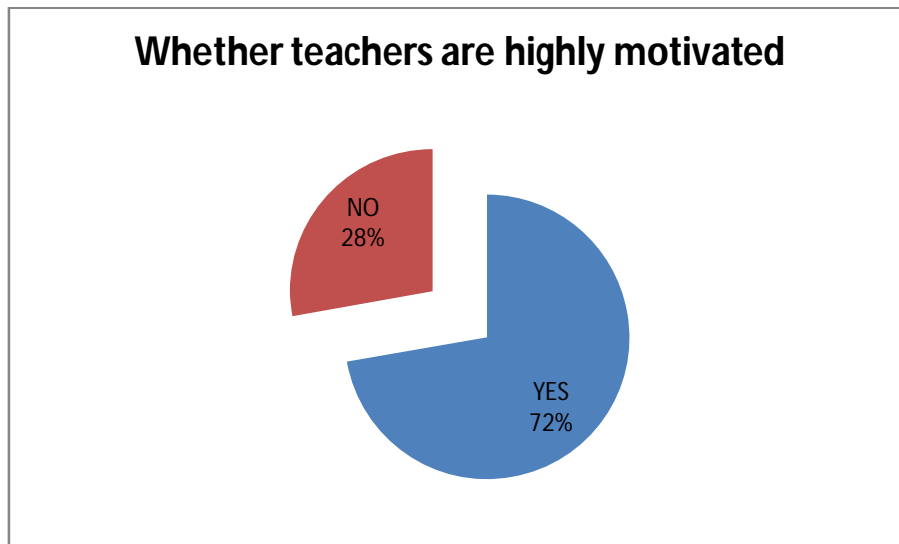


Figure 4. 5: Level of teachers’ motivation

Majority of the teachers were motivated by their job as teachers as shown in figure 4.5 above. This motivation is mainly by use of non monetary reward system to reward and motivate the teachers in public primary schools.

4.8.2 Teachers motivation by SMC members

The teachers were requested to indicate whether they were motivated by the SMC members in their respective schools. Below were their responses.

Table 4. 13: Teachers’ motivation by SMC members

Response	Teachers	
	Frequency	%
YES	29	81
NO	7	9
Total	60	100

n = 36 Respondents

Table 4.11 shows that majority of the SMC members motivate the teachers by use trips and recognition. This ensures that the teachers are highly motivated while in school and this leads to enhanced performance.

4.8.3 Teachers’ appreciation of motivation by SMC members

The teachers were requested to indicate whether they appreciate the kind of the motivation offered to them by the SMC members. Below were their responses.

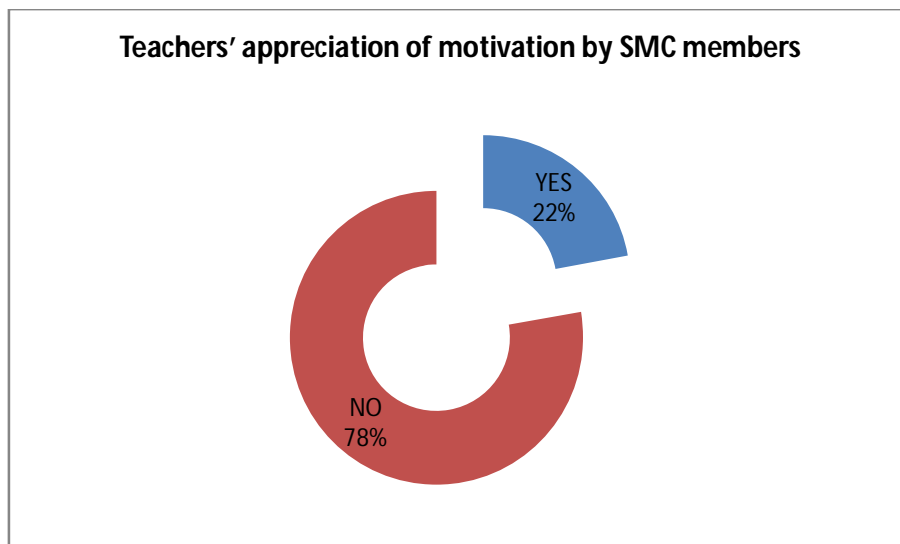


Figure 4. 6: Teachers’ appreciation of motivation by SMC members

Figure 4.6 shows that majority of the primary schools teachers very often don't appreciate the kind of motivation offered to them by the SMC members. This clearly indicates that a gap exists in what is offered to the teachers and what they value. This also indicates that the teachers are not involved in deciding on what kind of motivation they value most.

4.8.4 Prize giving day according to SMC members and teachers

The teachers and SMC members were requested to indicate the prize giving days were implemented in their schools. Below were their responses.

Table 4. 14: Prize giving day according to SMC members and teachers

Response	SMC members		Teachers	
	Frequency	%	Frequency	%
YES	84	100	36	100
NO	0	0	0	0
Total	84	100	36	100

n = 120 Respondents

According to the teachers and members of the SMC, the prize giving day celebrations are held in primary schools in Mavindini Division as a way of motivating the teachers for the good work done as shown from table 4.12. This implies that the motivation of the teachers by the SMC members is highly valued.

4.8.5 Time for prize giving day according to SMC members/teachers

The respondents were requested to indicate when the prize giving day celebrations were held in their schools. Their responses are in Table 4.13.

Table 4.15: Time for prize giving day according to SMC members/teachers

Response	SMC members		Teachers	
	Frequency	%	Frequency	%
Once per year	84	100	36	100
Once per term	0	0	0	0
Total	84	100	36	100

n = 120 Respondents

Table 4.13 indicates that majority of the primary schools in Mavindini Division organize prize giving day once per year. This implies that the SMC members in public primary schools in Mavindini Division are effective in teachers motivation.

4.9 Relationship between Various Factors and Teachers Motivation

Table 4. 16: Correlation Matrix

		Teachers motivation	Educational levels of SMCs members	Training levels of SMCs members	Professional status of SMCs members	Working experience of SMCs members
Teachers motivation	Pearson Correlation	1				
	Sig. (2-tailed)	.				
Educational levels of SMCs members	Pearson Correlation	.638	1			
	Sig. (2-tailed)	.029	.			
Training levels of SMCs members	Pearson Correlation	.764	.523	1		
	Sig. (2-tailed)	.017	.016	.		
Professional status of SMCs members	Pearson Correlation	.622	.743	.597	1	
	Sig. (2-tailed)	.031	.012	.028	.	
Working experience of SMCs members	Pearson Correlation	.529	.533	.720	.531	1
	Sig. (2-tailed)	.047	.009	.002	.014	.

The data presented before on Educational levels of SMCs members, Training levels of SMCs members, professional status of SMCs members and Working experience of SMCs members were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table above indicates the correlation matrix between the factors

(Educational levels of SMCs members, Training levels of SMCs members, Professional status of SMCs members and Working experience of SMCs members) and Teachers motivation.

According to the table, there is a positive and significant relationship between educational levels of SMCs members and teachers motivation in Mavindini Division ($r = 0.638$; $p\text{-value} = 0.029$). The positive relationship indicates that there is a correlation between the factors and the Teachers motivation in Mavindini Division. This concurs with Holleyday (1993) who observes that managers who are less educated than the staff in schools they rarely value the staff motivation. Instead they continue intimidating staff because they feel threatened. Lack of education among the committee members means that job is not performed to the required standards in motivating the staff members of public primary teachers.

The findings also indicate that there is a positive and significant relationship between training levels of SMCs members and teachers motivation in Mavindini Division ($r = 0.638$; $p\text{-value} = 0.029$). This is in line with Kagendo (2010) who observe that training level of SMCs members plays a major role in influencing the roles of SMCs members in human resource management and staff motivation in public primary schools. Dessler (2008) also observed that training is the hall mark of good management and a task that managers ignore at their peril. SMCs should undergo training on courses such as communication, employee selection and separation, student achievement and general leadership in the community. For the execution of

the roles of the SMCs members should be trained in administrative skills. These skills can be acquired through seminars, workshops and inputs organized by the Ministry of Education Science and Technology (MOEST), schools and KEMI to impart knowledge on the SMCs members (MOEST, 2007).

The findings also indicate that there is a positive and significant relationship between professional status of SMCs members and teachers motivation in Mavindini Division ($r = 0.622$; $p\text{-value} = 0.031$). This agrees with Nzuvu (2004) who observed that the schools whose BOGs members had degree and above, their teachers are highly motivated and they post good results in KCSE. The SMC is involved in the following important areas; overall school administration, the curriculum, leadership and human relations and working relationships. They strive to enforce traditions for efficiency, effectiveness and quality and these should be reflected in the school life (Sagimo, 2002).

The findings further indicate that there is a positive and significant relationship between working experience of SMCs members and teachers motivation in Mavindini Division ($r = 0.529$; $p\text{-value} = 0.047$). Their professions also did not give them an opportunity to adequately manage teachers in primary schools with sound experience. The members lack the administrative experience which is vital for the effectiveness of their role in primary schools as stated by Dawson (2008). He argues that administrative experience has an effect on job satisfaction of teachers. This implies that a long serving SMC member might have acquired knowledge, skills and

attitudes that equip one with the requisite capacity for institutional management. The findings of the study concur with those of Ngigi (2007) in Kericho that showed though most of primary schools have SMCs, majority of them lack necessary skills to adequately carry out their roles without hiccups.

This infers that based on the magnitude, training levels of SMCs members has the highest effect on teachers motivation, followed by educational levels of SMCs members, then professional status of SMCs members while working experience of SMCs members having the lowest effect on the teachers motivation in Mavindini Division.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings and conclusions of the study as per the research objectives and questions. It brings together the opinions expressed in the previous chapter in discussing and drawing conclusions from the research on individual factors influencing school management committee members' effectiveness in teachers motivation in public primary schools in Mavindini division, Makueni County, Kenya.

As earlier stated earlier, governance entails the process of providing policy leadership, oversight and strategic guidance on the management of resources and the delivery of services as well as the formulation and implementation of sound policies and regulations in public primary schools. In public primary schools, this role is mandated School Management Committees. It was therefore prudent to explore the individual factors of SMC members to execute the function of human resource management effectively and efficiently.

5.2 Summary of the study

The research study aimed to examine individual factors influencing school management committee members' effectiveness in teachers motivation in public primary schools in Mavindini division, Makueni County, Kenya.

Descriptive survey research design was used in the study. A total of one hundred and twenty (120) questionnaires were given to the respondents.

Twelve (12) questionnaires for head teachers, seventy two (72) questionnaires for members of SMCs and thirty six (36) questionnaires for teachers. A total of one hundred and twenty (120) questionnaires were returned giving a return rate of one hundred percent (100%). The questionnaires were analyzed using the statistical package for social sciences (SPSS) Program.

Chapter one looked at the background of the study, significance and purpose of the study. Chapter two presented the global view of the study, conceptual frame work and theoretical framework. Chapter three discussed the methodology used in the study.

The study found that majority of the SMC members lacked adequate experience in public schools administration and management. The research findings also indicate that majority of the SMC members motivate their teachers through organized trips and through recognition. Prize giving days were also organized once per year to reward the best performing teachers though majority of the teachers were not satisfied with the kind of motivation offered to them by the SMC members.

Individual factors with very high influence of school management committee members' effectiveness in teachers motivation in public primary schools in Mavindini Division were found to be inadequate level of education, lack of adequate training and lack of working experience in public primary schools management and administration.

5.3 Discussion of Findings

This section discusses the findings as per the research objectives and questions.

5.3.1 Level of education of SMC members and staff motivation

Educational and Training level of SMCs members' plays a major role in influencing the roles of SMCs members in human resource management and staff motivation in public primary schools. For the execution of the roles of the SMCs members should be trained in administrative skills. These skills can be acquired through seminars, workshops and inputs organized by the Ministry of Education Science and Technology (MOEST), schools and KEMI to impart knowledge on the SMCs members (MOEST, 2007).

From the findings of this research study, it was established that majority of the SMC members possessed inadequate levels of education. Most them were standard eight graduates with only KCPE certificate. Majority of the SMC members did not attend any form of training on public primary schools management and administration. These two factors posed a great challenge to the effectiveness of the SMC members to motivate the teachers in Mavindini Division. This is in line with Republic of Kenya (1999) which points out that management of educational institutions in Kenya was found to be weak because most of the Board of management of schools lacked quality management capabilities.

These challenges sometimes lead to poor performance in national KCPE and indiscipline in schools. Further, Holleyday (1993) observes that the falling

morale and motivation of teachers in most African countries are a major challenge because many teachers lack self – esteem and commitment to the profession. He observed that managers who are less educated than the staff in schools they rarely value the staff motivation. Instead they continue intimidating staff because they feel threatened. Lack of education among the committee members means that job is not performed to the required standards in motivating the staff members of public primary teachers. Grainger (1994) also adds that members of the SMCs who are more educated are more likely to execute these responsibilities in a more efficient manner because SMCs' responsibility in human resource management and in staff motivation in particular involves leading and motivating staff and delegating.

5.3.2 Training level of SMC members and staff motivation

The training levels of members of SMC greatly influence their performance in staff motivation according to the findings of this study. Higher training levels of the committee members increases their performance of tasks in the public primary schools. This agrees with the government of Kenya's recruitment and training policy (2005) which stipulates that, induction is mandatory and should be conducted within three (3) months of an officer joining the service, or transfer to a new station, redesignation or promotion.

Kagendo (2010) further adds that training courses such as workshops and other in – service training courses which members of the SMCs attend on the induction and human resource management of the public primary schools plays a major role in influencing the roles of SMCs members in human

resource management and staff motivation. SMC members should be trained to enable them be more knowledgeable, confident, determined and effective in their roles according to Banks (2002). Administrative roles should also be offered to the members of SMC to improve their work efficiency.

5.3.2 Professional status of SMC members and staff motivation

Professional status and working experience of SMCs members greatly influence their roles in effective human resource management and motivation of staff in public primary schools. In the view of this study, the working experience of the SMCs included the number of years they had worked as SMCs members. It also included the number of years they had worked in their respective professions.

From the findings of this research study, it was established that majority of the SMC members were peasant farmers and local business people. This was due to the fact most of them were parents to the schools in which they were SMC members and therefore they ought to have come from the locality.

5.3.3 Working experience

Majority of them had been SMC members in their respective schools for a period of less than five years. This implied that they lacked adequate experience to manage public primary schools in terms of human resource management. Their professions also did not give them an opportunity to adequately manage teachers in primary schools with sound experience. The members lack the administrative experience which is vital for the effectiveness of their role in primary schools as stated by Dawson (2008). He argues that

administrative experience has an effect on job satisfaction of teachers. This implies that a long serving SMC member might have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional management. The findings of the study concur with those of Ngigi (2007) in Kericho that showed though most of primary schools have SMCs, majority of them lack necessary skills to adequately carry out their roles without hiccups.

Head teachers play a critical role in teachers motivation as found out in this study. Rutherford (1985) mentioned five general leadership qualities of effective supervisors. They have a vision (work towards their achievements and coordinate curriculum, instruction and assessment), translate the vision into action (work as a team, emphasize such wide goals and expectations create supportive environment (promote an academically oriented, orderly and purposeful school climate), know what is going on in the school (find out what the teacher and students are doing and how well) and act in knowledge. Intervene as necessary accommodating different teacher personalities, style and teaching strategies.

Sergiovanni and Starrant (1998) identify three basic leadership skills which includes; technical skills, human skills and conceptual skills. As found in this study head teachers are involved in advising the other SMC members on matters of staff motivation. This is in concurrence with Okumbe (1998) who states that an instructional leader is one who practices interpersonal or human skills by looking at the welfare of people working under him. Head teachers

also advise on issues of technicalities especially teaching and the real exercise of human resource motivation.

Okumbe (1998) argues that an additional criterion for instructional leaders, often mentioned in research, is that the head teacher should also be a practicing teacher. Welnding (1990) states that head teachers showed in the United Kingdom indicate that the most important thing contributing to instructional leadership and staff motivation was the fact that all continued to teach for an average of about 20% of the week just like the Kenyan head teachers.

Further, according to Terrence and Peterson (1990) the head teacher plays a vital role in human resource and school management. It is widely recognized and agreed that quality of human resource management always has some effect on the school effectiveness.

5.3.4 Governance challenges according to SMC members

There are several challenges that were encountered during the process of administering and managing public primary schools as found out in this study. These challenges range from inadequate levels of education of SMC members, lack of financial resources, inadequate levels of training of SMC members, inexperienced SMC members, uncooperative SMC members and teachers. Most of these challenges can be summed up as general but others were emerging depending on each institution.

Lack of finances, adequate education and training may be relative per institution because the dynamics and localities of a particular institution are quite different from each other. Lack of finances is compounded by emerging issues like economic and weather conditions like drought and poverty which is very rampant in most parts of Mavindini Division.

The problem of inadequate time has been a thorny issue. The problem of inadequate time is both an institutional and policy issue. It is an institution problem in that some public primary schools may find themselves in problems because of their schedules so finding time to organize a motivational event may not be available. Low levels of education and training of School Management Committee members poses a great challenge to teachers motivation in Mavindini Division.

5.4 Conclusions

It can be concluded that individual factors of School Management Committee members' effectiveness have a very high influence on teachers motivation in public primary schools. Generally, individual factors like earlier cited included; the educational level, training level, professional status and working experience of the SMC members. It can therefore be concluded from the findings that the individual factors of SMC members have a lot of influence on the members' effectiveness in teachers motivation in the public primary schools in Mavidini Division of Makueni County in Kenya. Also other influences are the emerging factors like new issues in the management of the education sector.

Training and development of members of SMC have a great influence on staff motivation. The committee members through workshops and other forms of training methods acquire skills that are helpful in their job description. The study concludes that the committee members need capacity building to develop their human resource functions. The study also concludes that the government is involved in offering training though not to the desired levels that the country needs.

The study further concludes that professional status of the SMC members is essential for staff motivation. Having professional status is vital as it always has some effect on the school effectiveness according to Terrence and Peterson, (1990).

The study also concludes that the working experience of the committee members has an effect on staff motivation. This correlates to the findings of Njunguna (2010) that administrative working experience has an effect on job satisfaction of the staff members in schools. This implies that a long serving member of SMCs might have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional human resource management. the quality of experience among the SMCs enhances the management and development of schools.

5.5 Recommendations

From the above findings, the following are recommendations by the researcher.

- (i) Public primary schools should elect School Management Committees members with adequate levels of education to make them competent in human resource management.
- (ii) School Management Committees should mobilize enough funds to motivate the teachers in their respective public primary schools.
- (iii) Ministry of Education Science and Technology and primary schools should organize on seminars and workshops to train the SMC members on human resource management.
- (iv) Review of the existing structure of education management and administration. There is an urgent need to review the polices, managerial, administrative, structures, recruitment of staff and financing of education programme. This should be done to reflect modern needs in teacher education locally and globally.

5.6 Suggestion for further research

Teachers motivation has so many factors which affects it. This study findings narrowed into a few factors which were addressed by the study objectives and these factors cannot be fully relied upon in addressing future influences of teachers motivation in public primary schools. Suggestion for further studies is therefore advisable to contribute towards identification of more other factors.

- (i) The study should be replicated elsewhere in Kenya.

- (ii) A comparative study in private primary schools would focus on more individual factors of SMC members' effectiveness influencing teachers motivation.

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Asian Journal of Business and Management Sciences ISSN: 2047-2528
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APPENDICES

Appendix I: Transmittal Letter

INTRODUCTORY LETTER TO SCHOOLS

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 92,

Kikuyu.

Dear Sir/Madam

RE: INTRODUCTION LETTER

I am a University of Nairobi student, undertaking a research on factors influencing school management committee members' effectiveness in staff motivation in public primary schools in Mavindini division, Kenya. Your school has been selected to participate in this study.

I hereby seek your permission to be allowed to visit your school to collect data and information necessary for this research study. I will present two questionnaires; one for the members of the School Management Committees and the other one for the teachers. You are hereby assured that your identity and information you provide will be treated with utmost confidentiality.

Your participation in this research study is highly appreciated.

Thanks in advance

Domiana Nduku Mbuva

Appendix II: Questionnaire For SMCS Members

1. Respond to all the items
2. Please tick (✓) where applicable

Section A: Demographic information

1. What is your age bracket? 25 – 30 years 31 – 35 years 36-40 years 41 – 45 years 46 – 50 years 51 and above years
2. What is your gender? Male Female

Section B: Research questions

3. What is your highest level of education? Certificate Diploma Degree Masters PHD Any other
4. How long have you served as an SMC member? 0 – 5 years 6-10 years 11 – 15 years 16 – 20 years 24 years and above
5. Has the number of years you served as an SMC member helped you in staff motivation in this school? Yes No
6. How do you motivate teachers in this school?
Monetary Trips Incentives Recognition Any other
specify
7. Do you plan for prize giving day to motivate the staff in this school?
Yes No
8. If Yes above, how often? Once per year Once per term Any other
9. What is your position in the SMC?.....
10. Have you worked in any other SMC? Yes No
11. What is your current profession?.....
12. What is your current professional position?.....
13. Has your current profession helped you in staff motivation in this school? Yes No

14. As a member of the committee, what is your professional status?

School Sponsoring Body (SSB) representatives [] Parent []

Head teacher(s) [] Alumni []

Independent member(s) []

15. If Yes above,

how?.....

16. How do you motivate in this

school?.....

17. a) Have you ever attended any workshop or training on human

resource management in schools? Yes No

b) If Yes, for how

long.....

c) Has the training helped you on staff motivation as an SMC member?

Yes No

d) If Yes, explain

.....

18. Do you participate in staff motivation in this school? Yes No

19. If yes, how?

.....

20. Are you involved in decision making in this school? Yes No

21. What are some of the Governance challenges you encounter as an

SMC member?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

22. Use the scale below to make an assessment influence of your educational level, training level, professional status and working experience of SMC members on staff motivation

Attribute	Very high	High	Fairly high	Low	Very low
Educational level					
Training level					
Professional status					
Working experience					

Appendix III: Questionnaire for the teachers

1. Respond to all the items
2. Please tick (✓) where applicable

Section A: Demographic information

1. What is your age bracket? 25 – 30 years 31 – 35 years
36 – 40 years 41 – 45 years 46 – 50 years
51 and above years
2. What is your gender? Male Female

Section B: Research questions

3. What is your highest level of education? Certificate Diploma
Degree Masters PHD Any other
4. How long have you served as a teacher? 0 – 5 years 6 – 10
years 11 – 15 years 16 – 20 years 24 years and above
5. Have you worked as a teacher in any other school? Yes No
6. Is the staff motivated in this school? Yes No
7. Does the SMC motivate staff in this school? Yes No
8. If yes, how? Monetary Incentives Organized trips Any
other
9. Do the teachers appreciate the kind of motivation offered to them
by the SMC members? Yes No
10. Does the school SMC organize prize giving day for teachers and
subordinate staff in this school? Yes No
11. If yes above, how often? Once per year Once per term
Any other (specify)

12. Use the scale below to the SMC members' competence in staff motivation. Key: strongly agree (5); agree (4); fairly agree (3); disagree (2); strongly disagree (1)

Statement	5	4	3	2	1
SMC members posses adequate level of education					
SMC members have adequate training on human resource management					
SMC members have adequate working experience					
SMC members give appropriate motivation to teachers					


13. What is your level of motivation?

	Very high	High	Fairly high	Low	Very low
Work environment					
Workload					
Supervision by immediate supervisor					
Distribution of rewards					
Monetary incentives					

Appendix IV: List of Public Primary Schools in Mavindini Division

1. Ilumani primary school
2. Ivinga Nzia primary school
3. Kamuithi primary school
4. Kanyonga primary school
5. Kanthuni primary school
6. Katithi primary school
7. Kithathaini primary school
8. Kitumbai primary school
9. Kiumoni primary school
10. Mathangathi primary school
11. Matulani primary school
12. Mavindini primary school
13. Miangeni primary school
14. Mikisi primary school
15. Mumbeeni primary school
16. Uiini primary school
17. Uithi primary school
18. Utithini primary school
19. Yeembondo primary school
20. Yeemulwa primary school

Appendix V: Research Authorization


**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: _____

19th August, 2014

NACOSTI/P/14/1552/2469


Mbuva Domiana Nduku
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Individual factors influencing school management committee members effectiveness in academic staff motivation in public primary schools in Mavindini Division, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **30th October, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Makueni 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
Makueni County.

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

Appendix VI: Research Permit

THIS IS TO CERTIFY THAT:	Permit No : NACOSTI/P/14/1552/2469
MS. MBUVA DOMIANA NDUKU	Date Of Issue : 19th August,2014
of UNIVERSITY OF NAIROBI, 0-90304	Fee Received :Ksh 1,000
mavindini,has been permitted to	
conduct research in Makueni County	
on the topic: 'INDIVIDUAL FACTORS	
INFLUENCING SCHOOL MANAGEMENT	
COMMITTEE MEMBERS EFFECTIVENESS	
IN ACADEMIC STAFF MOTIVATION IN	
PUBLIC PRIMARY SCHOOLS IN	
MAVINDINI DIVISION,KENYA	
for the period ending:	
30th October,2014	
Applicant's	Secretary
Signature	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 2934
	CONDITIONS: see back page