INFLUENCE OF SCHOOL MANAGEMENT COMMITTEES’ MOTIVATIONAL PRACTICES ON KENYA CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE IN PUBLIC PRIMARY SCHOOLS OF SUBA-WEST DIVISION, MIGORI DISTRICT, KENYA

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DECLARATION
This research report is my original work and has not been presented for a degree in any University.

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To my dad, Opande Ojanga and mum, Margaret Odero
ACKNOWLEDGEMENT

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<tr>
<td>AEO</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>BOGs</td>
<td>Board of Governors</td>
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<tr>
<td>DEBs</td>
<td>District Education Boards</td>
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<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>IMs</td>
<td>Instructional materials</td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<tr>
<td>LGEAs</td>
<td>Local Government Education Authorities</td>
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<tr>
<td>LN</td>
<td>Legal Notice</td>
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<tr>
<td>LNCs</td>
<td>Local Native Councils</td>
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<tr>
<td>MECs</td>
<td>Municipal Education Committees</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>PDE</td>
<td>Provincial Director of Education</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Teacher Association</td>
</tr>
<tr>
<td>SCs</td>
<td>School Committees</td>
</tr>
<tr>
<td>SMCs</td>
<td>School Management Committees</td>
</tr>
<tr>
<td>SPEBs</td>
<td>State Primary Education Boards</td>
</tr>
<tr>
<td>SPEC</td>
<td>National Primary Education Commission</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TIQET</td>
<td>Total Integrated Quality Education and Training</td>
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<tr>
<td>ZQASOs</td>
<td>Zonal Quality Assurance and Standards Officers</td>
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ABSTRACT

The purpose of this study was to investigate the influence of school management committees’ motivational practices on KCPE performance in public primary schools of Suba-West division, Migori district. The study aimed at achieving the following objectives: to identify monetary incentives used by SMCs to boost KCPE performance in their schools, to determine how working conditions for teachers influence pupils’ KCPE performance, to establish how recognition of teachers by SMCs influence pupils’ KCPE performance and determine the challenges facing SMCs on students’ KCPE performance. Relevant literature was reviewed that guided the study and gave a background to an integrate approach to motivational practices and conceptual framework were designed. The theoretical framework of the study was based on Role theory advanced by Goffman in 1959.

Descriptive survey research design was used in the study. The target population was 50 Head teachers in 50 public Primary Schools, 700 SMC members in Public Primary Schools and 3 ZQASOs in Suba-West division. A total of 263 respondents were sampled for the study comprising of 25 head teachers, 210 SMC members and 3 ZQASOs, simple random sampling technique was used to sample the respondents for the study. Questionnaires and an interview guide were used as instruments for data collection. Data was then analyzed by the use of descriptive statistics and presented as tables, pie charts and bar graphs using statistical package for social science (SPSS) software.

The findings: that SMC motivated teachers through rewards to boost KCPE performance in their schools. Recognition by SMC to teachers’ effort was found to influence pupils’ performance in KCPE. Schools where SMC had good relations with the teachers posted better results than those with poor or below average relations.

The conclusions of the study: that school management committees are important in influencing KCPE performance in their schools. These SMCs have different ways of boosting KCPE performance at their disposal and the most used is rewarding teachers materially and KCPE performers in order to encourage them. The study concludes that there is a shortage of teachers in Suba-West. Recognition of teachers just like any other employee is critical. SMCs seem to realize this and they have prioritized teacher relations in their activities to improve KCPE performance in their schools.

The recommendations: that school management committees should continue playing their role in improving KCPE performance of their schools. The SMCs should also add the number of approaches they use to achieve this goal. This study recommends that the government through the Ministry of Education should consider posting more teachers to Suba-West in order to address the teachers’ shortage in the area. Education stakeholders like the parents, SMCs and educational officers in Suba-West should recognize and appreciate the effort of teachers in improving KCPE performance by rewarding them materially.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Management is the process undertaken by an individual or more individuals to coordinate the activities of others in order to achieve predetermined organizational goals. Management comprises of planning, organizing, staffing, directing, leading and controlling of one or more people or entities for the purpose of accomplishing a goal. Management often embraces determining the long range goals of an organization, designing and developing the objectives, or short range goals and determining both the human and material resources required for the attainment of the predetermined goals. It therefore sets both the ‘means’ and the ‘ends’ in an organization (Okumbe, 1998). School management committees (SMC) play a very important role in determining the goals and strategic plans of the schools which result into achieving high academic performance. School Management Committees also acquire both human and material resources which are very vital aspects in teaching and learning activities and they also create a link between the local communities and the schools hence enhancing conducive atmosphere for learning (Dean, 1995). The SMCs help to enforce discipline in pupils and teachers which is a key factor to better KCPE performance.

In Britain, the Conservative party’s manifesto for the 1987 national election contained proposals for four major reforms each of which has implications on the management of schools and a shift in the centralization – decentralization continuum towards self-management. This entailed a national core curriculum, control over school budget to be given to governing bodies and head teachers of all secondary schools and many
primary schools within five years, increasing parental choice by fostering diversity and increasing access and allowing state school to opt out of Local Education Authority (LEAs) control with grants from the national government being made directly to the school. School management committees then allocate the resources according to the needs at the school level (Caldwells and Spinks, 1998).

The British Education reform Act 1988 gave way to greater devolution of power to individual governing bodies. The school managements play a great role in determining the overall policies in primary schools and leave the day to day administration of every school to the head teacher. The general responsibilities of the school governors in Britain include the establishment of the educational needs and priorities of the school, allocation of funds to meet educational needs, the detailed deployment of resources, monitoring of the impact of decisions taken and evaluation of the effectiveness of programmes undertaken (Cave and Wilkinson, 1990).

In the United States, Public Education is a state responsibility. According to Dupuis, Musial, and Hall (1994) public schools are organized into direct schools which have similar purposes. However, a substantial level of community control has been achieved with the creation and empowerment under state law of locally elected school boards, which have the responsibility for schools in a district subject to state laws and regulations. They said that the functions of school boards in the United States include employing and paying teachers, providing revenue for schools, determining educational programmes and lastly, levying taxes in support of education.

Research carried out in Nigeria by Francis et al. (1988) shows that parents and communities play a vital role in primary education through their support for
construction, maintenance and management of schools. The findings show that the mobilization and management of the necessary human and material resources to ensure children receive appropriate and quality basic education is a complex challenge that requires collaboration of many partners among them community leaders which compose SMCs. In Nigeria each school has a committee made up of committed and respected members of the community with the head teacher as the secretary. These members’ participation is aimed at boosting a positive academic performance at the end of the primary course.

Educational management in Kenya’s Primary and Secondary schools is the responsibility of the school management committees (SMCs), The Board of Governors (BOGs) and the institutional head teachers (Education Act, 1968). The Kamunge Report (1988) recommended that members of the SMCs be appointed from among the persons who have the qualities of commitment, competence and experience. The committee would manage and develop primary schools and ensure the maintenance of school traditions and high standards of education and discipline.

The dominance of powerful and influential members of the SMCs affects other members’ participation, involvement and sense of ownership negatively. The influx of learners in schools due to the declaration of Free Primary Education (FPE) by the NARC government in 2003 resulted into acute understaffing in public primary schools leading to employment of teachers who had either little or no training at all (Kikechi, et al, 2012). This impacted negatively on the KCPE performance.

The SMCs should provide extrinsic motivators like benefits, promotions which inspire workers to achieve at higher levels. Intrinsic motivators are always
accompanied by a more positive impact on desired outcomes such as persistence, performance and productivity which are very vital in boosting students’ KCPE performance. According to Nyantika (1996) poor performance in KCSE in Magombo Zone of Nyamira District was due to lack of rewards for teachers and students to boost their morale.

Motivation of teachers has become a global concern. A study by Atkinson, Burgess, Croxson, Gregg, Proper, Scatter and Wilson (2004) on the impact of performance-related-pay for teachers in England revealed that teachers who were under an incentive payment programme increased their value addition by almost half a General of Education (GCE) grade per pupil compared to teachers who were not in the programme. In Israel, the same scholars noted improved pupils achievement in a tournament scheme which rewarded individual teachers according to pupil’s attainment.

Most of the pupils in public primary schools of Suba-West division either drop out or join the District Day Secondary schools in the neighbourhood of their primary schools (Divisional Education Office, 2012). The SMCs have not coordinated and supervised well the provision of necessary learning materials like textbooks, furniture and classrooms. Most of the SMC members are ignorant of their roles as far as academic matters are concerned since the majority of them is either semi-literate or illiterate and are unable to make appropriate decisions which can translate into better KCPE results (Migori District Education office, 2012). The KCPE analysis mean scores per division in the last five years is shown in Table 1.1.
Table 1.1 KCPE Mean scores in Migori District (2007-2011)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Suba-West</th>
<th>Suba-East</th>
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<tbody>
<tr>
<td>2007</td>
<td>233.8</td>
<td>254.3</td>
</tr>
<tr>
<td>2008</td>
<td>231.3</td>
<td>245.5</td>
</tr>
<tr>
<td>2009</td>
<td>209.0</td>
<td>249.4</td>
</tr>
<tr>
<td>2010</td>
<td>218.1</td>
<td>247.3</td>
</tr>
<tr>
<td>2011</td>
<td>224.0</td>
<td>244.9</td>
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Source: DEO’s office 2012

The mean scores for Suba-West division have been lower than Suba-East in the last five years as indicated by Table 1.1. Studies on motivation have not been exhaustively done in Suba-West division. Even though there are a number of factors affecting KCPE performance, this study was meant to investigate motivational practices affecting KCPE performance in Sub-West Division.

This study therefore assessed influence of motivational strategies on KCPE performance in Public primary schools of Suba-West Division in Migori District. Kutwa (2012) indicated that there was an improved KCPE performance in Nandi County’s 2011 results particularly Terik zone due to the co-operation between school administration, teachers, SMCs, parents and pupils. The lunch programme was made mandatory for standard seven, eight and Early Childhood Education classes in different schools within the zone. This made the pupils to use the available time to study and their concentration in class to increase. (Retrieved from http://tepadkenya.org/index.php? Kutwa, 2012). Andiva (2007) and Osibwoga (2009)
recommended a study on effects of motivation of teachers on pupils’ performance in KCPE.

1.2 Statement of the Problem

The Education Act (1968) vests the responsibility of management of primary schools on school committees and recognizes the SMC role in mobilizing local support to provide school buildings, furniture, land and teachers’ houses. The SMCs despite being given the priority to manage the schools by the government have in the past failed to discharge their roles in order to boost KCPE performance (Lockeheed, 1994). Suba-West division, since 2007 has been performing poorly in KCPE as compared to the neighbouring Suba-East division in the district. The KCPE results in the division have been less than the average 250 marks for the last five years.

The government has been organizing workshops in order to equip SMC members with the required knowledge to enable them manage the schools effectively. It has also recommended that the SMC members possess minimum form four academic qualifications, Koech 1999 Report (Republic of Kenya, 1976).

A study by Osibwaga (2007) made an observation that, work with clearly spelt out tasks was motivating while Leshao (2008) noted that, a heavy teaching load had effect on teacher motivation affecting students’ performance. Studies have been done in other places on motivation and KCPE performance but not particularly in Suba-West division and hence this study on influence of SMCs’ motivational practices on KCPE performance in public primary schools of Suba-West Division, Migori District.
1.3 Purpose of the Study
The purpose of this study was to investigate the influence of school management committees’ motivational practices on KCPE performance in public primary schools of Suba-West division, Migori District.

1.4 Objectives of the Study
The study was guided by the following objectives:

i) To identify monetary incentives used by SMCs to boost KCPE performance in their schools.

ii) To determine how working conditions for teachers influence pupils’ KCPE performance.

iii) To establish how recognition of teachers by SMCs influences pupils’ KCPE performance.

iv) To determine the challenges facing SMCs on students’ KCPE performance.

1.5 Research Questions
The following research questions were addressed so as to achieve the objectives of the study:

i) Which are the monetary incentives used by SMCs to boost KCPE performance in their schools?

ii) How does working conditions affect teachers’ performance in Suba-West Division?

iii) How does recognition of teachers by the SMCs influence pupils’ performance in KCPE?
iv) What challenges face the SMCs that influence students’ KCPE performance?

1.6 Significance of the Study
The findings of this study may be beneficial in a number of ways. First, the findings may provide information to assist the District Education Boards (DEBs) or Municipal Education Councils (MECs) in streamlining the management of public primary schools to enhance KCPE performance. The study may help the SMCs to lay down strategies meant to improve KCPE performance. The Ministry of Education may use the findings to formulate guidelines on how to make SMCs more effective in public primary school management. The study may enable Kenya Education Management Institute (KEMI) formerly known as KESI to come up with new courses for SMCs to enhance their administrative skills.

1.7 Limitations of the Study
The study was challenged by unwillingness of respondents to respond to the questionnaires and to counter this, the researcher explained to participants the importance of the study and the confidentiality of the information provided. The study was only done in a small division in the country hence this limited generalization of the findings to other divisions in the country.

1.8 Delimitation of the Study
The study was concerned with the influence of SMCs towards KCPE performance in public primary schools in Suba-West Division. The proposed study was therefore confined itself to 700 SMC members, 50 head teachers and 3 Zonal Quality Assurance
and Standards officers (ZQASOs) since they were directly involved in managing and supervision of public primary schools.

1.9 Basic assumptions of the Study

The study assumed that:-

a) All schools have SMC.

b) All public primary schools’ SMC members would be aware of how to motivate teachers.

c) All public primary schools SMCs had adequate information on factors leading to poor KCPE performance in their schools.

d) The study also assumed that all head teachers, ZQASOs in the sampled schools, zones and SMCs had knowledge on motivational practices that could improve KCPE performance.

1.10 Definitions of Significant Terms

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

Challenges refer to obstacles that threaten performance.

Influence refers to power that affect character, beliefs, and actions.

Motivational practices refer to general class of drives, desires, needs, wishes and related factors which mobilize behaviour towards realization or satisfaction.

KCPE Performance refers to the measure towards a set standard or the act or process of performing a task at the end of 8 year course in a primary school.

Recognition refers to appreciation or acknowledgement of an individual.

School management committee refers to a management body in-charge of public primary school.
Working conditions refers to an environment and aspects of an employee’s term and conditions of employment.

Monetary incentive refers to a financial gain a person acquires after performing a certain task.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one comprises of the introduction which have the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definitions of the significant terms and organization of the study.

Chapter two discusses literature review related to the motivational practices of SMCs on KCPE performance in public primary schools. The chapter discusses the related studies on motivation and performance, challenges facing SMCs in performing their roles, theoretical framework and conceptual framework. Chapter three describes the research methodology used including research design, target population, sample size and sampling techniques, instrumentation, validity and reliability of the instruments, data collection procedures and data analysis techniques. Chapter four focuses on data analysis and interpretation while chapter five contains a summary of the study, research findings, conclusion, recommendations and suggested further research.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Literature review focused on the monetary incentives, working conditions, recognition, supervision and challenges facing SMCs in performing their roles, theoretical framework and conceptual framework for the study.

2.2 KCPE performance

In Kenya, primary level of education is measured by Kenya Certificate of Primary Education. Pupils undergo eight-year course and at the end of it the candidates are exposed to KCPE which is tested nationally. The examinations are used to place the learners in secondary level of education which in turn is used to place candidates in the training colleges and universities. Therefore KCPE is a very important component in education system. Somerset (1973) as quoted by Kibui (1995) referring to the examination system in Kenya, reaffirmed the importance of the role played by the Primary education determines the whole destiny of a child. This was because; if a child passed the examinations he got a chance of ultimately securing a job where his income would be higher than for those with no formal education.

2.3 Monetary Incentives as Teachers’ motivators

The source of motivation is both intrinsic and extrinsic. According to Hacket (1998), intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in the activity since they know the results they will get will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are
provided by the management in order to encourage workers to perform tasks. Nzuve (1999) opined money as the most obvious example of an extrinsic reward and that for money to motivate; it has to assume a relationship between performance and rewards. Organizations should therefore be careful about the use of money as a motivator.

Motivation as a concept represents a highly complex phenomenon that affects and is affected by a multitude of factors in the organization. To understand how workers are motivated, a number of theories have been advanced. These include instrumentality, content and process theories. Instrumentality theory was advanced by Taylor (1911) and advocated that it was impossible to get workmen to work much harder unless they were assured of a larger and permanent increase in their pay (Armstrong, 2001). The theory is based on the principle of reinforcement and the rationale for performance related pay for workers, though an ineffective motivator. Okumbe (1998) describes content theories as those whose close concern is to identify the needs and drives that people have and how these are prioritized.

Abraham Maslow (1954) advocated for the Hierarchy of needs theory, which argues that needs exist in a hierarchy of five levels; physiological, safety, social, self-esteem and self-fulfillment the higher level. The Two-factor theory belongs to this category and is also referred to as the motivation-hygiene theory advanced by Fredrick Herzberg (1965). Process theory also referred to as cognitive theory emphasizes on the psychological process or forces that affect motivation as well as basic needs. The process theory is best explained expectancy, goal setting and equity theories.

Expectancy theory was brought forward by Victor Vroom (1964) and developed Peter and Lawler (1968). The theory advances that there must be a link between effort
(motivation) and reward, and that reward should be achievable and of value (worth) to a person (Armstrong, 2001). This implies that when efforts and rewards are sustained performance will be enhanced.

Hacket (1998) notes that if money is to motivate it should be felt to be fair in relation to both work done and other people doing the same work. The absence of fairness may lead to low output resulting from employees’ absenteeism, or withdrawal of their labour.

2.4 Recognition of Teachers’ efforts in KCPE performance

According to Cole (1996), recognition is a reality despite one’s age and educational level. He stressed that recognition must be sincere, and need to be based on above average performance. Recognition is also accompanied by responsibility and power. This implies that people with responsibility need to work hard for their efforts to be seen and respected. Fry and Tweedie (2003) noted that, low teacher morale threatened the achievement of EFA goals in Malawi, Papua, New Guinea and Zambia since teachers were increasingly shown less respect. In Kenya the same scenario was also noted from a survey done about teachers’ pay, that there was less satisfaction with the procedures for recruitment and recognition of work well done (Daily Nation 2009, July 21st).

Goal setting theory was developed by Latham and Locke in 1979 and stated that motivation and performance are higher when individuals have set specific goals. The goals need to be difficult but achievable and that performance will be assured when feedback is given. Equity theory was refined by Adams (1965). The theory is concerned with the perceptions people have about how they are being treated in
relation to others in the workplace (Okumbe, 1998). The theory argues that people will be better motivated if they are treated equitably and de-motivated if they are treated inequitably in such areas as in pay, promotions and status when their input and output is the same.

Kimeli (2005) studied the relationship between motivation of science teachers and KCSE performance in Marakwet district. It was noted that the more motivated the teacher was, the higher the student's performance in Science. Wekesa (1993) in Chapman (1983) in Andiva (2007) noted that in Jamaica elementary schools whose performance was high had satisfied teachers who felt that their school was held in high regard by the community and received appreciation and support from parents. The same teachers also assigned more importance to recognition by administrators and supervisor.

Wamalwa (2006) in his study on the impact of globalization on performance management in the manufacturing industries in Kenya noted the importance of employee relations at work. It was observed that companies which place high value on employee relations benefit because their workforce is highly motivated to expand their best efforts. In this respect, employees expect to be treated fairly and to be recognized for their achievements. The relationship between the employer and the employee provides a co-operate culture which serves as a benchmark of the standards of performance among employees. The management needs to provide a clear guidance on attendance, punctuality and concern about the quality of work. The study also noted the importance of the empowerment of employees as a tool of enhancing
commitment and performance as opposed to organizations that get people to work to avoid punishment.

Osibwaga (2007) made an observation that work that has clearly spelt tasks and allows decision making was motivating. A study done in the United Kingdom by the Accel team (2006) on A level pupils taking physical education, revealed that performance is depended on the level of arousal and motivation. It was noted that novices in sports did not perform well under pressure due to ill-learned techniques and unacceptable habits in sports. Experienced Athletes performed better under pressure due to their superior skills and the use of stress management techniques. Tangible rewards (Medals and money) were given sparingly to avoid a situation where winning a prize would be important than competing well. Intangible rewards (praise and recognition) encouraged the athletes to repeat the behavior which earned them the reward.

2.5 Supervision in KCPE performance

According to Ayuo (2006), communication is an important tool in supervision. She noted that unclear language, inability of the receiver to listen to the message and poor means of passing the message as a de-motivator. Peoples' attitude and behaviour are influenced by communication from the supervisor.

Motivation is the key to performance improvement. The Accel team (2006) appreciate an old saying that "you can take a horse to the water but you cannot force it to drink; it will drink only if it's thirsty and so are people”. People will do what they want to do or are motivated to do either by themselves or through external stimulus. Performance is a function of ability and motivation.
In Ghana, close supervision and team building efforts led to improved service output and the motivation to serve in rural health care centers. Kimeli (2003) saw effective communication as a tool of coordinating the achievement of objectives which give employees satisfaction. When administrative support is coupled with communication, teachers individual performance is enhanced and in turn students’ performance. Wamalwa (2006) noted the importance of employee relations at work. He observed that where proper communication tools are developed, employees can access more abundant, higher quality information and can communicate more effectively with management, resulting to higher performance in the work place. In view of this, the setting of goals and achievement of tasks can be enhanced when the working relations at work are cordial.

2.6 Teachers’ working conditions in KCPE performance

Kitogo (2009) observed that in Tanzania standard seven final examinations were poorly done due to lack of motivation of teachers and poor teaching and learning environment. It was noted that teachers living in rural areas led a pathetic life, a factor which demoralized them despite their professional qualification. The classrooms were also overcrowded which made it difficult for teachers to attend to pupils’ academic needs.

Ofoegbu (2004) in his study on teachers, motivation in Nigeria observed that, teachers' motivation has to do with teachers' attitude to work. It has to do with teachers’ desire to participate in the pedagogical process within the school environment. He further noted that the teachers’ teaching activities may dilute or enhance students’ performance depending on the degree of congruency with
classroom practices and school environment. In this case, the working conditions have a role to play in teachers' motivation and the subsequent performance of the learners.

Herzberg (1965) in the Accel team (2006) carried an elaborate motivation study on 31,000 men and 13,000 women in Minneapolis Gas Company from 1945 to 1965. The study sought to determine the potential desires of a job from the employees. The result revealed that both groups considered security as the most important desire. The others were advancement, the type of work, company (pride of working in it), pay benefits and working conditions was given low rating by both groups. This was contrary to the common belief of perceiving money as a prime motivator.

Mathauer & Imhoff (2003) in liaison with a Germany Technical team carried a study on motivation of Health workers in 18 sub- Saharan African countries. The study was provoked by a high migration of highly skilled staff from the health sector. Most African countries had the challenge of improving staff performance and staff retention. The study recommended the use of non-financial incentives on the staff after noting that even with adequate salary; the health workers were not motivated. In Zambia the introduction of refresher training for medical staff led to a high retention rate while in Mali staff was motivated by being given greater responsibility and being held accountable for their work.

Herzberg (1965) observed that the feeling of unhappiness at work may not be the job itself but the conditions that surround the doing of the job. He referred to these conditions as hygienic factors. In schools these factors include good toilets, subsidized meals, comfortable furniture, television sets and newspapers. It also includes psychological environment with supportive members of staff and cooperative
students. Andiva (2007) noted that 10% of her respondents were happy with the working conditions, while Osibwaga (2007) observed 50% dissatisfaction with various school facilities by teachers and hence low morale towards work.

Sogomo (1993) in Kimeli (2003) noted that, the working environment and quality of life of the Kenyan school administrator need to be improved. He stated that, this can be done by directing efforts to reduce causes of de-motivation at work, such as the school facilities, lack of recognition and stagnation in the same job group for a long time. All these scholars are in agreement that, the working environment should be comfortable and satisfying if results are to be realized.

**2.7 Challenges Facing SMCs in Performing their Role**

The SMCs are challenged in a number of ways. Some SMCs are dominated by the powerful or influential members hence there is less participation, less involvement and little sense of ownership among SMC members. In such SMCs the achievement of development plans is not effective leading to the gap between the parents and school administration which results into academic drawback. This dominance by influential members calls for rigorous community mobilization that creates awareness, demand and will for community participation.

With the declaration of FPE, SMCs are finding it hard to convince parents to fund essential amenities that cannot be provided by the government. Lack of these amenities make the students lead to poor KCPE performance. Due to the introduction of FPE there is high influx of pupils to public schools leading to escalating indiscipline among pupils posing a great challenge to SMCs. The large enrolment in public schools results to scarce learning resources which adversely affect KCPE
performance. It also faced understaffing of schools since the government was unable to employ more teachers to take care of increased number. This has forced SMCs to look for other ways of employing teachers to teach who either have little or no training at all.

According to a study carried out by Paul and Kwame (2007) on teacher motivation, it argued that working in rural schools is more difficult and thus more demotivating than in urban schools due to poor living and working conditions. Due to some noted challenges SMCs are unable to discharge their roles effectively in order to boost KCPE performance in Suba-West division. This prompted the researcher to carry out the study so as raise the standards of KCPE performance in the division.

2.8 Summary of Literature Reviewed

Literature reviewed on the concept of motivation addresses motivational theories in relation to teachers’ efforts at work. These theories address concepts on instrumentality, content and process as advanced by various scholars. In addition, literature has also been reviewed on the relationship between motivation and performance giving global, regional and Kenyan scenarios. Lastly, it reviewed literature on challenges facing SMCs in performing their role. Wamere (2006) carried out a study on motivation related factors that affect teacher performance in secondary schools in Kilifi. This study sought to establish influence of SMCs’ motivational practices on KCPE performance in public primary schools of Suba-West division, Migori district.
2.9 Theoretical Framework

This study was based on the Role Theory advanced by Goffman who in 1959 suggested that human behavior is guided by expectation held both by the individual and by other people. The expectations correspond to different roles individuals perform in their daily lives. It continues to explain that individuals have and manage many roles and that roles specify what goals should be pursued, what tasks must be accomplished and what performances are required in a given situation. This theory contends that there are specific roles that a group or individual must perform in order for the organization to achieve its goals. But when role expectations are low or mixed, then this may lead to role conflict, role confusion and role ambiguity.

Role conflict results when an individual encounters tensions as the result of incompatible roles while role confusion is a situation when an individual has trouble determining which role he/she should assume. For instance, the SMC experience role conflict and role confusion since they are not expected to interfere with the running of school yet they are school managers who should manage the school towards academic excellence. The SMCs also experience role ambiguity which is a lack of understanding about the rights, privileges and obligations that a person has for doing the job. This role ambiguity occurs when roles are inadequately defined or are substantially unknown because people are not sure how they should act in certain situations.

When people fail to get a clear understanding of their rights, privileges and obligations role ambiguity emerges in an organization. The SMCs role in management does not clearly show how their activities in school support KCPE performance,
which is the core business of the primary school. In the Goffman’s theory, where role conflict and role ambiguity exist, job satisfaction and commitment are likely to decline. This explains the scenario where the SMCs, though legal entities are less involved in school effectiveness which is a pre-requisite for an excellent school academic performance.

2.10 Conceptual Framework

Conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. It assists a researcher to organize his thinking and complete an investigation successfully (Kombo and Tromp, 2006). Figure 2.1 displays the relation between motivational practices influencing teaching-learning process leading to KCPE performance.

![Conceptual Framework Diagram]

Figure 2.1: Conceptual Framework
In this study, the SMCs are expected to play their roles effectively so as to achieve schools’ intended goals, the Education Act (1968). The teacher is perceived to experience motivational strategies which contribute to either high or low KCPE performance. Porter (1968) advances that there must be a link between effort (motivation) and reward, and that the reward should be achievable and of value (worth) to a person (Armstrong, 2001) The SMCs which are the legal management bodies of public primary schools should set up strategies that support teaching and learning such as recognition, working conditions, supervision and monetary incentives. SMCs should also motivate teachers by ensuring that they participate in goal setting and helping them achieve goals through lesson plans, schemes of work and participative decision making. The productivity of teachers will depend on their level of motivation and consequently the achievement of the pupils.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter describes the procedures that were followed in conducting the study. The chapter describes the research design, target population, sample size and sampling techniques, research instruments, validity of instruments, reliability of instruments, data collection and data analysis techniques.

3.2 Research Design
This study used descriptive survey design: Mugenda and Mugenda (2003) explain that descriptive survey design determines and reports the way things are. Descriptive survey design attempts to describe such things as possible behaviors, attitude, values and characteristics while Best and Khan (2001) explains that a descriptive survey is concerned with conditions of relationships that exist, opinions that are held, and processes that are going on, effects that are relevant or trends that are developing. The design is basically concerned with the present, although it often considers past events and influences as they relate to current conditions. From the above explanations, a descriptive survey design was suitable to the proposed study since it aimed at assessing the current situation regarding the contributions of SMCs towards KCPE performance of public primary schools in Suba-West Division and would make recommendations on how the SMCs can help to improve KCPE performance standards of primary schools.
3.3 Target Population

Mugenda and Mugenda (2003) describes target population as the population to which a researcher wants to generalize the results of a study and should be defined according to the purposes of the study. This study was conducted in Suba West Division of Migori District. The division has a total of 50 public primary schools. The target population of the study comprised of 50 head teachers in public primary schools, 700 SMC members in public primary schools and 3 ZQASOs (Divisional Educational office 2012).

3.4 Sample Size and Sampling procedures

Sampling is the act, process or technique of selecting a suitable sample for the purposes of determining the characteristics of the whole population.

Koul (1990) stated that the simplest and most common system of allocation of sample units among strata is in proportion to size of the strata. (Kombo and Tromp, 2006) stated that stratified random sampling involves dividing your population into homogeneous subgroups and taking a simple random sample in each subgroup. The sample is selected in such a way as to ensure that certain subgroups in the population are represented in the sample in proportion to their number in the population.

Kombo and Tromp, (2006) defines a sample as a set of respondents (people) selected from a larger population for the purpose of study. Thus, a sample is a small proportion of a population for observation and analysis and is chosen in a systematic way.
The Table 3.1 shows a summary of the target population and sample size, which was considered in the study.

**Table 3.1: Target population and Sample size**

<table>
<thead>
<tr>
<th>Population</th>
<th>Target population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public primary schools</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>Primary head teachers</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>SMC members</td>
<td>700</td>
<td>210</td>
</tr>
<tr>
<td>ZQASOs</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>853</strong></td>
<td><strong>263</strong></td>
</tr>
</tbody>
</table>

Schools were stratified on the basis of KCPE performance results. Thus, the study sampled 10 schools in each zone based on the best performing schools and least performing schools so that the three zones were represented by the samples of best and least performing schools Mugenda and Mugenda, (2003) recommend a 50% of the target population to be used. Simple random sampling was used to select the respondents. Sampling was purposively done on assumption that these particular samples of the population would give the best information on issue under study.

**Selection of schools**

In this study, there were 50 public primary schools targeted, 50% of the target population was used which was 25 schools as recommended by Mugenda and Mugenda (2003). Schools were stratified on the basis of KCPE performance results. Thus, the study sampled 10 schools in each zone based on the best performing schools.
and least performing schools so that the three zones were represented by the samples of best least performing schools

**Selection of Head teachers**

For the purpose of this study, the researcher selected 50% of the head teachers of the already selected public primary schools.

**Selection of SMC members**

Given that there are 700 SMC members in the division, the researcher sampled 30% of them as respondents giving 210 SMC members. According to Best and Khan (2004), 30% of the target population is enough for the assumption that these particular samples of the population would give the best information on issue under study.

**Selection of ZQASOs**

100% of the ZQASOs were selected by the researcher since the ZQASOs were only three in the division.

**3.5 Instruments for the study**

The researcher designed the questionnaires for the head teachers and SMC members and interview schedule guide for ZQASOs to collect the data. Self-completion questionnaires with closed ended and open ended questions were developed.

**3.5.1 Questionnaires**

Questionnaires were used to gather data because they have the ability to collect a large amount of information in a reasonably quick space of time, Orodho (2004).
Head teachers’ Questionnaire

The questionnaire had three parts. Part I comprised of background information of the head teacher such as gender, age, professional qualification, teaching experience, total population of the school, number of teachers, school’s mean score, head teacher’s contribution for the mean score and number of students who qualified for different categories of secondary schools. Part II comprised of ten items for five point Likert type scale seeking the views of the head teachers on the level of involvement of school management committees in school administration. Part III comprised of structured and semi-structured questions meant to illicit responses of head teachers in order to get the views on the contributions of the SMCs on KCPE performance and the challenges SMCs face.

SMCs Questionnaire

The questionnaire had two parts. Part I comprised of the background information about the SMC member such as gender, age, occupation, level of education and sub-committee in which he or she belongs. Part II had structured and semi-structured questions meant to illicit responses of SMC member on the influence of school management committee members on school’s KCPE performance. Such activities that directly support KCPE performance like discussion of KCPE results with teachers, motivation of teachers and pupils and monitoring of pupils’ progress records.

ZQASO Interview Guide

An interview guide was designed to collect data from the ZQASOs since makes possible to obtain data required to meet specific objective of the study, Mugenda and Mugenda (1999). It contained open ended items to allow the ZQASOs to give their
perception on SMCs’ contributions towards KCPE performance and the challenges they encounter in relation to KCPE performance.

3.6 Validity of the Instrument

Validity is defined as how much a measuring instrument measures what it is intended to measure (Straight et al., 1993). The research instruments in this study were validated through the application of content validity procedures. Moses and Kalton (1997) asserted that content validity is a subject of judgments by a team of experts. The researcher included appropriate and adequate items in the questionnaires relevant to research questions. The researcher consulted supervisors who are experts in research to validate the instruments.

3.7 Reliability of the Instruments

Reliability is the degree of consistency that the instrument or procedure demonstrates whatever is measurable (Bryman and Bell, 2003). For the purpose of reliability, the test-retest method of reliability was appropriate for the study. The instruments were administered for the first time then after a period of two weeks the same instruments were administered again among the same respondents. Scores from both testing periods were correlated. A co-relation co-efficient was computed by use of the spearman rank order co-relation. Elifson (1990) expressed $r$:

$$ r = \frac{1-6 \sum D^2}{N(N-1)} $$

When the value of $r$ is equal to +1.00 the sets are in perfect agreement and is -1.00 when they are in perfect disagreement. A co-relation co-efficient ($r$) of about 0.75 is considered high enough to judge the reliability of the instrument (Orodho, 2004). In
this study a co-relation co-efficient of 0.73 was realized which was a high degree of reliability of the instruments.

3.8 Data Collection Procedures
The researcher obtained a research permit from the National Council for Science and Technology before embarking on the study. The researcher then made appointment with head teachers of the schools. On arriving to the school, the researcher explained the purpose of the study to the respondents. Best and Khan (1987) explains that the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and the meaning of items that may not be clear. This is the reason why the researcher administered the instrument in person. The researcher assured the respondents of strict confidentiality in dealing with the responses. Ample time was given to the respondents to complete the questionnaires after which they were collected. This procedure was appropriate because the respondents were easily accessible.

3.9 Data Analysis Techniques
Analysis of the data collected was based on the purpose and the objectives of the research study. Quantitative data derived from demographic sections of the questionnaires and other closed questions were analyzed using descriptive statistics, which involved frequencies and percentages. Tables, pie charts and bar graphs were used to present data. Qualitative data generated from open ended questions in the research instruments were organized in themes and patterns, categorized through content analysis and then tabulated. Data from the interview were coded and then tabulated in frequencies and percentages. The data was analyzed using the Statistical Package for Social Sciences (SPSS) software.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The focus of this chapter is to report, analyze and discuss data findings collected for this study. The chapter is divided into five parts. Part one presents information on the questionnaire return rate by respondents. Part two contains information on the demographic data of the respondents followed by interpretation of monetary incentives used by SMCs to boost KCPE performance in their schools, how working conditions for teachers influence pupils’ KCPE performance, how recognition of teachers by SMCs influence pupils’ KCPE performance and the challenges facing SMCs on pupils KCPE performance. The data is reported, analyzed and presented using frequencies, tables, pie charts and bar graphs.

4.1.1 Questionnaire Return Rate

This study had a sample size of 263 respondents. The sample size comprised of 25 primary school head teachers, 210 SMC members and 3 ZQASOs. The overall response rate was 207 which translate into 91.6% of the targeted sample. Table 4.1 presents Questionnaire Response Rate.

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample size</th>
<th>Response (f)</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary head teachers</td>
<td>25</td>
<td>22</td>
<td>88%</td>
</tr>
<tr>
<td>SMC members</td>
<td>210</td>
<td>182</td>
<td>86.7%</td>
</tr>
<tr>
<td>ZQASOs</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>263</td>
<td>207</td>
<td></td>
</tr>
</tbody>
</table>
As shown in Table 4.1, an average response rate of 91.6 was obtained which was deemed for the study. According to Babbie (2002), a response rate that is above 50% is appropriate to make conclusions.

4.2 Head Teachers’ characteristics

Under this section, the researcher tested on gender, age bracket, professional qualification and teaching experience of the head teachers

4.2.1 Gender representation

The head teachers were asked to indicate their gender. Gender refers to one’s position as a male or female and its influence on KCPE performance. This would help the researcher to assess if different genders have different approaches to administrative issues influencing KCPE performance. The findings are presented in Figure 4.1

![Figure 4.1: Distribution of Head Teachers by Gender](image)

Majority of head teachers, 21 out of 22 (95.5%) were male as compared to one, 4.5% who were female. This shows gender disparity in Suba West is widespread where
leadership positions are dominated by male teachers. These results are contrary to the earlier studies by Okumbe (1992) which revealed that the percentage of female teachers was higher than male in the teaching profession since women considered family related factors as the most important in deciding to leave or remain in the profession.

4.2.2 Age of head teachers

The head teachers were asked to indicate their age bracket. This would assist the researcher to establish if age contributes to KCPE performance. The data is presented in Table 4.2

Table 4.2: Head Teachers Distribution by Age

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-35 years</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>36-40 years</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>41-45 years</td>
<td>8</td>
<td>36.4</td>
</tr>
<tr>
<td>46 years and above</td>
<td>12</td>
<td>54.5</td>
</tr>
</tbody>
</table>

Total                  | 22        | 100.0   |

Majority of the head teachers (54.5%) were 46 years and above. Head teachers in the age bracket of 41-45 years were 36.4% while 4.5% of the head teachers were in the age brackets of 36-40 years and 31-35 years respectively. According to UNESCO (2004), the age of a teacher is important as it provides the general measure of amount of experience that one has in the profession assuming that the period given is the one
spent by the teacher in the profession. This has an advantage to the learners because they are taught by experienced teachers which would result into good KCPE performance.

4.2.3 Head teachers’ professional qualification

Head teachers were asked to state their professional qualifications. This would enable the study to establish if head teachers’ professional qualification could influence KCPE performance. The findings are presented in Table 4.3

Table 4.3: Head teachers’ Professional Qualification

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT1</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>P1</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>ATIV</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>ATIII</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>GT1</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>GT2</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>B.E.D</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Most of the head teachers were P1 (31.8%) and ATI (27.3%). Those who were ATIV were 18.2% while GT1 were 9.1%. The rest of the head teachers were distributed equally in ATIII, GT2 and B.E.D with 4.5% each. This finding indicates that all head teachers were qualified to head their schools. This agrees with Mutai (2003) who states that for effective school management, promotion of teachers to a position of responsibility should be pegged on having undergone through a pre-service training.
4.2.4 Head teachers’ teaching experience

The researcher wanted to know head teachers’ teaching experience. This would assist the researcher to determine the influence of job experience on KCPE performance.

Head teachers responses were presented in Table 4.4

Table 4. 4: Head Teachers’ Teaching Experience

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-15 years</td>
<td>1</td>
</tr>
<tr>
<td>16-20 years</td>
<td>6</td>
</tr>
<tr>
<td>21 years and above</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

Majority of the head teachers (68.2%) indicated they have teaching experience of 21 years and above while 27.3% indicated 16-20 years. Only 4.5% of the head teachers had 11-15 years teaching experience. According to Choy and Fatts (1993), experience plays a great role in management which put other factors for higher KCPE performance.

4.2.5 Pupils’ population

Head teachers were asked to indicate the total population of pupils in their schools. This would help determine the teachers’ workload per pupil. The results are shown in Table 4.5
Table 4.5: Pupils’ Population

<table>
<thead>
<tr>
<th>Population Range</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>250 pupils and below</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>251-350 pupils</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>351-450 pupils</td>
<td>8</td>
<td>36.4</td>
</tr>
<tr>
<td>451-550 pupils</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>651-750 pupils</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>751-850 pupils</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>851 pupils and above</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Highest proportion of head teachers (36.4%) said their schools have a population of 351-450 pupils while 18.2% said they have 251-350 pupils. Those with 651-750 pupils and 751-850 pupils were 13.6% each while those with 451-550 pupils were 9.1%. Head teachers indicating they had pupils’ population of 250 and below and those indicating pupils population of 851 and above were 4.5% each.

4.2.6 Number of teachers

The researcher further wanted to know the number of teachers in each school. This would assist the researcher to assess the workload per teacher and its relation to KCPE performance. The results are presented in Table 4.6
Table 4.6: Number of Teachers

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 teachers and below</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>5-8 teachers</td>
<td>15</td>
<td>68.2</td>
</tr>
<tr>
<td>9-12 teachers</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>13 teachers and above</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the head teachers (68.2%) indicated that their schools have 5-8 teachers while 13.6% indicated their schools have 9-12 teachers and 13 teachers and above each. Only 4.5% of the head teachers said their school have 4 teachers and below. This shows that teachers in these schools are overworked hence no good working conditions which could result in high KCPE performance.

4.2.7 Schools’ KCPE mean scores

The head teachers were asked to indicate their schools’ mean score from 2007 to 2011. This help in determining the average number of candidates which join better secondary schools. The responses are presented in Table 4.7
### Table 4.7: Schools’ KCPE Mean Scores

<table>
<thead>
<tr>
<th>Mean Score (Points)</th>
<th>Year 2007</th>
<th>Year 2008</th>
<th>Year 2009</th>
<th>Year 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 points and below</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>151-160</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>161-170</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>171-180</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>181-190</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>191-200</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>201-210</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>211-220</td>
<td>10</td>
<td>5</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>221-230</td>
<td>20</td>
<td>20</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>231-240</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>241-250</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>251-260</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>261-270</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>271-280</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

Highest proportion of the schools (20%) had 221-230 points in 2007, 2008 and 2009 while 15% of the schools had 231-240 points and 251-260 points in 2010.

The head teachers were asked to explain the reasons for the performance of their schools. For schools that improved their performance, head teachers attributed the performance to a number of issues. They included dedication of teachers in their work, motivation of teachers and pupils by parents, pupils and teachers are being rewarded for good performance, good relationship between teachers and parents, a solid teamwork from teachers school management committee and parents and purchase of instructional materials.
Head teachers whose schools recorded poor or wavering performance attributed it to a number of issues too. Among the most cited by the head teachers include indiscipline among some pupils, lack of concern among parents, transitions of staff transfers, the fact that school committee and the teachers have not been working together, poor relationship between teachers and parents, lack of furniture and learning materials, understaffing, irregular admission of pupils and over-enrolment of pupils.

The researcher wanted to know the number of pupils that qualified for national, provincial and district schools in 2010 and 2011. This would assist in knowing the number of candidates which joined different categories of schools

**Table 4.8: Pupils Qualifying for National, Provincial & District Schools 2010**

<table>
<thead>
<tr>
<th>Number of pupils</th>
<th>National Schools</th>
<th>Provincial Schools</th>
<th>District Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 and below</td>
<td>0</td>
<td>40.9</td>
<td>40.9</td>
</tr>
<tr>
<td>6-10</td>
<td>0</td>
<td>18.2</td>
<td>31.8</td>
</tr>
<tr>
<td>11-15</td>
<td>0</td>
<td>0</td>
<td>13.6</td>
</tr>
<tr>
<td>16-20</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>21-25</td>
<td>0</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>26-30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31-35</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>36-40</td>
<td>0</td>
<td>0</td>
<td>4.5</td>
</tr>
<tr>
<td>41-45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>46 and above</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2010, most pupils qualified for district and provincial schools as illustrated by Table 4.8
Table 4. 9: Pupils Qualifying for National, Provincial & District Schools 2011

<table>
<thead>
<tr>
<th>Number of pupils</th>
<th>National Schools</th>
<th>Provincial Schools</th>
<th>District Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 and below</td>
<td>4.5</td>
<td>40.9</td>
<td>36.4</td>
</tr>
<tr>
<td>6-10</td>
<td>4.5</td>
<td>22.7</td>
<td>31.8</td>
</tr>
<tr>
<td>11-15</td>
<td>0</td>
<td>0</td>
<td>13.6</td>
</tr>
<tr>
<td>16-20</td>
<td>0</td>
<td>4.5</td>
<td>9.1</td>
</tr>
<tr>
<td>21-25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26-30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31-35</td>
<td>0</td>
<td>4.5</td>
<td>0</td>
</tr>
<tr>
<td>36-40</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>41-45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Most of the candidates qualified for district and provincial schools with 40.9% and 36.4% joining provincial and district schools respectively leaving the rest not in school.

Head teachers were asked to rate school management committees whether they are active or inactive in their schools. Figure 4.2 presents these results.
Figure 4. 2: Whether SMC active or inactive

Majority of the head teachers (72.7%) rated SMCs in their schools as active compared to 27.3% who rated them as inactive. This indicates how SMCs participate in mobilization of community resources to raise standard of education in the division.

4.2.8 Involvement level of SMC members in school administration

Involvement level of SMCs is the rate at which SMC members are given chance to participate in the school activities. In order to establish the level of involvement of school management committees in school administration and KCPE performance, head teachers were asked to rate a number of statements in regard to SMC involvement. 1 was poor, 2 below average, 3 average, 4 good and 5 was excellent. This would assist the researcher to assess if SMC involvement could influence KCPE performance. The results are presented in Table 4.10 in a descending order.
Table 4.10: Involvement of School Management Committees

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relations with the teachers</td>
<td>22</td>
<td>3.36</td>
<td>.658</td>
</tr>
<tr>
<td>Construction of school buildings</td>
<td>22</td>
<td>3.09</td>
<td>1.065</td>
</tr>
<tr>
<td>Relations with the parents</td>
<td>22</td>
<td>3.09</td>
<td>.750</td>
</tr>
<tr>
<td>Purchase of adequate books and equipment</td>
<td>22</td>
<td>3.09</td>
<td>.921</td>
</tr>
<tr>
<td>Motivation of teachers and pupils</td>
<td>22</td>
<td>3.05</td>
<td>1.046</td>
</tr>
<tr>
<td>Provision of furniture</td>
<td>22</td>
<td>3.05</td>
<td>.899</td>
</tr>
<tr>
<td>Monitoring KCPE performance</td>
<td>22</td>
<td>2.95</td>
<td>.950</td>
</tr>
<tr>
<td>Monitoring of pupils performance progress</td>
<td>21</td>
<td>2.90</td>
<td>.768</td>
</tr>
<tr>
<td>Giving rewards to the teachers</td>
<td>22</td>
<td>2.73</td>
<td>1.077</td>
</tr>
<tr>
<td>Awarding KCPE performers</td>
<td>22</td>
<td>2.59</td>
<td>1.141</td>
</tr>
</tbody>
</table>

Relations with the teachers, construction of school buildings, relations with the parents, purchase of adequate books and equipment, motivation of teachers and pupils and provision of furniture were rated as average. The rest that were rated as below average with the mean of below 3.00 included monitoring KCPE performance, monitoring of pupils performance progress, giving rewards to the teachers and awarding KCPE performers. Since the rate was just average between the mean of 2.59 to 3.36 this could have contributed to the poor KCPE performance in Suba-West Division. The below average rating of rewards to teachers and awards to KCPE performers could have worsened KCPE performance.

The head teachers were asked whether they have sub-committees of the SMC in their schools. This would help to show if there are sub-committees that could directly influence KCPE performance. Figure 4.3 presents these results.
Slightly over half of the head teachers represented by 11 head teachers (54.5%) were positive as compared to 10 head teachers (45.5%) who indicated they do not have sub-committees in the SMC. Those head teachers who indicated they have sub-committees of SMC were asked to name them and they include academic committee, construction committee, welfare committee, project management committee, standard improvement committee and ECDE tender committee.

The SMC members were asked whether there are sub-committees in school management committee. The findings are presented in Figure 4.9
There are Sub-committees in School Management Committee

Majority of the SMC members represented by 106 SMC members (58.3%) said no while 76 SMC members (41.7%) said yes.

Those who indicated there are sub-committees in SMC were asked to identify the sub-committees that they are members. Most of them cited that they are members of academic committee, co-opted members, execution sub-committee and health sub-committee while the overall chairman said he is not a member of any by virtue of his position as the chairman.

The SMC members were further asked to outline what these sub-committees are in charge of. Most cited include class representative, day to day activities in school, in charge of health of both pupils and teachers, instructional materials, learning standards, management of school projects, monitoring pupils progress, monitoring school performance and supervision role.
The head teachers were asked whether SMC members enquire of KCPE performance of the school on their own. This would assist to assess how much this could influence KCPE performance. These results are presented in Figure 4.5

![Figure 4.5: SMC Members Enquire of KCPE Performance on their Own](image)

Majority of the head teachers (59.1%) said yes while 40.9% said no. This encourages consultations for better KCPE performance.

When asked whether the school committees can assist in improving the school performance, all the head teachers (100%) were in agreement that indeed SMCs can improve school performance. They were asked to explain how SMCs can improve school performance. Among the most cited explanations on how to improve school performance were purchasing adequate instructional materials, awarding KCPE performers, being fully involved and also involving parents and other stakeholders, creating rapport between teachers and parents, monitoring pupils' progress, rewarding
teachers whose subjects excel in KCPE, motivating the well performing pupils and teachers and providing infrastructure or facilities.

The researcher sought to know whether head teachers discuss school performance with their committee members. This would assist the researcher to assess how SMCs improve KCPE performance. Their responses are presented in Figure 4.6

![Figure 4.6: Discuss School Performance with Committee Members](image)

Majority of the head teachers (85.7%) said yes while 14.3% said no.

The head teachers were asked to explain the reasons for their answer. The most cited reasons for discussing performance with the SMC members were because it encourages both teachers and pupils to work hard, it reveals to the members on the extent to which pupils perform and how to improve KCPE and SMC members are major stakeholders. Those who did not discuss performance with SMC members complained that these SMC members are not cooperative.
The SMC members were also asked whether they discuss the KCPE results with the teachers and parents. Their responses are presented in Figure 4.7

**Figure 4.7: Discuss the KCPE Results with the Teachers and Parents**

Majority of the SMC members (84%) said yes while 16% said no.

Those who said no were asked to give reasons for their answer. Most cited the fact that many of SMC members are illiterate, others said that most of the SMC members have no vision of education while others said that the parents are illiterate and less cooperative.

Head teachers were asked to indicate how SMC motivate teachers and pupils. Among the most cited motivation initiatives by SMC included prizes and awards, organizing education days, organizing resource person’s talks and providing materials like exercise books, pens among other things. Some head teachers, however, indicated that SMC members are not active on motivating teachers and pupils and therefore they do very little on this.
The head teachers were asked to list most important activities SMC members have done to enhance KCPE performance. The most cited activities included availing prizes to teachers, organizing education days at school level, awarding KCPE performers, monitoring KCPE performance, providing instructional materials and creating extra classes.

Finally, the head teachers were asked to indicate the problems that they encounter as they work with SMC members to improve the school performance. They raised a number of problems that they encounter which included that some SMC members are not as committed to the whole program, some SMC members have low academic qualifications or are illiterate hence do not see the need to work so hard to improve performance, lack of finance to support and motivate pupils and teachers, negative attitude towards any form of contributions and some SMC members being uncooperative.

4.3 Demographic information of SMC members

The school management committee members were asked to indicate their zone. These findings are presented in Figure 4.8
They were almost equally divided among three zones with Bondo and Giribe having 34.6% of the committee members each while Mukuro had 30.8%.

SMC members were asked to indicate their gender. Their responses were presented in Figure 4.9

**Figure 4. 8: SMC Members by Zone**

**Figure 4. 9: SMC Members by Gender**
Majority of the SMC members (72%) were male as compared to 28% who were female. This could impacted negatively on girl child KCPE performance since females are not given an upper hand in SMC.

SMC members were asked to indicate their age brackets. Their responses are presented in Table 4.11

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-35 years</td>
<td>65</td>
<td>36.0</td>
</tr>
<tr>
<td>36-40 years</td>
<td>14</td>
<td>8.0</td>
</tr>
<tr>
<td>41-50 years</td>
<td>50</td>
<td>28.0</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>50</td>
<td>28.0</td>
</tr>
<tr>
<td>Total</td>
<td>179</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The SMC members’ age bracket’s majority (36%) was found to be in the age bracket of 31-35 years. Only 8% of the respondents were 36-40 years while 28% were in the age brackets of 41-50 years and over 50 years each. Since majority of the SMC members was in the age bracket of 31-35 years they lack experience of management of schools which could translate into KCPE performance.

The researcher wanted to know what the SMC members did for a living. This would help identify the economic ability of the parents in supporting academic performance. Their responses are presented in Figure 4.10
Majority of the SMC members said they are farmers 83.3% and 16.7% said they are business people. This could discourage learners since they lack professional role models from the community.

The researcher sought to know the level of education of SMC members. This would assist to determine the kind of decisions made to influence KCPE performance. The responses are presented in Table 4.12

**Table 4. 12: SMC Member Level of Education**

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>110</td>
<td>60.0</td>
</tr>
<tr>
<td>Secondary</td>
<td>58</td>
<td>32.0</td>
</tr>
<tr>
<td>College</td>
<td>7</td>
<td>4.0</td>
</tr>
<tr>
<td>University</td>
<td>7</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>182</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Majority of the SMC members (60%) had primary school level of education while 32% had secondary level of education. Only 4% of the SMC members had college and university education level. The higher percentage of SMC possessing Primary school level of education demoralizes learners from achieving higher KCPE performance.

The SMC members were asked to list the activities of the school management committee that directly support good KCPE performance of their schools. The most cited activities were availing instructional materials, awarding KCPE performers, monitoring and rewarding teachers, facilitating education day/prize giving days and provision of other facilities such as furniture and construction of class rooms.

The SMC members were asked whether they motivate pupils and teachers by rewarding them. This would make the researcher to know whether candidates are rewarded in order to do better in KCPE. These responses are presented in Figure 4.11

![Figure 4.11: Motivate Pupils and Teachers by rewarding them](image-url)
Majority of the SMC members (80%) said yes as compared to 20% who said no. This could encourage pupils and teachers to perform in order to be rewarded.

The SMC members were asked to indicate, based on their own experience, whether the head teacher encourages active involvement of SMC members in school academic performance. These responses are presented in Figure 4.12

![Figure 4.12: Head Teacher Encourages Active Involvement of SMC Members](image)

Majority of the SMC members (92%) said yes as compared to 8% who said no. This could encourage the community to mobilize their resources to uplift KCPE performance.

Asked how the head teachers encourage active involvement of SMC in school academic performance, SMC members said that head teachers bring them in the picture and discuss with them issues regarding performance. They also said they are given access to pupils progress record as well as allowing open discussion of KCPE performance. Frequent meetings to discuss important issues relating to KCPE
performance also keep the SMC members involved. The SMC members also indicated they are involved in selecting instructional materials.

SMC members were asked to indicate whether they monitored pupils’ progress records. This would show how concerned the SMCs are with the progress of their children. These responses are presented in Figure 4.13

![Pie chart showing yes 81% and no 19%](image)

**Figure 4. 13: Monitored Pupils’ Progress Records**

Majority of the SMC members (81%) said yes while 19% said no. This shows concern by parents in their children’s progress hence encourages hard work

**4.4 Zonal Quality Assurance and Standards Officers Analysis**

Three zonal quality assurance and standards officers (ZQASOs) were interviewed each from Bondo, Mukuro and Giribe zones. The interview sought to establish the number of primary schools in these zones. According to the quality assurance and standards officers, there are 19 schools in Bondo, 18 in Mukuro and 11 in Giribe. The
ZQASOs have served in their respective zones for five (5) years apart from ZQASO for Mukuro Zone who has served there for two (2) years.

The researcher sought ZQASOs’ opinion on how active SMC members are in managing schools in their zones. The ZQASOs described SMC members as quite active. Asked whether the SMC members have undergone any training on school management, ZQASOs in Bondo and Mukuro said no while ZQASO said some SMC members have only received training in school management partly. The ZQASO in Giribe indicated that the training of SMC members have partly brought changes in management and KCPE performance of their schools.

The researcher sought to know, from the ZQASOs’ experience, how SMCs can contribute towards good KCPE performance. The ZQASOs pointed out that SMCs are important as they act as a medium between the teachers and the community. They also highlighted some of the ways that SMCs can contribute to good performance in schools. They include regular meetings to track current issues and changes in education, engaging parents to support school activities, facilitating funding for learning materials and other school facilities, discussing KCPE results with parents and holding induction or training courses on how to improve their schools performance.

The ZQASOs were asked to outline the problems that SMC members encounter and recommend the way forward. ZQASOs were concerned about the literacy levels of SMC members. They recommended a basic education requirement in nomination to SMC to ensure members knowledge and level of understanding of their obligations. The SMC members do not receive any form of incentives, appreciation or simple
tokens for their service. This may cause some SMC members to fail attending meetings. One of the ZQASOs noted that sub clan relations sometimes hinders good leadership as parents may lean towards leaders of their sub clan even when they are leading them in the wrong direction. The ZQASOs recommended some form of rewards to appreciate SMC members work. Owing to their important role in school management, SMC members, according to ZQASOs should receive some training from the government.

4.5 Monetary incentives as teachers’ motivators

This study sought to identify monetary incentives used by SMCs to boost KCPE performance in their schools. In table 4.13, it is clear that schools which did not give any rewards to teachers recorded poor KCPE performance below 200 mean score. Schools which gave very few rewards showed below average KCPE performance between 201 to 239 mean score whereas schools which offered many rewards to teachers showed average KCPE performance between 240 to 260 mean score. Finally, schools which rewarded teachers very much recorded good KCPE performance ranging between 261 to 280. This is shown by a cross tabulation analysis in Table 4.13
Table 4.13: Mean score 2011 * Giving rewards to the teachers Cross tabulation

<table>
<thead>
<tr>
<th>Count(Points)</th>
<th>Mean score</th>
<th>161-170</th>
<th>171-180</th>
<th>181-190</th>
<th>191-200</th>
<th>201-210</th>
<th>211-220</th>
<th>221-230</th>
<th>231-240</th>
<th>261-270</th>
<th>271-280</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Poor</td>
<td>Below</td>
<td>Average</td>
<td>Good</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving rewards to the teachers</td>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Giving rewards to teachers encouraged good performance in KCPE because in schools where monetary rewards were given to both teachers and pupils high results were realized than schools which did not reward teachers and award KCPE performers. This finding is in agreement with Nzuve (1999) who observed that rewards are the most obvious example of an extrinsic motivation. He further indicated that for such reward to work there must be a relationship between performance and rewards.
4.6 Teachers’ working conditions in KCPE performance

The study sought to determine how working conditions for teachers influence pupils’ KCPE performance. For effective teaching-learning to take place there should be a teacher per class manning at most 45 learners at a given lesson. This gives the teacher easy time to help all the pupils in class regardless of pupils’ individual differences which exist in learning.

The number of teachers depends on the number of pupils since when staffing is being done by Teachers Service commission it considers the number of pupils.

Table 4.14: Total population * Number of teachers Cross tabulation

<table>
<thead>
<tr>
<th>Count</th>
<th>Total population</th>
<th>5-8 teachers &amp; below</th>
<th>9-12 teachers &amp; above</th>
<th>13 teachers &amp; above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>250 pupils and below</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>251-350 pupils</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>351-450 pupils</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>451-550 pupils</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>651-750 pupils</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>751-850 pupils</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>851 pupils and above</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
<td><strong>15</strong></td>
<td><strong>3</strong></td>
<td><strong>3</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>
As illustrated by a cross tabulation analysis in Table 4.14, most schools had 8 teachers and below while most schools had pupils population of 450 and above. The ratio of pupils to teachers is 1 teacher to 56 pupils which is way above the recommended 1 teacher to 45 pupils. This shows that teachers in these schools are overworked hence no good working conditions.

**Table 4.15: Mean score 2011 * Number of teachers Cross tabulation**

<table>
<thead>
<tr>
<th>Count (Points)</th>
<th>4 teachers and below</th>
<th>5-8 teachers</th>
<th>9-12 teachers</th>
<th>13 teachers and above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean score 161-170</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2011 171-180</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>181-190</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>191-200</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>201-210</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>211-220</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>221-230</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>231-240</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>261-270</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>271-280</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>14</td>
<td>2</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

The pressure placed on teachers by a high number of pupils than they can attend to is further illustrated in a cross tabulation analysis of performance and number of
teachers in 2011 (Table 4.15). Schools with a high number of teachers registered better performance than those with a small number of teachers this shows that working conditions of teachers determines performance. As Kitogo (2009) observed, working conditions are closely related to motivation and performance. He further pointed out that overcrowded classes made it difficult for teachers to attend to pupils’ academic needs. This is what is referred to by Herzberg (1965) as hygiene factors. Herzberg observed that the feeling of unhappiness at work may not be the job itself but the conditions that surround the doing of the job.

4.7 Recognition of Teachers’ efforts in KCPE performance

Recognition of teachers by SMCs influences pupils’ KCPE performance as attested by a cross tabulation of performance and SMC relations with teachers in Table 4.16.
Table 4.16: Mean score 2011 * Relations with the teachers Cross tabulation

<table>
<thead>
<tr>
<th>Count (Points)</th>
<th>Below Average</th>
<th>Average</th>
<th>Good</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean score 2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>161-170</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>171-180</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>181-190</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>191-200</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>201-210</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>211-220</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>221-230</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>231-240</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>261-270</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>271-280</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>9</td>
<td>9</td>
<td>20</td>
</tr>
</tbody>
</table>

Schools where SMC had good relations with the teachers posted better results than those with poor or below average relations. This finding agrees with that of Wamalwa (2006) who noted that teachers, just like any other employees expect to be treated fairly and to be recognized for their achievements. As Cole (1996) realized, recognition is a reality despite one’s age and educational level. Recognition is also accompanied by responsibility and power.
4.8 Challenges Facing SMCs in performing their Role

Finally, the study sought to determine the challenges facing SMCs on students’ KCPE performance. One of the major problems facing SMC is illiteracy or low academic qualification of its members. Another problem is lack of finance to support and motivate pupils and teachers and a negative attitude towards any form of contributions while some SMC members are also uncooperative. SMC members do not receive any form of incentives or appreciation for their work. This may cause demoralization.
CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the study, findings, conclusions and recommendations of the study.

5.2 Summary of the study
The purpose of this study was to investigate the influence of school management committees’ motivational practices on KCPE performance in public primary schools of Suba-West Division, Migori District. The study aimed at achieving the following specific objectives: to identify monetary incentives used by SMCs to boost KCPE performance in their schools, to determine how working conditions for teachers influence pupils’ KCPE performance, to establish how recognition of teachers by SMCs influence pupils’ KCPE performance and to determine the challenges facing SMCs on pupils’ KCPE performance.

The theoretical framework of the study was based on Role theory advanced by Goffman in 1959. Descriptive survey research design was used in this study. The target population was 50 head teachers in 50 public primary schools, 700 SMC members and 3 ZQASOs in Suba-West Division. 25 head teachers, 210 SMC members and 3 ZQASOs were sampled for the study; simple random sampling technique was used to sample the respondents for the study. Questionnaires and an interview guide were used as instruments for data collection. Validation of research instruments was done through the application of content validity procedures while
reliability of the instruments was done through a co-relation co-efficient computed by use of the spearman rank order co-relation. Data was then analyzed by the use of descriptive statistics and presented as tables, pie-charts and bar graphs using Statistics Package for Social Science (SPSS) software.

5.3.1 Findings of the study

This study found out that parents relations with the teachers, motivation of teachers and pupils, provision of furniture and construction of school buildings were rated were average. The study realized pupils and teachers who excelled in KCPE were not well rewarded for their efforts shown and when rated, giving rewards to teachers and pupils who excel in KCPE it was rated below average. This discouraged high KCPE performance in Suba-West Division.

The study found out that most schools were overcrowded making classes congested with most classes having fifty six learners manned with one teacher hence no good work done. This makes teachers not to attend individual learners’ problems affecting their academic performance. The study found out that most necessary facilities like furniture, classrooms, and instructional materials were lacking resulting to poor KCPE performance. The study further realized that parents rarely monitored pupils’ progress and KCPE performance. This was shown when it rated below average.

The study discovered that the relationship between the parents and teachers average which resulted to high performance in KCPE. This was seen in the full involvement of the parents in school administration through SMC and the parents were being
involved in discussing KCPE results with the teachers. This has shown high KCPE performance in the division.

The study found out a number of problems facing SMC members as they discharge their duties, among them are: low academic qualification or illiteracy among SMC members, some SMC members are uncooperative to the head teachers, lack of vision for education among SMC members, non-commitment to the whole school programmes among SMC members. Other problems are lack of finances to support and motivate pupils who excel in KCPE, some SMC members have negative attitude towards any form of financial contributions and the SMC members are not given any form of incentives or appreciation for services they render.

5.3 Conclusions

This study concludes that rewarding teachers and pupils who excel in KCPE encourage high performance. The study also concludes that there is a shortage of teachers in Suba West resulting in overworking of the few teachers available hence poor KCPE performance in schools.

Recognition of teachers by SMCs through parent-teacher relations was able to post impressive results as compared to those with poor or below average parent-teacher relations. The study finally concluded that the major challenges facing SMCs are illiteracy, lack of finances to support and motivate pupils and teachers who excel in KCPE and no form of incentives or appreciation for SMCs for the services they offer. The study was hence meant to investigate the influence of school management
committees’ motivational practices on Kenya Certificate of Primary Education performance in public primary schools of Suba-West Division, Migori District.

5.4 Recommendations of the Study

This study recommends that Teachers Service Commission should increase teachers’ pay immediately for them to be motivated hence good performance in KCPE. The Ministry of Education should consider posting more teachers to Suba West in order to address the teachers’ shortage in the area. This will also improve the working conditions of the teachers in the area hence improved KCPE results. The government should consider providing more instructional materials to enhance learning. The Ministry of Education should consider issuing regulations on academic qualifications of SMC members to avoid illiterate people making decisions on education which may affect KCPE negatively. Finally, the government should consider paying or appreciating SMC members for the services they render in order be motivated.

The head teachers should learn more of how teachers are motivated and to try and do so. This will encourage teachers to work harder. School administration accountability should be availed to school management committees and parents and the community as a whole should be increased in order to increase community involvement.

ZQASOs should encourage school managers to motivate their teachers so that they may deliver effectively. The ZQASOs should encourage parents to elect people who are of high integrity and full of vision in the SMCs to avoid leaders who are not education oriented.
Kenya Education Staff Institute should design training programmes for SMCs that include management practices for example how to motivate teachers. Education stakeholders like the parents and SMC members in Suba West should recognize and appreciate the role of teachers in improving KCPE performance. The community should mobilize their resources to help provide infrastructure like classrooms and furniture to solve the problem of congestion in schools.

5.4.1 Recommendations for Further Research

Further research should be done on the effect of school administration management style on KCPE performance. This is because many of the activities that SMCs are involved in are dependent on the management style of the administration in order to bear fruits.

Future research should focus on the role of parents and home environment on pupils’ KCPE performance. A lot of effort could be made at school but the attitude of parents and the environment that they provide their pupils with at home could be affecting KCPE performance significantly.
REFERENCES


Allan, J. (1996). *How to be better at motivating people.* St. Ives: Devon clay LTD.


Kitogo, N. (2009). *Poor Results due to teachers low motivation*. (online) Retrieved from varsitycollegez.com


Ministry of Education, (1978).*The Education (School of committees)*


APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Kepher Shikuku Opande

P.O. Box 228,

Suna

To

15/01/2013.

The Head Teacher

Dear Sir/Madam,

RE: RESEARCH

I am a post graduate student at the University of Nairobi registered for Master of Education Degree in Educational Administration.

Currently I am researching on “Influence of School Management committees on KCPE performance in public primary schools in Suba-West Division of Migori District” as part of the degree requirement. Kindly assist by completing the questionnaire to the best of your ability. Your identity will be treated with strict confidentiality while information will be used for the purpose of the study only.

I am looking forward for your cooperation.

Yours faithfully,

Kepher Opande.
APPENDIX II

HEAD TEACHERS’ QUESTIONNAIRE

The purpose of this questionnaire is to seek your views on the role and contributions of SMCs on KCPE performance in public primary schools in Suba-West division. Your responses will be used for the purpose of the study only while your identity will be treated as confidential as possible. DO NOT WRITE YOUR NAME.

Part One: Background Information

1. Name of the Division___________________ Zone_____________________

2. Gender: male(_____) female(_____) put a tick

3. Age: 25-30 Years (_____), 31-35 Years (____) 36-40 Years (____), 41-45 Years (___), 46 and above years (___)

4. Professional qualification AT1(______) P1 (______) P2(______) Other ______ (specify) ___________ put a tick

5. Teaching experience

   5-10 years (___), 11-15 years (___), 16-20(____), 21 and above (___) put a tick

6. (a) What is the total population of your school? ____________

   (b) How many teachers are there in your school? __________

7. What was the school’s mean score in the following?

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean score</th>
<th>Year</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>__________</td>
<td>2010</td>
<td>__________</td>
</tr>
<tr>
<td>2008</td>
<td>__________</td>
<td>2011</td>
<td>__________</td>
</tr>
<tr>
<td>2009</td>
<td>__________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. As an administrator, what reasons would you give for this performance?

______________________________________________________________________________

74
11. How many pupils from your school qualified for below categories in years 2010 and 2011:

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. National High schools</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>B. Provincial High schools</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>C. District High schools</td>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>

12. (a) Is there a school management committee in your school? _______

(b) How do you rate the SMC in your school?
Active _______Inactive _______ (put a tick) where appropriate

**Part two: Views of the head teacher on the level of involvement of school management committee in school administration.**

13 The following is a list of statements on the level of involvement of school management committees in school administration and KCPE performance. Kindly put a tick in the space given against the letter that best describe your views after every statement.

**KEY** E - Excellent G - Good A - Average BA - Below Average P - Poor

<table>
<thead>
<tr>
<th>Item statement</th>
<th>E</th>
<th>G</th>
<th>A</th>
<th>BA</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Construction of school buildings</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>ii) Provision of furniture</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>iii) Purchase of adequate books and equipment</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>iv) Motivation of teachers and pupils</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>v) Relations with the parents</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>vi) Relations with the teachers</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
vii) Monitoring of pupils performance progress [ ] [ ] [ ] [ ] [ ]
viii) Monitoring KCPE performance [ ] [ ] [ ] [ ] [ ]
ix) Giving rewards to the teachers [ ] [ ] [ ] [ ] [ ]
x) Awarding KCPE performers [ ] [ ] [ ] [ ] [ ]

Part three: Views on the contributions of the SMCs on KCPE performance.

14 Do you have sub-committees of the SMC in your school? _________________

If the answer is yes, please name them________________________________________
__________________________________________________________________________

15 Do the SMC members enquire of KCPE performance of the school on their own?
__________________________________________________________________________

16 Do you think that the school committees can assist in improving the school
performance?_______ Briefly state how __________________________________________
__________________________________________________________________________

17 Do you discuss school performance with your committee members and why?
__________________________________________________________________________

18 How does the school committee motivate the teachers and pupils in your school?

19 List the most important activities the committee members have done to enhance
KCPE performance of your school if any?
__________________________________________________________________________

20 What problems do you encounter as you work with school committee members to
improve the school KCPE performance?
__________________________________________________________________________
APPENDIX III

SCHOOL MANAGEMENT COMMITTEE MEMBERS’ QUESTIONNAIRE

The purpose of the study is to examine the contributions of the school management committees on KCPE performance of public primary schools in Suba-West Division. Kindly take time to read and complete the questionnaire. The information will be treated with confidentiality and will be used for the sole purpose of the study.

Part One: Background information

1. Name of the Division __________Zone________________

2. Gender: Male ( ) Female ( ) put a tick where appropriate.

3. Age: 21-25 Year( ) 26-30 Years ( ) 31-35 years ( )

36-40 years ( ) 41-50 years ( ) over 50 years ( ) put a tick.

4. Your occupation: Farmer( ) Business ( )

Any other _____________ please specify.

5. Level of education: Primary ( )Secondary ( )

University ( )

6. (a) Are there sub-committees in your SMC? Yes/No (Tick where appropriate)

(b) Which sub-committee are you a member of?

(c) What is it in charge of?

Part two: Influence of school committee members on school KCPE performance

7. List the activities of the school committee that directly support good KCPE performance of your school if there is any.
8 Do the school committee members discuss the KCPE results with the teachers and parents? Yes ( ) No ( )

If your answer is No, give reasons

_______________________________________________________________

9 Do the members of SMC motivate pupils and teachers by rewarding them?

Yes ( ) No ( )

10 In your own experience does the head teacher encourage active involvement of SMC members in school academic performance?

Yes_____/No_____  
How_______________________________________________________________

11 Do SMC members monitor pupils’ progress records? Yes ( ) No ( )
APPENDIX IV
INTERVIEW GUIDE FOR ZONAL QUALITY ASSURANCE AND STANDARDS OFFICERS

Kepher Shikuku Opande
University of Nairobi.
7th March, 2013.

1. Name of the Zone _______________________________________________

2. Number of the public primary schools in your zone_______________

3. How long have you served as the ZQASO in your zone? __________

4. How active are the SMC members in managing schools in your zone?
   _______________________________________________________________

5. Have they undergone any training on school management?
   _______________________________________________________________

6. With the training, have the SMC brought any changes in the management and KCPE performance of their schools? How?
   _______________________________________________________________

7. From your own experience how can the SMCs contribute toward good KCPE performance?
   _______________________________________________________________

8. What problems do they encounter and what is the way forward for the schools in your zone under the management of school committees in relation to good KCPE performance?
   _______________________________________________________________
APPENDIX V

SUBE WEST DIVISION
APPENDIX VI

Research Permit

[Image of the Research Permit]

CONDITIONS:

1. The applicant is hereby authorised to undertake the research proposed above on the basis of the data collected during the period of the research.

[Image of the Republic of Kenya emblem]

RESEARCH CLEARANCE

[Signature]

Applicant's Signature

Date:

[Signature]

National Council for Science & Technology

[Signature]

Investigating Authority

[Signature]

Research Permit No. NCSR/RCD/04/01/3/27

Date of issue:

27th February 2013

Received:

KSh. 1,000

Applicant's Name:

[Name]

Applicant's Address:

[Address]

Applicant's Line 1:

[Line 1]

Applicant's Line 2:

[Line 2]

Applicant's Line 3:

[Line 3]

Applicant's Line 4:

[Line 4]

Applicant's Location:

[Location]

Applicant's Province:

[Province]

Applicant's District:

[District]

Applicant's Sub-County:

[Sub-County]

Applicant's Sub-County:

[Sub-County]

Applicant's Research Name:

[Research Name]

Applicant's Research Type:

[Research Type]

Applicant's Research Duration:

[Duration]

Applicant's Research Focus:

[Focus]

Applicant's Research Method:

[Method]

Applicant's Research Data:

[Data]

Applicant's Research Findings:

[Findings]

Applicant's Research Implications:

[Implications]

Applicant's Research Recommendations:

[Recommendations]

Applicant's Research Limitations:

[Limitations]

Applicant's Research Contributions:

[Contributions]

Applicant's Research Future Directions:

[Future Directions]

Applicant's Research Funding:

[Funding]

Applicant's Research Partners:

[Partners]

Applicant's Research Ethics:

[Ethics]

Applicant's Research Approval:

[Approval]

Applicant's Research Dissemination:

[Dissemination]

Applicant's Research Impact:

[Impact]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

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Applicant's Research Sustainability:

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Applicant's Research Sustainability:

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Applicant's Research Sustainability:

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Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

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Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]

Applicant's Research Sustainability:

[Sustainability]
APPENDIX VII

Research Authorization

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@nsect.go.ke

Our Ref:

NCST/RCD/14/013/173

Date:

27th February, 2013

Kepher Shikuku Opande
University of Nairóbi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated 15th February, 2013 for authority to
carry out research on “Influence of school management committees’
motivational strategies on KCPE performance in public primary
schools of Suba-West Division, Migori District,” I am pleased to inform
you that you have been authorized to undertake research in Migori
District for a period ending 31st May, 2013.

You are advised to report to the District Commissioner and the District
Education Officer, Migori District 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 M.K. RUGUTI, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Migori District.