

**INFLUENCE OF BOARD OF MANAGEMENT'S MOTIVATIONAL STRATEGIES ON
KCPE PERFORMANCE IN PUBLIC PRIMARY SCHOOLS OF MIGORI SUB
COUNTY IN MIGORI COUNTY, KENYA**

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ABSTRACT

Management is the process of acquiring and utilizing resources in order to achieve organizational goals. It is a process that can be taken by an individual or individuals to coordinate the activities of others in order to achieve set organizational goals. This study was aimed at investigating the influence of Board of Management's motivational strategies on KCPE performance in public primary schools of Migori Sub County, Migori County. Results showed that the level of supervision, recognition, working environment and rewarding teachers/learners determined learners' performance in KCPE.

Key Words: KCPE, management, board of management, motivation strategies

1.1 Background of the Study

Management is the process of acquiring and utilizing resources in order to achieve organizational goals. It is the process of reaching organizational goals by working with and through people and other organizational resources. According to Kinick and Williams (2013), management consists

of six functions: forecasting, planning, organizing, commanding, coordinating and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal or target. On the other hand Follett (2003), defined management as “the art of getting things done through people”. Management in an organization is often the function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Resourcing encompasses the deployment and manipulation of human, financial, technological and natural resources required for the attainment of the set goals. It is the role of school Board of Management (BOM) to provide strategic guidance for the school and to effectively oversee and review the school’s management. The BOM has to adapt to the distinctive characteristics of an academic environment and act so as to exemplify and reinforce the institution’s core values and ethos. They should also oversee all aspects of the school, including its control, accountability systems, as well as, approve the expenditure and capital budgets. Their role entails development and maintenance of healthy relationships with all key stakeholders and develops effective communication channels to create harmony in the school environment. It is the sole prerogative of the BOM as a major educational stakeholder to help in enforcing discipline in learners, support staff and teachers, which is a prerequisite role that influences KCPE performance.

Motivation of teachers is becoming a global concern. Job satisfaction and work motivation have strong bearing on performance. A study by Ofoegbu (2004) on teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria, addressed the issue of teacher motivation as an essential factor for classroom effectiveness and school improvement. He found that teacher motivation has to do with teachers’ desire to participate in the education process.

Analysis of data collected revealed that the participating teachers almost unanimously agreed that teacher motivation is a vital factor for classroom effectiveness and improvement. His study, therefore, recommended that in this era of materialism and display of wealth in the face of widespread poverty, teachers need to be adequately motivated (salaries must be paid as at when due and teaching facilities made available) for an effective viable school system. The Act stipulates the following structure of the Board.

Nominated by CEB	1
A teacher	1
Sponsor	3
Community	6 (Representing the parents)
Special interest groups	1
SNE	1
Student representative	1
Co-opted members	3
Head teacher	Ex-officio and secretary to the committee.
Total	18

The head teacher is the secretary to the school Board of Management and should attend all meetings and take part in the deliberations.

However, he does not have the right to vote. He is mandated to see to it that the appointment of BOM members is formalized by the CEB. Inaugurated Board of Management members are nominated to serve the school for three years and when their term of office expires, a new board is appointed to replace it. However, some members of the old board must be retained for harmonious continuity of running of the school. This role makes BOM a very instrumental

player in the management of the public primary schools in Kenya and therefore, its motivational strategies greatly influence academic performance. Because of political interference in the education process, policy environment has been characterized by lack of popular consultation, with decrees, circulars and political rhetoric replacing policy-making apparatus (Ojiambo, 2009). The effect of politics influence dominance of powerful and influential members of the BOMs, negatively affect other members' participation, involvement and sense of ownership. The education sector has been the most affected in this regard. This, over the years, has initiated uneasy relationship between the political establishment and various educational stakeholders in Kenya and has had a negative impact on policy formulation and implementation of educational programmes. It is a trend that requires re-thinking if education has to spearhead national development.

Teachers and learners need peace to perform tasks maximally. In 2003, the Government of Kenya introduced Free and Compulsory Primary Education (FPE). Subsequently, there were large class enrollments coupled with sharp shortage of: infrastructure, teaching succors and instructional materials which hamper teachers' effort to attain set targets. These factors make it difficult for the teachers at this level to be committed and satisfied with their job (Said, 2004). Apart from engagement in co-curriculum activities, teachers grade tests and tasks, oversee pupils, and instruct these pupils. These duties are overwhelming, hence, low output. A research done by Akala (2002) reported that poor morale identifies with despair, he attributed low quality education to inadequate number of teachers in almost all public primary schools. Therefore, schools should be provided with auxiliary staff to perform non-teaching duties so that teachers concentrate on their professional tasks (Mutiso, 1985). The serious understaffing is leading to

employment of people who have either little or no training in teaching at all. This has been compromising education standards in Kenya.

The Board of Management as a major educational stakeholder should provide extrinsic motivators like provision of relevant supervisory role, provide desired rewards, and recognize efforts put by both teachers and learners. The members should mobilize resources to help in improving learning and teaching environment. Intrinsic motivators are always accompanied by a more positive impact on desired outcomes such as persistence performance and productivity which are very instrumental in boosting learners' KCPE performance. Teachers are important as they facilitate the learning process by imparting relevant knowledge, skills and attitudes to the learners. For this important role that they play, factors that influence their level of job satisfaction and dissatisfaction in their teaching career should be established. Even though there has been a lot of improvement on the teachers' welfare, there are still many problems facing this cadre of professionals, especially at the primary school level, where their status, qualifications, professional identity and conditions of service seem to have been neglected. Indicators of job dissatisfaction like cases of absenteeism, low productivity, high staff turnover and low team morale seem to characterize teachers.

A study in Kisumu East and West Sub counties by Waga and Simatwa (2014), found out that factors that influenced job satisfaction of teachers in public primary schools were job security, cordial working relations with colleagues, good medical services, security, good transport and recognition by general society. On the other hand, factors that influenced job dissatisfaction of teachers in public primary schools were work overload, substandard physical facilities, scummy remuneration, lack of fringe benefits, sorry schemes of service in terms of advancement in rank, and lack of opportunities for professional and academic progression. The stakeholders were not

able to competently supervise education facilities thus resulting to unfavourable teaching/learning conditions that do not meet teaching/learning standards. Most of them could not recognize effort put by both teachers and learners. Very few stakeholders rewarded teachers/learners arguing that they are paid for their services and it was upon the learners to work hard and achieve for themselves. Although free primary education seems to have raised enrolments of pupils, it has at the same time, generated considerable challenges. The programme seems to have aggravated the problem of teaching and learning facilities. There is a lot of congestion in classrooms, learning facilities are minimal, and many school BOMs feel they are restricted in improving the state of learning due to the government's ban on school levies. The conditions laid down to request for concessions are cumbersome and slow. According to Ojiambo (2009), the situation of the teaching force in most districts in Kenya is not promising. Tutors complain of increased pupil teacher ratio as numerous primary schools are understaffed. Sundry primary school BOM committees are concerned that as a result on the ban of levies, they are unable to recruit extra teachers through the PTAs. In addition, these glitches are contributing ominously to high school dropout and truancy possibly due to lack of motivating learning environments. The BOMs have not been able to mobilize adequate resources for the provision of necessary learning materials like instructional materials, pieces of furniture and infrastructure. Majority of them are either semi-literate or illiterate and are unable to make concrete decisions which can positively influence KCPE results.

1.2 Statement of the Problem

The Education Act (1968) revised in 2013 bestows the responsibility of management of primary schools to identified and recognized BOM's. They are key to the day to day management and mobilization of local support to provide school infrastructure, furniture, land and learning

resources, among other essentials. Despite this formal arrangement, performance at KCPE examinations by Migori Sub County schools, since 2007 has been below the average (250) marks. This therefore, brought out the need for this study. The government has been organizing workshops through Concern Worldwide and Rural Aids Prevention and Development Organization (RAPADO) since 2006, in order to equip BOM members with the required knowledge and skills to enable them manage the schools effectively. However, this has not brought much improvement in the performance. Such situation has prompted the need for this study in this area.

1.3 Objectives of the Study

The study was steered by the following objectives:-

- i) To establish how the School Board of Managements' strategy on supervision enhance learners' performance in KCPE.
- ii) To unearth how teachers' working environment influence learners' performance in KCPE.
- iii) To identify the reward strategies used by the School Board of Management for enhancement of KCPE performance in schools.

2.1 Literature Review

Factors that Influence Academic Performance

Academic performance is influenced by a number of factors including supervision of teachers/learners, recognition of learners/workers, attitude and qualification of teachers, as well as, provision of relevant learning resources and use of rewards. The above factors help in motivating both learners and teachers towards achieving more.

2.1.1 Supervision

According to Bernard and Goodyear (2014), supervision is an intervention that is provided by senior members of a profession to junior member(s) of that profession. This association is evaluative, encompasses overtime and has the concurrent purpose of enhancing the specialized functioning of the junior member(s). It also entails scrutinizing the quality of professional services accessible to learners. Supervision identifies the obligations of administrative personnel in education. Educational supervisors make sure that enlightening institutions operate professionally and within the legal permissible requirements and documentations. The BOM members, teachers and other stakeholders carry on supervision to ensure learners receive the best education possible. Such a relationship is evaluative, should extend overtime and must have simultaneous purposes of enhancing professionalism of all stakeholders.

Peoples' attitude and conduct are influenced by communication from the supervisor. This paradigm also postulates that individual dispositions, ascriptions of intent and meaningful, communicational behaviour and educational results are reciprocally connected to each other. The choice of words or language used in the message will always influence the quality of communication, thus motivating various stakeholders. Poor communication skills carry a great deal of liability. Additionally, supervisees are also cherished by their supervisors. This ultimately nurtures a sensation to be part of their corresponding educational institutions and spend the rest of their career with them. In supervision, when managers handle the problems of subordinates and have upkeep for them, then in the long run foster satisfaction with employments. Supervisors' consistency of behaviour toward juniors, showing concern for their career progression, team oriented and cooperation can inspire teachers' assertiveness in a way that they start appreciating their jobs and also wish to devote their career in their stations longer. In a

nutshell, most teachers feel ethical obligations to remain dedicated to their institution owing to positive administration. Consequently, the authority concerned should meticulously monitor this significant determinant.

2.1.2 Work Environment

Quality of school infrastructure affects pupils' learning and achievement (Education Act, 2013).

The infrastructure should be availed in consideration to the Public Health Act which specifies the standards expected of school buildings in terms of minimum health standards and the rules and regulations governing their provision. More classrooms will alleviate overcrowding, and reduce class sizes to ensure class sizes are small and manageable enough so that teachers can handle discipline problems and teach effectively. Sufficient infrastructure facilitates adequate space per child, usually guided by standards set by a country's Ministry of Education to warrant efficient use of instructors. Construction method should guarantee the safety of learners/teachers in school, befitting to natural hazards of the region. There should also be increasingly, electricity and internet connectivity to conform to societal demands. The Board of Management should be sensitive of gender and Special Needs Education (SNE) considerations in the provision of facilities and their location, especially sanitary facilities.

Human resource is a critical driver of sustainable development. We must, therefore, seek ways to improve their welfare. Human capital should adequately be provided to match learners for better performance. Savoury (1958) stated that it is vital to have sufficient and adequate human resource in footings of teacher quality for quality teaching of all themes in the curriculum. Human resource should also be highly motivated to deliver, so as to motivate their learners to work hard and achieve more in their education. Relevant and adequate learning resources which are captivating to the learners should be provided for better KCPE performance. Wales (1975)

was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of the learners. Learners' educational performance may be induced by various external components other than their personal physiognomies. The support and availability of parents/guardians, their financial situation and standard of living is vital in enhancement of learning outcomes. One of the important elements in education these days is technology which is a suitable learning resource. Learners need to follow and catch what they learn in school and try to apply it back at home. To do this, learners need to have such learning resources inside and outside schools. However, not each family can help their children outside schools with all the learning resources or technology they need. As a result, the family income can play an important role in learner's achievement. Just as in other places in the world, it was observed that learners in socioeconomically disadvantaged areas get lower marks. Graetz (1995) suggested that a learners' educational attainment is contingent heavily on social status of learners' parents/guardians. Considine and Zappala (2002), noticed the same that parents/guardian's income or social status definitely affect the learner's performance in examinations.

2.1.3 Rewards

Rewards, tangible or imperceptible, are offered after the occurrence of an accomplishment (behaviour/performance), with the intention of causing the behaviour to reoccur. This is done by linking positive consequence to behaviour. Studies demonstrate that if one receives the reward immediately, the effect is great and reduces as delay lengthens. Monotonous action-reward variation can cause the action to become a routine. Valuable plunders can directly or circuitously influence the performance and motivation level of teachers and learners. It also encourages the wide-ranging sphere of individuals to put in their finest and work hard to feel intellect of

achievement. Motivation start with physiological or psychological deficiency or need that activates a comporment or a drive that is aimed at a goal or reward (Luthans, 2014). Primary school Board of Management should provide extrinsic motivators like advantages and promotions which will inspire personnel to triumph at an advanced level or to reach new goals. Intrinsic recompenses and extrinsic rewards are habitually correlated. Nonetheless, there is no direct relation between admiration of the workers and their willingness to work if their pay is not good enough. Therefore, there is no value of intrinsic rewards like acknowledgements, admirations and authorizations when there are no extrinsic rewards (Hafiza et al., 2011). Bestowing the monetary benefit to an employee without any prominent demonstration may also make it loose its importance. When an employee gets a financial reward with exceptional amusement and excitement, that experience becomes more tremendous for the recipient (Weinstein, 1997). Varieties and nature of rewards have undeviating relation with the enthusiasm and satisfaction of the teachers and learners. Similar feeling applied to the findings of Katou (2008) who stated that motivation and job performance of employees can be increased considerably if more attention is given on employees reward and their recognition. Consummation, stimulus, knowledge, collaboration with associates and colleagues, devotions, and participation may be in the order of the most important aspects of human resource management outcomes.

3.1 Location of the Study

The research on motivational strategies was carried out in Migori Sub County of Migori County. It is one of the unique Sub Counties in Kenya, having two constituencies (Suna East and Suna West). While a constituency in Kenya is a sub county, Migori Sub County is made of two constituencies. The Sub County has three divisions-Suba West, Suba Central and Suba East.

3.2 Research Design

Research design is a scheme, outline or plan that is used to generate answers to research problems (Orodho, 2003). This study adopted a descriptive survey research design to investigate the influence of Board of Managements' motivational strategies on KCPE performance in Migori Sub County. Descriptive survey design endeavours to explain such things as possible behaviour, morals, attitudes, and characteristics of the phenomena being studied. Descriptive survey design was suitable to the study because it helped to lay the overall strategy that incorporated dissimilar machineries of the study in a comprehensible and logical way, thereby, ensuring effectiveness in tackling the research problem.

3.3 Target Population

The study targeted 91 head teachers in 91 public primary schools, 1274 BOM members, six ZQASOs, three A.E.Os and one SCDE, giving a target population of 1375.

3.4 Sample and Sampling Procedures

This study used Stratified Random Sampling. This approach involved a procedure of stratification of the population into homogenous groups (groups with the same characteristics). This was then followed by random selection of subjects from each stratum. The population was first apportioned into mutually exclusive groups that were relevant, appropriate and meaningful in the context of the study (Mbwesa, 2006). The population was stratified based on the variables that were being measured. Random sampling procedure was employed to give every individual in each strata an equal chance of being part of the sample. Each member was selected arbitrarily and entirely by chance, such that every individual had the same likelihood of being included in the sample during the sampling process. The researcher sampled 10% of the 1274 BOM members which translated to 127 members. From 91 school head teachers target population, the

researcher sampled 10% of the head teachers who represented the rest of the head teachers. Thus the researcher had to sample 9 head teachers which was represented by the samples of best and least performing schools. All the six ZQAZOs, the three AEOs, and one SCDE were also interviewed but not sampled because of their small numbers.

3.5 Research Instruments

This study employed use of questionnaires and interview schedules. A questionnaire is a prudently intended instrument (hand written or typed) for gathering data directly from people. The researcher used both open and close ended questions. Open ended questions allowed the respondents to describe matters without their responses being confined. The researcher also used open and closed ended interview schedules. Gray & Malins (2004), note that an interview is a purposeful interaction between two or more people focused on one person trying to get information from the other person. The researcher used scheduled structured interview where wordings and their sequences were fixed and were identical for every respondent. The researcher designed three interview schedules which were used to collect data from the Sub County Director of Education (SCDE), Area Education Officers (AEO) and Zonal Quality Assurance and Standards Officer(s), respectively.

3.6 Data Collection Procedure

The researcher visited the proceeded to the sampled schools, and during this visit, the researcher informed the teachers and the students of the intended study and booked appointments for data collection. The sampled respondents were given the questionnaires to fill and the completed questionnaires were collected after 30 minutes.

3.7 Data Analysis Procedure

The collected data was cleaned, coded and analyzed to extract the results pertaining to each objective. Quantitative research data was first coded, and descriptive statistical methods such as mean, frequencies and percentages used to tabulate the data. The combined relationship between the independent variables (family income, parents' level of education and educational support facilities) and academic performance was computed using multiple regression analysis.

3.8 Ethical Considerations

After securing an introductory letter from the University the researcher applied for a research permit from the National Commission of Science Technology and Innovation (NACOSTI). The research permit was used to inform the principals of the sampled schools of the intended study. The researcher proceeded and sampled respondents to be included in the study and sought their consent for participating in the research, and they were informed that any information provided was confidential.

4.1 Research Findings

4.1.1 Primary School Supervision and Its Influence on KCPE Performance in Migori Sub County, Migori County.

Head teachers, BOMs, ZQASOs, AEOs and SCDE were separately asked to list supervisory measures which were used to ensure improved KCPE results (Table 4.17). All the respondents noted that supervision is very instrumental in institutional development and therefore, they did it by checking learners' work, monitoring teachers' performance and checking on syllabus coverage. They also sighted liaising with prefects to check lesson attendance by teachers and inviting senior educational assessors like ZQASO and SCDE to oversee what was happening in schools. The respondents observed that they supervised their schools and appraised their

teachers. All the above were meant to improve performance in schools.

Table 4.1 Supervision of Curriculum in Schools

	Frequency	Percentage	Valid Percent	Cumulative Percent
By checking children's work	40	27.2	27.2	27.2
Monitoring teacher's performance	28	19.0	19.0	46.3
Checking on the syllabus coverage	29	19.7	19.7	66.0
Liaising with prefects to check lesson attendance by teachers	29	19.7	19.7	85.7
BOM inviting ZQASO to oversee what is happening in school	20	14.3	14.3	100.0
Total	146	100.0	100.0	

On supervision of academic progress of the children, the results indicated that not all the respondents supervised academic progress of their children. Regular supervision of schools which could ensure quality services were not offered maximally in schools. Proper supervision is motivating and is the key to performance improvement. Good supervision produces positive outcomes for all educational stakeholders as it motivates them towards performing better and realizing their potentiality. The supervisor and learners are likely to develop a relationship which is committed, adequate and in some important sense spontaneous (Bernard and Goodyear, 2014).

4.1.2 Teaching/Learning Environments that could contribute to Better KCPE Performance in Migori Sub County, Migori County.

Teaching and learning atmosphere denotes varied physical situations, backgrounds, provision of instructional materials, human resource and values in which teaching and learning is carried out. These situations included provision of instructional resources, competent human resource and suitable infrastructure among other factors as in (Figure 4.1). The environment has both direct and indirect influence on teaching and learning, including their engagement in any tasks assigned to them. It also encompasses their motivation to perform, their sense of well-being, belonging, and personal safety (Luthans, 2014).

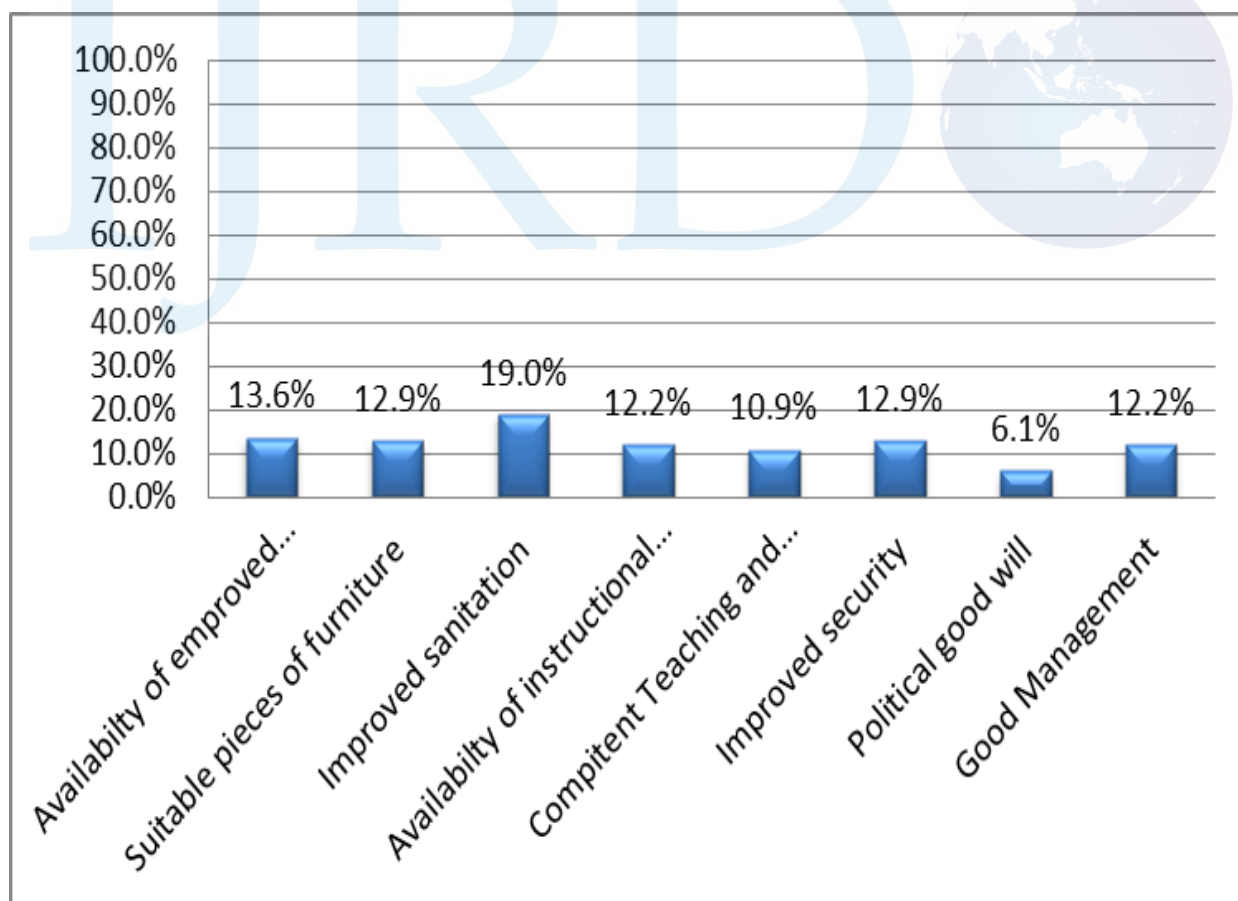


Figure 4.1 Teaching and learning environment

The researcher sought to know teaching and learning environment that can usually lead to motivation of teachers and learners into improving KCPE performance (Figure 4.). The Board of Management members listed the following as some of the teaching and learning conditions that contribute to better KCPE performance: availability of improved classrooms, suitable pieces of furniture, improved sanitation and availability of relevant instructional materials. There was also competent teaching and non-teaching staff, improved security, political goodwill and good school management for improved KCPE performance. This was to enable learning in an environment that is safe and protective. The researcher's observation was that conducive teaching/learning environment is usually motivating and enables people achieve more. Improving teacher and learner working/learning surroundings means more than concentrating on instructional resources, class size, and infrastructure. The existing perception of working and learning environments must move beyond health and safety concerns to consider a more inclusive environment for teaching and learning. Indeed no significant learning can take place in an environment that is hazardous and insecure for both learners and teachers. It is essential that BOMs in Migori Sub County provide harmless and secure school environment to facilitate increased learner enrolment, retention, and completion, hence, the enhanced KCPE performance. They should foster and uphold healthy relationships with main stakeholders and develop active communication channels. Conducive teaching and learning environment is usually motivating and enables people to achieve more (Said, 2004).

Table 4.2 Teaching and Learning Environment in Schools

	Frequency	Percent
Good	4	66.7

Fair	2	33.3
Total	6	100.0

Zonal Quality and Standards officers were asked to state the level of teaching and learning conditions in schools that influence KCPE performance. The results were that 4 of the ZQASOs stated that the working conditions of schools in their zones were good, and only 2 ZQASOs mentioned that the working conditions were fair (Table 4.2). In Zones where teaching/learning conditions was fair, it was found that most classes were overcrowded. This is in agreement with Said, (2004) who noted that large class enrollment caused by introduction of Free and Compulsory Primary Education (FPE) by the Government of Kenya in 2003 and the acute shortage of infrastructure, instructional materials and teaching aids hamper teachers' effort to achieve educational goals. These factors make it difficult for the teachers at this level to be committed and satisfied with their job. This results to poor teaching/learning environment which make it difficult for teachers to attend to individual learners' academic needs. Sub County Director of Education stated that they ensured school working/learning environment was improved by BOM through including them in active management of schools. Facilities for playing which are central to children's physical, mental, social and emotional well-being that contributes to better performance in KCPE were also provided by the BOMs.

4.1.3 Reward Strategies to Teachers and Learners in Relation to KCPE Performance in Migori Sub County, Migori County.

The researcher wished to know the mode of rewards BOMs give to motivate teachers/learners. The rewards given, (Figure 4.2) as incentives were indicated to be: giving of rewards, giving material incentives and giving money and materials for improved performance. The results from

the findings indicated that 33% of the respondents gave tangible and spiritual rewards, 34% gave clothing, cups and plates as incentives to teachers. Ten percent of the BOM members offered breakfast and lunch as incentives while 23% did not give any incentive to teachers nor pupils.

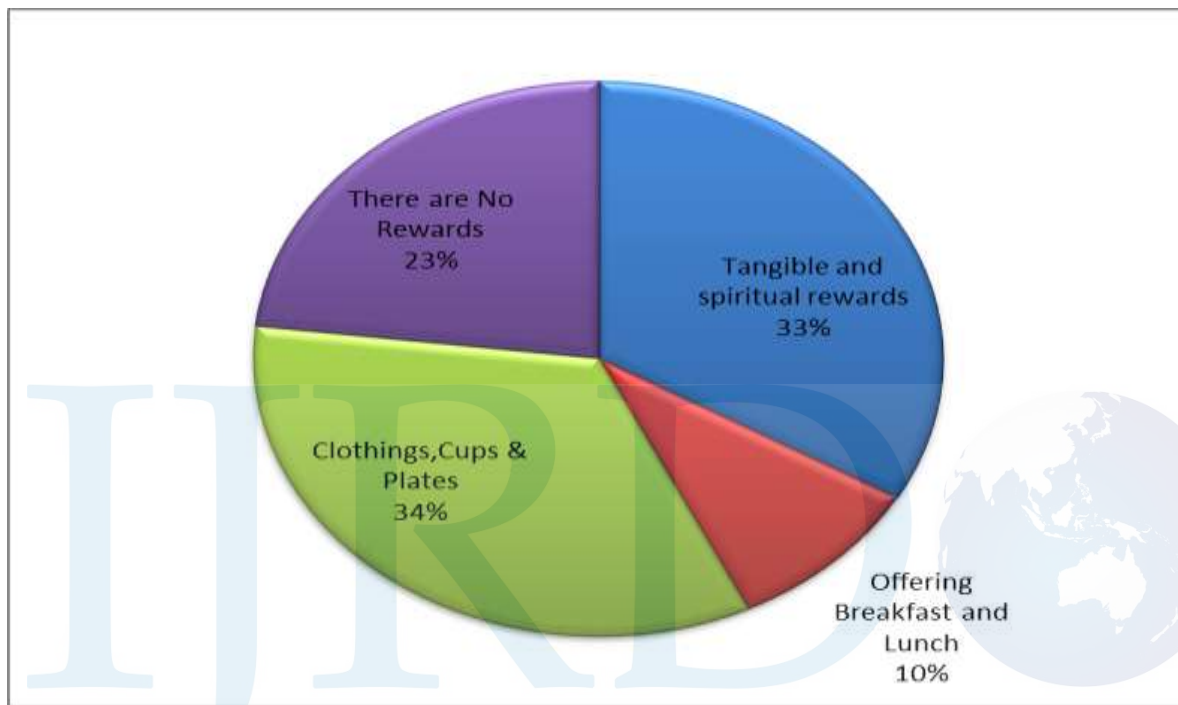


Figure 4.2 Rewards BOMs give to teachers and learners in schools

The SCDE indicated that BOM members provide material rewards as incentives to motivate teachers/learners in their schools in a bid to improve KCPE performance. He noted that such rewards increase teachers' and learners' self-esteem and improve relationship with various BOM members. Head teachers were asked to outline the BOMs' attitude of rewarding teachers/KCPE performance (Table 4.2). It emerged that 66.7% of the head teachers stated that rewarding teachers/KCPE candidates was poor, and the other three which represented eleven percent each stated the following: Good, Average and Below average. Performance varied as per the commitment of BOM members' motivational strategies through provision of incentives/rewards.

According to the findings, incentives/rewards help in motivating people to their optimum performance. Extrinsic motivation has to do with rewards. Rewards are external to a person (teacher/learner) and will be provided by the management in order to encourage them to perform the task.

Table 4.3 Rewarding Teachers and Learners for KCPE Performance

	Frequency	Percent
Good	1	11.1
Average	1	11.1
Below average	1	11.1
Poor	6	66.7
Total	9	100.0

It was also observed that money was commonly used as an incentive. This was consistent with findings of (Mutiso, 1985), who revealed that a majority of the Kenyan educators indicated that inadequate pay is one of the reasons that would make them resign. The insufficient pay is among the many problems faced by the Kenyan primary school teachers that have seen many, mostly young energetic and better trained teachers opt for better paying jobs elsewhere, making the best of their effort not to be utilized in the education sector (Akala, 2002).

5.1 Conclusions

Supervision was found to be fairly carried out in schools by the respondents. The extent to which supervision was carried out influenced KCPE performance in Migori Sub County. Some supervisors were found to be constantly monitoring curriculum development, learning facilities, pedagogical methods and human resource development while some were inconsistent in

supervision. The researcher established how recognition of both teachers and learners by BOMs influenced performance in KCPE. Recognition of both teachers' and learners' efforts inspired and encouraged them to modify their behaviour but at the same time others felt recognition offered was not commensurate to their effort. Those who appreciated the recognition strategies used doubled their effort so as to receive recognition, thus improving their performance in KCPE. Recognition also helped in nurturing desired behaviour as some teachers and learners got intrinsically motivated towards improving their performance.

5.2 Recommendations

Supervision by Board of management should be carried out to ensure that their institutions operate efficiently and within the legal requirements and rules. Such role will ensure that the learners receive the best education possible that will motivate them towards performing better in KCPE. Boards of management members should help in monitoring and evaluation of education programmes as well as overseeing the proper management and maintenance of school buildings, property and infrastructure development for the provision of quality education in Migori Sub County.

Education stakeholders in Migori Sub-County should use all means and ways of recognizing and appreciating the role of teachers and learners in primary schools to help in improving KCPE performance. Board of management members should not only be trained briefly at election but better training should be offered in Migori Sub County so that they can learn on how to recognize role played by the teachers and learners in enhancing KCPE performance.

Working conditions in most schools was fair but the situation needed to be improved by all institutional leadership led by BOM. This would ensure that schools are safe, clean and appropriately equipped for teaching/learning. Board of management members should provide

suitable learning/teaching environment that can lead to improved KCPE performance in Migori Sub County. The government, BOM members and other stakeholders should provide adequate teaching and non-teaching staff according to prescribed staffing norms to ensure provision of quality education conforming to the provision of set standards and norms in education. This will improve working conditions of the teachers in the region hence improved KCPE result. Attending to need satisfaction by BOM members is a primary method of keeping learners and teachers interested and happy as they undertake their responsibilities. Both teachers' and learners' basic needs: Survival, love, power, peace, fun and freedom must be met by BOM members who are in charge of different primary schools in Migori Sub County for improved KCPE performance. Based on the findings, the study recommend that BOM, TSC, and MOE should put in place and improve on the factors like supervision, recognition, working/learning conditions and rewards, that greatly motivate and increase teacher/learner satisfaction with the teaching/learning in order to perform well in their endeavors.

5.3 Suggestions for Further Research

- i. Further studies by interested scholars can be carried out on the common criteria of indicators to assist in standardizing supervision.
- ii. The effects of infrastructure on KCPE performance in the county to enhance motivation of teachers, learners and other stakeholders in order to improve wholesome performance in education.
- iii. Further research should also be carried out on the effects of economic status of parents as this can also have influence on KCPE performance in Migori County by assisting in rewarding teachers.

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