



RESEARCH ARTICLE

EDUCATION STAKEHOLDER'S CONTRIBUTION TO MOTIVATION OF TEACHERS AND GIRL
STUDENT IN ENHANCEMENT OF QUALITY EDUCATION FOR GIRLS' IN SECONDARY
SCHOOLS: A CASE STUDY OF SIAYA COUNTY

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ABSTRACT

The government of Kenya in partnership with religious sponsors, parents, politicians, Board of management and principals provide financial, human and physical resources to enhance education of girls and boys in schools. However with all these measures in place, girls in Siaya County schools performance in Kenya Certificate of Secondary Education was generally low compared to national where few girls have featured in 100 best students. For the last four years in Siaya County the performance has been average with mean scores of 6.21, 6.90, 6.05 and 6.80 for the years 2011, 2012, 2013 and 2014 compared to the boys schools mean scores of 7.73, 7.73, 7.56 and 8.27 for the same period. What was unknown was the contribution of stakeholders to the provision of quality education to girls in public secondary schools in Kenya. The purpose of the study was to establish contribution of stakeholders to motivation of teachers and students in enhancement of quality education for girls' in secondary schools in Siaya County. A conceptual framework showing the relationship between independent variables (contribution of stakeholders) and dependent variables (motivation was used to guide the study). The study used descriptive survey design. The study population was 155 consisting of principals, Deputy Principals, Directors of Studies, Board of management chairpersons, Parents Teachers Association rents Teachers Association chairpersons, Sub County Quality Assurance and Standards Officers and Church Education Secretaries. Data was collected using questionnaires and interview schedules. Validity of the instruments was determined by experts in Educational Administration. Reliability of the instruments was determined by test re-test method and Pearson's r coefficients were .78 and .81 for principals and form four class teachers at p-value of .05. Data collected by questionnaire was analyzed using frequency counts, percentages, means and t-test. Quantitative data was analyzed using percentages, means and t-test. Qualitative data from interviews and open ended questions was transcribed, analyzed and reported in emergent themes and sub themes. The study established that Principals and Board of Managements contributed highly to motivation of teachers and students as signified by means of 4.02 and 3.70 respectively. The study recommended that all stakeholders should improve on their contributions to enhance the girls' academic achievement. The findings of this study are significant to stakeholders in education by improving them in areas that require doubling their efforts for meaningful contributions.

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INTRODUCTION

The Ministry of Education (2005) states that the government is fully committed to an education system that guarantees the right of every learner to quality and relevant education. It is in this light that the ministry of education deemed it necessary to improve its inspection wing by restricting it and changing its name from the inspectorate to Directorate of Quality Assurance and Standards (Ministry of Education Science & Technology, 2004). The contribution of the government and other partners

in education is the driving force that actualizes provision of quality education. This collaborative effort is highly valued by all partners. The girl child lacks behind the boy child in education as evidenced in enrolment, graduation rates and quality of grades at form IV level (Ministry of Education, 2005). This was the justification for the choice of this study on the contribution of stakeholders to the provision of quality education to girls in secondary schools. Furthermore it is important to note that quality inputs in terms of motivation guarantee quality output in terms of learning outcomes measured by performance in Kenya Certificate of Secondary Education. This was a further justification for choice this inputs as variables for this study. At school level principals and

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deputy principals are the designated internal quality assurance officers and at departmental levels the head of departments are the designated internal quality assurance and Standards Officers (Ministry of Education, Science & Technology, 2004).

Student councils are mandated to assist school administrators in carrying out duties and responsibilities that enhance quality of education in Kenya. Those duties and responsibilities include supervision of curriculum activities such as preps lesson and report on attendants by subject teachers. School infrastructure affects quantitative growth and the provision of quality education since a certain minimum space in a classroom per learner, adequate science rooms, well stocked library, recreational facilities and boarding facilities are pre-requisite in providing quality education in Girls Secondary Education (UNICEF, 2005). According to World Bank (2005), if the world is to achieve Education for All and Millennium Development Goals such as universal primary education by 2015, there was serious need for individual nations to develop holistic education sector plans and allocate sufficient national budgetary resources to develop related school infrastructure for quality education. Adequacy of school infrastructure is not only a problem in Africa, but also in the whole world. Atherton and McNaughton (2008) observed that many schools in America are suffering from incidences of peeling paint, crumbling plaster, leaking roofs, poor lighting, inadequate ventilation and inoperative heating and cooling systems among other problems that limit provision of qualitative education.

According to Bregman and Stallmeister (2001) the struggle to achieve quality education for girls still remains a major concern in many countries in Sub – Saharan Africa and it is overshadowed by other pressing and urgent educational needs. UNESCO (2002) observed that the introduction of modern technology in Egyptian Secondary Schools where each classroom was equipped with computer sets, overhead projectors and high speed internet resulted to improved performance. Since independence the Kenyan government has introduced several measures to ensure provision of relevance and quality in education. For instance the appointment of several commissions and committees such as the Ominde commission (1964), Mackay report (1981) Gachathi Committee (1976), Kamunge report (1988) and Koech Report (1999) were all important initiatives intended to enhance quality in educational institutions. The establishment of the Inspectorate Division (Quality Assurance) at the National, County and Sub county levels was also another move towards achieving quality in education (Republic of Kenya, 2002). For example Kamunge report (1988) recommendations intended to raise access to secondary school by increasing gross enrollment rate from 29.4% in 1990 to 70% by the year 2010. It was to improve quality of human resource development by making secondary education part of basic education. All these were meant to improve the quality and relevance of secondary education through curriculum reviews and teacher training which would in turn strengthen the overall management capacity of school Heads and school Board of Governors.

Ominde Commission of 1964 advocated for both quantitative and qualitative improvement of African education. One objective of this qualitative improvement was to give Africans academic type of education similar to that available to European and Asian children. Gachathi committee of 1976 was aimed at increasing internal efficiency in schools and to improve quality and relevance by improving management of

learning institution. Some of the strategies it intended to employ were allowing girls to go back to school after delivery; strengthening the school feeding programme; provision of textbooks and strengthening Inspectorate with a view to improving the quality of services offered. The government's increased allocation of resources toward education sector is further evidence that the government is concerned with the provision of quality education. The government allocates about 40% of her total recurrent expenditure on education (Republic of Kenya, 2003). Subsequently, the government appointed a presidential working party on education and training in 1988 to study the education sector and recommend ways of ensuring the delivery of education and training services, within the limits of the constrained economic conditions (Republic of Kenya, 1988). The report recommended the introduction of cost sharing in education by the government and other stakeholders like parents and local communities. The report was accepted by the government in Sessional Paper No.6 on Education and Training for the next decade and beyond (Republic of Kenya, 1988).

In cost sharing strategy, the government committed itself to reducing the burden on its budget by shifting educational expenses to parents and local communities. Recurrent expenditure such as purchase of books, uniforms, building costs and private costs such as transport were transferred to parents and local communities. One of the challenges facing the education system in most countries is how to meet demands for high quality public education within the increasingly national economic and fiscal constraints (Mobegi, 2007). She further explains that the concern for quality dominated the education debate from the early eighties and remained a central issue in the twenty first century. The Government of Kenya has heavily invested in various interventions geared towards expanding school infrastructure which include the introduction of Constituency Development Fund in 2003, the Laboratory Equipment Fund in 2004, and School Infrastructure Development Fund in 2008 (Republic of Kenya, 2008). Due to financial constraints facing Kenya's education system as a result of reduction of government budgetary allocation, it would be necessary to assess the stakeholders' contribution on management of Girls secondary schools and how they influence academic achievement in Siaya County which seems not to be doing very well. According to Bondo District Development plan of 2008 – 2012, there are low education standards which have close relationship with understaffing in schools, lack of enough classrooms, dormitories, toilets (Republic of Kenya, 2009). The plan recommends serious need to rehabilitation of water supplies and sanitation facilities. The same challenge is also echoed in Siaya District development plan 2008 – 2012 that reports that there are overstretched facilities for both teachers and students. The development plan also explains that it is important for stakeholders to provide infrastructure like buildings and address poor workmanship and misappropriation of funds.

Motivation plays a vital role in accomplishment of tasks in all professions. It inspires persons engaged in some understanding and maintains them in the engagement as characterized by commitment and devotion. A study by Guajardo (2011) titled "Teacher motivation: Theoretical Framework, situation analysis of save the children county offices, and recommended strategies" revealed that a number of stakeholders are usually involved in motivation of teachers extrinsically and intrinsically. Guajardo (2011) used survey method involving

the following countries; Afghanistan, Ethiopia, Uganda, Mozambique, Philippines, Bolivia, Malawi, El Salvador, Nicaragua, Pakistan, Egypt and Guatemala. The research was accomplished through literature review, interviews with experts and practitioners. The findings of the study were that, payment of salaries regularly motivated teachers. However in most cases salaries were paid irregularly and were low. Providing housing by the community security, bonuses and income generating activities for teachers enhanced teacher motivation. Treatment of teachers as equal partners and professionals, besides holding teacher achievement fairs motivated teachers. Training in life skills, co-curricular activities, capacity building, merit based scholarships and peer exchange networks motivated teachers. Providing principals with quality training in management and leadership, advocacy for transparency, prohibition of discrimination against female and the marginalized persons, gender autonomy and collaborative assessment motivated teachers. Encouragement to participate and involve teachers and principals in decision-making with clearly defined roles and responsibilities motivated teachers. Learning materials and facilities, adequate hygienic facilities, more funding for libraries, resources and awarding learning materials to high performing teachers motivates teachers. This study was conducted at a point in time and did not involve the teachers who were the subject of the study. As a result there was no study population, although the findings are factual, but it could have been scientific if the study was conducted scientifically. The study did not address the issue of stakeholders who play a major role in motivation of teachers. These key stakeholders include politicians, Board of Managements, religious sponsors, parents and school principals. This was the knowledge gap this study attempted to fill using Siaya County as a site for the study. Center on Education Policy (2012) in a study titled: What roles do parents involvement, Family background and culture, play in student motivation revealed that research had shown a link between parent involvement and children's success in school. This study was based on literature review and hence does not give insight into the contribution of parents to student motivation categorically and authoritatively. This could have been possible only if the study was conducted involving known study design, study population, sample size, study objectives, site of the study with proper justification. Nevertheless, it provides facts on contribution of parents to students' motivation. What was not dealt with that would have authenticated the study was providing actual contribution of parents. This is the knowledge gap this study sought to fill using Siaya County as a site for the study.

Research Objective

The research objective was: Education Stakeholders' Contribution to Motivation of Teachers and girl student in enhancement of Quality Education for Girls

Synthesis of literature on education stakeholders' contribution to motivation of teachers and girl student in enhancement of quality education for girls

Motivation is a powerful tool for energizing one to work towards accomplishing a given task. Nzomo (2003) suggested that a head teacher could motivate teachers with rewards if the work is exemplary, guide or punish if work is not done. Pogodzinski (2000) argues that higher salaries to a large extent motivate and attract better prepared and highly qualified teachers. This argument contradicts the view held by Griffin

(1996) who argues that motivation may not necessarily yield quality performance. Griffin (1996) explains that the foundation of good teachers' attitudes begin with a head teacher, being strict and fair, praising teachers for job well done, reducing blame game and inducting new teachers on professional practices to enhance positive attitudes. To him, teachers are always appreciative and would want to be associated with a school where things are done properly. Khera (2002) holds a similar view as that of Griffin. He says that leaders of institutions should focus on positive aspect of life and not concentrate on the wrongs that may have been done. Lambert (2003) carried out research in three schools in Wisconsin, USA. The study examined the behaviour of the head teachers that encouraged teachers and concluded that successful head teachers involved teachers in leadership by motivating and empowering them to carry out tasks through consultative decision making, providing resources to meet teaching and learning requirements and offering opportunities for in-service training. Macharia (2004) argues that the effectiveness of a head teacher is seen in his ability to motivate staff having understood their needs and challenges by developing motivation strategies based on these needs. In this kind of arrangement, the teachers whose performances were exemplary were recognized. Atsenga (2002) argues that effective teaching methods impact positively on learning. The study attributes this to staff development which widens the knowledge of subject content matter by the teaching staff. According to Adeyanju (2003), motivation serves to exert the energy necessary for good or quality performance and where it is lacking, achievement is bound to be low. All the above cited authorities agree that motivation plays a very important contribution in the realization of good performance. The next question is: do the stakeholders know the importance of staff development on the teacher for better content delivery? In Siaya County girls' performance keeps on fluctuating. Nzomo (2003) and Pogodzinski (2003) all agree that an additional monetary incentive to teachers motivates and yields good academic achievement. However, Griffin in (1996) and Khera (2002) differ with them. Griffin and Khera argue that teacher motivation may not necessarily yield good results. They explain that a head teacher only needs to be strict, fair, praising teachers for job well done and inducting new teachers on practices that enhance positive attitudes. Although the reviewed literature looked into the motivation of teachers, they however did not research on the participation of the stakeholders on the motivation of teachers and students.

Conceptual framework

The conceptual framework (Figure 1) postulates that stakeholders do contribute to motivation of teachers and students in enhancement of quality of education for the girl child. These stakeholders include; politicians, religious sponsors, Teachers Service Commission, Principals and Parents Teachers Association. Politicians have a chance to contribute to integrity of the principals and the deputy principals through advice on prudent management of school resources. Boards of Management have a chance of contributing to teachers and students motivation by availing prizes to performing teachers and students and also sponsoring teachers and students on education tours. The success of this contribution depends on socio-economic statuses of the stakeholders. If the stakeholders have adequate resources and enjoy high social status, their contribution is bound to have a higher effect than those without economic resources and having low social status in the society.

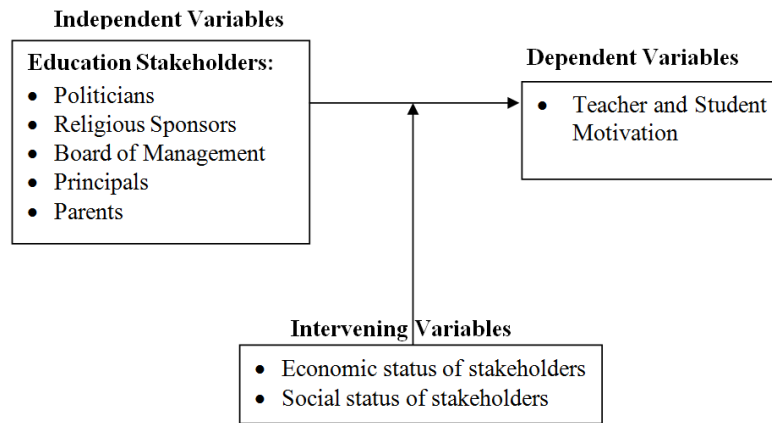


Figure 1. Conceptual framework on education Stakeholders' Contribution to Motivation of Teachers and Students Education in girls Secondary Schools

Table 1. Contribution of Politicians to Motivation of Teachers and Students in Enhancement Quality Education for Girls

Aspects of Contribution by Politicians	Res	n	Mean	t-test
Money /Prizes /Cards	P	18	2.28	t(49)=-.803,p =.426
	T	33	2.61	
Promotion/Advancement	P	16	1.50	t(47)=-.835,p =.751
	T	33	1.61	
Trip and Sponsorship	P	14	1.36	t(44)=-.619,p =.539
	T	32	1.56	
Personal recognition through certification, oral congratulation messages and oral appreciation	P	17	2.53	t(48)=-.952,p =.346
	T	33	2.97	
Overall Mean			2.05	

KEY: Res – Respondents P- Principals, T-teachers n- Sample Size

Interpretation of Mean Ratings

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution
 2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution
 4.45 -5.0 = Very High Contribution

Table 2. Contribution of Religious Sponsors to Motivation of Teachers and Students in enhancement of Quality Education for Girls

Aspects of Contribution by Religious sponsor	Res	N	Mean	t-test
Money /Prizes /Cards	P	17	1.47	t(50)=-.953,p =31.310
	T	35	1.71	
Promotion/Advancement	P	16	1.75	t(47) =1.663,p =.103
	T	33	2.33	
Trip and Sponsorship	P	13	1.31	t(42) =1.720, p=.095
	T	35	1.71	
Personal recognition through certification, oral congratulation messages and oral appreciation	P	17	3.00	t(48)=-.607,p =.546
	T	33	3.27	
Overall Mean			2.07	

KEY: Res – Respondents P- Principals, T-teachers n- Sample Size M- Mean

Interpretation of Mean Ratings

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution
 2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution
 4.45 -5.0 = Very High Contribution

Table 3. Contribution of Board of management to Motivation of Teachers and Students in enhancement of Quality Education for Girls

Aspects of Contribution by Board of management	Res	n	Mean	t-test
Money /Prizes /Cards	P	18	4.17	t(52)=.895,p =.375
	T	36	3.86	
Promotion/Advancement	P	15	3.27	t(48)=1.074,p =.288
	T	35	2.86	
Trip and Sponsorship	P	14	3.21	t(45)=-1.018,p =314
	T	33	3.64	
Personal recognition through certification, oral congratulation messages and oral appreciation	P	17	4.53	t(50)=1.708,p =.094
	T	35	4.11	
Overall Mean			3.70	

KEY: Res – Respondents P- Principals, T-teachers n- Sample Size

Interpretation of Mean Ratings

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution
 2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution
 4.45 -5.0 = Very High Contribution

RESEARCH METHODOLOGY

The study used descriptive survey design. The study population was 155 consisting of principals, Deputy Principals, Directors of Studies, Board of management chairpersons, Parents Teachers Association chairs Teachers Association chairpersons, Sub County Quality Assurance and Standards Officers and Church Education Secretaries. Sample size was 133 consisting of 18 Principals, 18 Deputy Principals, 18 Director of Studies, 36 form four class teachers, 18 Board of management chairpersons, 18 Parents Teachers Association chairpersons, 5 Sub County Quality Assurance Officers and 2 Church Education Secretaries. Data was collected using questionnaires and interview schedules. Validity of the instruments was determined by experts in Educational Administration. Reliability of the instruments was determined by test re-test method and Pearson’s r coefficients were .78 and .81 for principals and form four class teachers at p- value of .05. Data collected by questionnaire was analyzed using frequency counts, percentages, means and t-test. Quantitative data was analyzed using percentages, means and t-test. Qualitative data from interviews and open ended questions was transcribed, analyzed and reported in emergent themes and sub themes.

RESULTS

The research question responded to was: What is the contribution of stakeholders’ to motivation of teachers and students in enhancement of quality education for in public secondary schools in Siaya County? In order to get the contributions of stakeholders to motivation of teachers and students, the respondents were asked to rate aspects of stakeholders contributions. The responses were as shown in Tables 1, 2, 3, 4, 5 and 6. From Table 1, it can be noted that both principals and teachers indicated that the contribution of politicians to motivation of teachers and students was low and moderate as their means were 2.28 and 2.61 respectively. No significant differences was found ($t(49) = .803, P>.05$). The mean of the principals ($M =2.28$) was not significantly different from the mean of teachers ($M =2.61$). This means that both principals and teachers indicated that politicians contribute little to motivation of teacher and students. On promotion /advancement, both principals and teachers indicated very low as their means were 1.50 and 1.61 respectively. No significant difference was found ($t(47) = .835, P>.05$). This means that both principals and teachers indicated that politicians contribute very little to motivation of teachers

Table 4. Contribution of Principals to Motivation of Teachers and Students in enhancement of Quality Education for Girls

Aspects of Contribution by Principal	Res	n	Mean	t-test
Money /Prizes /Cards	P	17	4.24	$t(51)=-.712, p =.480$
	T	36	4.03	
Promotion/Advancement	P	16	3.81	$t(50)=1.057, p =.296$
	T	36	3.39	
Trip and Sponsorship	P	12	4.17	$t(45)=-1.358, p =.181$
	T	35	3.60	
Personal recognition through certification, oral congratulation messages and oral appreciation	P	17	4.88	$t(50)=3.625, p =.001$
	T	35	4.06	
Overall Mean			4.02	

KEY: Res– Respondents P- Principals, T-teachers n- Sample Size

Interpretation of Mean Ratings:

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution
 2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution
 4.45 -5.0 = Very High Contribution

Table 5. Contribution of Parents to Motivation of Teachers and Students in enhancement of Quality Education for Girls

Aspects of Contribution by Parents	Res	n	Mean	t-test
Money /Prizes /Cards	P	18	4.00	$t(52)=-.297, p =.768$
	T	36	3.89	
Promotion/Advancement	P	14	1.64	$t(47)=-.233, p =.817$
	T	35	1.71	
Trip and Sponsorship	P	15	3.87	$t(48)=-1.421, p =.162$
	T	35	3.17	
Personal recognition through certification, oral congratulation messages and oral appreciation	P	18	3.56	$t(51)=-.739, p =.327$
	T	35	3.23	
Overall Mean			3.13	

KEY: Res – Respondents P- Principals, T-teachers n- Sample Size

Interpretation of Mean Ratings

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution
 2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution
 4.45 -5.0 = Very High Contribution

Table 6. T-test for determination of the significant difference between the means of principals and teachers on the contribution of stakeholders to motivation of teachers and students

Respondents	N	Mean	Standard Deviation	t- test
Principals	319	3.06	1.670	$t(1002) =.713, p =. 476$
Teachers	685	2.99	1.474	

and students. The use of trip and sponsorship by politicians to motivate teachers and students was found to be very low as their means were 1.36 and 1.56 as indicated by both principals and teachers respectively. There was no significant difference found ($t(44) = .619, P > .05$). On personal recognition through contribution, oral congratulation messages and appreciation, it was noted that the contribution of politicians to motivation of teachers and students was moderate as the means of principals and teachers were 2.53 and 2.97 respectively. No significant difference was found ($t(48) = .952, P > .05$). Overall, principals and teachers indicated that the contribution of politicians to motivation of teachers and students in enhancement of quality education for girls was low ($M = 2.05$).

From Table 2 it can be noted that both principals and teachers indicated that the contribution of religious sponsor to motivation of students and teachers was very low as their means were 1.47 and 1.71 respectively. No significant difference was found ($t(50) = .953, P > .05$). The mean of the principals ($M = 1.47$) was not significantly different from the mean of teachers ($M = 1.71$). On promotions and advancement it was noted that religious sponsors contribution to motivation of teachers and students was very low as the means of the principals was 1.75 and the one for teachers low as 2.33 between principals mean and teachers mean. This means there was no significant difference from the mean of principals ($M = 1.75$) and teachers ($M = 2.33$). No significant difference found ($t(47) = 1.663, P > .05$). Concerning trip and sponsorship, both principals and teachers indicated that the contribution of religious sponsors to motivation of teachers and students was very low. Their means were 1.31 and 1.71 respectively. No significant different was found $t(42) = 1.720, P > .05$. The mean of principals ($M = 1.31$) was not significantly different from mean of teachers ($M = 1.71$). On the aspect of contributions to personal recognition through certification, oral congratulation messages and oral appreciation, the principals and teachers indicated moderate to motivation of teachers and students as their means were 3.00 and 3.27 respectively. There was no significant difference found ($t(48) = -.607, P > .05$). The mean of principals ($M = 3.00$) and the mean of teachers ($M = 3.27$) were not statistically different. This means there was moderate contribution of the religious sponsors to motivation of teachers and students and the principals and teachers attested to it. Overall, principals and teachers indicated that the contribution of religious sponsors to motivation of teachers and students in enhancement of quality education for girls was low ($M = 2.07$).

From Table 3, it can be noted that principals indicated high contribution and teachers moderate towards motivation of teachers and students. Their means were 4.17 and 3.86 respectively ($t(52) = .895, p > .05$). The mean of the principals ($M = 4.17$) was significantly different from the mean of teachers ($M = 3.86$). On the aspects of contribution on promotion /advancement, the principals and teachers indicated that the contribution of Board of Management to motivation of teachers and students was very low as their means were 1.50 and 1.61 respectively. There was no significant difference ($t(48) = 1.074, P > .05$). The mean of the principals ($M = 3.27$) and mean of teachers ($M = 2.86$). On personal recognition through certification, oral congratulation messages and oral appreciation, principals and teachers indicated that contribution of Board of Management was high as their means were 4.53 and 4.11 respectively. No significant different found ($t(50) = 1.708, P > .05$). The mean of principals ($M = 4.53$) and the mean of teachers ($M = 4.11$) this means that both principals and

teachers indicated that Board of Management contribute high to motivation of teachers and students through recognition, certificates, congratulation messages and oral appreciation. Overall, principals and teachers indicated that the contribution of Board of Management to motivation of teachers and students in enhancement of quality education for girls was high ($M = 3.70$).

From the Table 4, it can be noted that both principals and teachers indicated that the contribution of principals to motivation of teachers and students was high as their means were 4.24 and 4.03 respectively. No significant difference was found ($t(51) = .712, P > .05$). The mean of the principals ($M = 4.24$) and the mean of teachers ($M = 4.03$). This means that on promotion /advancement, the principals and teachers indicated moderate contribution by the principals as their means were 3.81 and 3.39 respectively. No significant difference was found ($t(50) = 1.057, P > .05$). The mean of principals ($M = 3.81$) and the mean of teachers ($M = 3.39$). Both principals and teachers indicated principals contribute high to motivation of teachers and students. On trip and sponsorship, it can be noted that both principals and teachers indicated that the contribution of the principals to motivation of teachers and students by soliciting support of politicians, Board of Managements and parents was high and moderate with means of 4.17 and 3.60 respectively. Significant difference was found ($t(45) = -1.358, P > .05$). The mean of principals ($M = 4.17$) and the mean of teachers ($M = 3.60$). The fact that the mean of the principals is higher than that of teachers means that have different views concerning trip and sponsorship of teachers and students. Personal recognition through certification, oral congratulation messages and oral appreciation, it was noted that both principal and teachers indicated high as their means were 4.88 and 4.06 respectively. This means no significant different from the mean of principals ($M = 4.88$ mean of teachers ($M = 4.06$). Significant difference found ($t(50) = 3.625, P > .001$). This means that both principals and teachers indicated that principals contribute high to motivation of teachers and students using the aspect of recognition, giving certificates, oral appreciation.

From the Table 5 it can be noted that principals indicated the contribution of parents to motivation of teachers and students was high as the mean was 4.00 and the teachers indicated that the contribution of parents to motivation of teachers and students moderate as their mean was 3.89. No significant difference was found $t(52) = .297, P > .05$. The mean of principals ($M = 4.00$) was not significantly different from the mean of teachers ($M = 3.89$). This meant that both principals and teachers indicated that parents contribute high to motivation of teachers and students. On promotion /advancement both principals and teachers indicated that the contribution of parents to motivation of teachers and students was very low as their means were 1.64 and 1.71 respectively. No significant difference was found ($t(47) = .233, P > .05$). The mean of principals ($M = 1.64$) was not significantly different from the mean of teachers ($M = 1.71$). On aspect of trip and sponsorship both principals and teachers indicated that the contribution of parents to moderate as their means were 3.87 and 3.17 respectively. No significant difference was found ($t(48) = -1.421, P > .05$). The mean of principals ($M = 3.87$) was not significantly different from the mean of teachers ($M = 3.17$). This means that both principals and teachers indicated that parents contribute averagely to motivation of teachers and students. Aspect of recognition through certification, oral congratulations messages and oral appreciation: It can be noted

that both principals and teachers indicated that the contribution of parents was moderate as their means were 3.56 and 3.23 respectively. No significant difference was found ($t(51) = .739$, $P > .05$). The mean of the principals ($M = 3.56$) was not significantly different from the mean of teachers ($M = 3.23$). To make the findings on this objective conclusive, t-test was computed. The results were as shown in Table 6. From Table 6, it was observed that overall on the contribution of stakeholders to motivation of teachers and students in enhancement of quality education for girls in public secondary schools in Siaya County in terms of money, prizes, cards, promotion, trips, sponsorship, recognition was indicated as moderate by principals ($M = 3.06$) and moderate by teachers ($M = 2.99$). These means were not significantly different ($t(1002) = .713$, $p = .476$). This means principals and teachers concurred that stakeholder's contribution was moderate.

DISCUSSION

The interview findings indicated that politicians on many occasions ring the principals to appreciate the Kenya Certificate of Secondary Examination good performance. Document analysis revealed that politicians even send success cards to the candidates before they start their Kenya Certificate of Secondary Examination. When invited for prayers for the candidates, they even contributed little money to supplement the candidates' breakfast during the Kenya Certificate of Secondary Examination. The implication is that when the politicians are in support of school principal, they talk positively encouraging hard work in the school while on the other side, they can also demotivate learners and teachers particularly when they talk negatively about the school in public. Interview findings indicated that the school and the entire community over expect from politicians such that even if they contribute no one seems to recognize hence they are seen to be either doing very little or doing nothing since they do not meet the expectations. It may also mean that the politicians do not play much role when it comes to the promotion of teachers through advancement. In fact, in many cases it is the school administration that tries to keep in touch with politicians while politicians have very little time for schools. The interview findings indicated that politicians occasionally appreciated the Kenya Certificate of Secondary Examination good performance through the principal. This meant that politicians did not reach out to individual teachers who were mainly contributors of good academic performance. However there were exceptional cases for example one principal noted; Our area member of Parliament stood with us even when our Kenya Certificate of Secondary Examination results of 2011 were cancelled." This meant politicians appreciate quality performance. Despite this, the expectations of the principals' and teachers were very high on the contribution of the politicians in terms of monetary contribution for trips and this was why the principals and teachers rated their contribution low. It was also noted that whenever the principals were encouraged by politicians, this happiness went up to the teachers' would be happy and committed.

The principals revealed that religious sponsors do look for sponsorship for the needy students /orphans. However this was rated very low may be simply because the religious sponsors only sponsor the needy who belong to their church. The very low meant that religious sponsors do not meet the expectations of the school community in what they do because they are not even interested in day schools. It also came out that religious

sponsors are not very keen in the management of day schools and in fact some school principals are not members of the church that sponsor the schools they head. The interview findings indicated that the religious sponsor brought students who did not qualify to be admitted into the school such kind of students brought the standard of school down hence working against quality education of the school. On the other hand, rejecting students whose admission request came through the Parish Priest made him to develop bad blood with the school and negativity in general. It was also noted that the religious sponsor in the year 2012, did interfere with three schools by ordering for the transfer of three principals in the middle of the year. This not only interfered with the development but also academic. In one school, the Arch Bishop recommended the transfer of the principal in the middle of the year. This did not only interfere with academic programmes but also brought indiscipline as students went on strike closing their gate for the incoming principal. It also brought uncertainty in the school hence interfering with quality education.

In 2009, the Bishop rejected the already posted or incoming principal through a demonstration. The fact that principal had not worked in their school and they carried placards implied that they worked with interest which possibly demotivates young hardworking teachers inspiring to be principals. The heads of Departments maintained that the church activities interfered with their school routines particularly on the first Friday of every month, students would go to church instead of being in class interfering with school routine. The Document analysis guide also revealed that the Bishop had written to all their schools not to put any academic programs on Saturdays and Sundays hence a lot of religious activities at the expense of academic performance went down hence not contributing to quality education. Principals and teachers revealed that religious sponsors contribute very little to the motivation of teachers and students using the aspect of trip and sponsorship. For instance one principal Mrs. Anne Opiyo (pseudonym) noted: "Instead of sponsoring teachers and students, the school would sponsor church activities particularly when there were religious trips such as ordination of a priest or bishop, the priest in-charge would ensure the school bus being used was fueled by the school". In such a case, there is mismanagement of school fund since the schools do not budget for church activities. The religious sponsors give talks to the students and also advise on behaviour hence helping in the moulding of behaviour. It was noted that religious sponsor provided moral, spiritual and academic guidance and counseling through weekend challenge. This kind of talk inspired learners towards academic excellence. The principals during the interviews maintained that she usually receive congratulation messages and oral appreciation to raise morale of the teachers in their schools. Whenever there was decline in the academic performance, the religious would try to find out its cause.

Principals and teachers indicated the Board of Management contributes money for tours as a way of appreciating good Kenya Certificate of Secondary Examination results in enhancement of girl's academic performance. The interview findings revealed that Board of Managements were helping their schools in terms of motivation of staff as one deputy principal Mrs. Jane Owiti (pseudonym) noted: "Parent-Teacher Associations also provide additional monetary incentives to the tune of about Kshs. 400,000 in a year to teachers through the payment of remedial money. This incentive keeps the teachers in schools even after normal working hours. However, she

lamented that the parents are less able to meet the remedial requirements in rural areas particularly in day schools. The interviews conducted with Sub County Director of Education also established that Board of Management played important roles in motivating teachers. One Sub County Director of Education Mr. James Owino (pseudonym) noted: The Board of Management members occasionally organize for teachers' trip particularly after Kenya Certificate of Secondary Examination results have been analyzed and there is positive deviation in the schools' mean. Teachers are taken out for a break from monotony of daily routines at school and finally when they return to school, they are energized and work hard as if they were new in the profession. For instance educational bonding trips to Mombasa, Mwanza and Kampala cost about Kshs. 1.5 million as most Board of Management members boost what the school can offer. This however, applies to county and extra county schools only.

Principals and teachers noted that Board of Management contribute to motivation of teachers and students using the aspect of promotion and advancement. However the mean of the principals being moderate and teachers being low meant that there were certain contributions that teachers were not aware of hence their mean rating lower than that of the principals. The principals maintained during interviews that most teachers feel shy even to share meals with members of Board of Management. In this case some teachers even try to keep off from such meetings. The principals argued that it was during such meetings that the teachers and Board of Management members would discuss issues on how they would want to improve performance of the school. They further revealed that meetings between teachers and Board of Management members were always inspirational towards good performance by the teachers. During interviews with the Sub County Quality Assurance and Standards Officers, they pointed out the need to motivate teachers as one Sub County Quality Assurance and Standard Officer noted: "Teachers, who are tired, hungry and excessively pre-occupied with meeting their household's livelihood needs, are unlikely to become strongly motivated." The Sub County Quality Assurance and Standards Officer further explained that the schools need to improve payment for Board of Management Teachers and house them if necessary for better working conditions for improvement of quality education. This finding concurs with Urwick (2004) who noted that, the whole issue of qualifications and motivation is strongly age-related and that younger teachers are better educated and requires professional guidance. Although they are paid less and are able to find schools in preferred locations, motivation levels do not appear to be higher. Indeed younger teachers on whom the future of the education system depends are seriously de-motivated. The study further revealed that for quality education, stakeholders need to put a lot of effort in ensuring that happiness and conducive environment are created in the schools to keep teachers in school even after working hours. This finding is supported by Kombo (2006), who on his part comments that in a school environment, the more students and teachers care about each other, the harder they will work to achieve mutual learning goals. This is because individuals seek out opportunities to work with those they care about, and as caring increases, so do feelings of personal responsibility to do one's share of the work, a willingness to take on difficult tasks, motivation and persistence in working towards goal achievement willingness to endure pain and frustration on behalf of the group, hence contributing to group productivity. This means that if the

Board of Managements treat teachers with love and acceptance, the teachers feel wanted and work very hard which contribute to high academic achievement. The interview findings indicated that Board of Management motivate teachers and students through communication especially when they inform and make teachers aware that they need good performance.

On prize giving days, top achieving students and top performing teachers are awarded certificates and other incentives in some cases amounting to Kshs. 500,000/= by Board of Management which help them get promotion in future. The teachers and learners feel highly motivated particularly when they are appreciated by members of Board of Management. The findings of the study agrees with Adeyanju's (2003) findings that motivation serves to exert the energy necessary for good /quality performance and where it is lacking, achievements is bound to be low. This means that certificates awarded to teachers by Board of Managements remain a reminder of the work well done. It encourages hard work by teachers as they feel recognized and in this, the Board of Managements contribute to improvement. The interview findings indicated that principals who used the remedial money well motivated teachers and students. This was because the timely payment of remedial money to the teachers motivated them to work extra time that led to early completion of the syllabus. It was also reported that the principals bought prizes to top performing students and this made them to keep on working hard. Whenever the principal bought a success card to the class, every student wanted to keep it an indication that the card from their principal was special to them and motivated them. However when the principals failed to give teacher money for remedial, the teacher felt discouraged demotivated when some even talk carelessly to the students. This in the long run made teachers to put more effort in their work. This would result into late syllabus coverage or presenting candidate class without proper revision. Many principals had pegged Ksh. 1000 to every "A" grade in any subject. This motivated some teachers as they called it "soft loan." The findings of the study concur with Lambert (2003) whose findings revealed that successful principals provide resources to meet teaching and learning requirements.

Atsenga (2002) in his study on factors affecting the teaching of oral communication in English language in secondary schools of Kakamega and Vihiga Districts also adds that staff motivation is linked with financial gain. Principals and teachers indicated that principals contribute moderate to motivation of teachers and students using promotion and advancement. The interview findings indicated that principals who identified talents and improved on them together with good delegation of duties highly motivated their staff members. It was also revealed that teachers felt motivated because duties were delegated and they were also empowered. One Sub County Officer Mr. Enock Munala (pseudonym) argues; "involving teachers in decision making brings harmony and ownership of decision that motivates the teachers to work hard since they feel respected." This finding concurs with the findings of Kremer (2004) in South Africa that up to 40% of teachers were affecting quality education because they were working without job satisfaction. The interview findings indicated that money allocated for trips and sponsorship was not well spent on teachers and students. The fact that the mean of the principals is higher means that the money was paid and not used correctly as expected. It was revealed that certain letters for workshops did not reach teachers in the name of

school not having enough money to sponsor such workshops. This demotivated teachers particularly when they learn about the workshops from colleagues from other schools. On the other hand, students also learn better when they are given opportunity to go out and share with others from different institutions. In reaction to demotivation of teachers and student, one class teacher lamented, "principals would prefer popularity from Board of Management whom they share responsibility in spending school finances." One Sub County Quality Assurance and Standards Officer reported "The need for popularity tempts principals to mismanage school funds." This implies that school finances which would have been used for motivating teachers and students to improve quality education was diverted to a different purpose.

From interviews, one of the class teacher reported, funds allocated for teachers' seminars are not used as expected. While another teacher lamented; Letters of invitation for teachers to attend different workshops are sent to schools and no teachers attend such workshops. In a few cases only one teacher is allowed to go to a seminar. The study found that when money allocated for the motivation of teachers were mismanaged, teachers morale to work was reduced and this affected performance negatives. When teachers do not attend training workshops they are unable to get information on new strategies and approaches of teaching as well as new changes in the curriculum. This has a direct bearing on performance and quality of education provided. One Sub County Officer Mr. Paul Ochumba (pseudonym) stated; "Even at the time a school qualify for national level, principals report that there is no money to proceed in games and this reduces the morale of teacher and learners." The amount of money spent on co-curricular activities influences the performance of the school in the same area. However, where co-curricular activities are ignored, learners become inactive even in class activities. This implied that schools did not spend good financial resources on co-curricular facilities had inadequate facilities which affected the achievement of their goals. The interview findings indicated that principals who appreciate teachers for work well done motivates them. This creates team work by bringing the teachers together and rallying them towards attaining school targets. Recognizing teachers results into provision of a conducive atmosphere for learning. The findings also revealed that principals who delegated duties to teachers and empowered them motivated the teachers and more so when they make a follow up to see to it what was delegated was done according to the expectations. The findings of this study contracts the view held by Griffin (1996) who argues that motivation may not necessary yield quality performance. Griffin (1996) explains that the foundation of good teachers' attitudes begin with the principal, being strict and fair, praising teachers for job well done, reducing blame game and inducting new teachers on professional practices to enhance positive attitudes. He argues that teachers are always appreciate and would want to be associated with a school where things are done properly. The interview findings indicated that parents who make follow ups on what their children do in school motivate the teachers to take keen interest in the performance of such students. The parents also provide the basic needs of their children making them to have high self esteem that in the long make them do well in their academic achievement. The early payment of school fees by parents encourages continuous learning since the student is in school through to cover the whole syllabus. The supportive parents also provide the information about their children which help the teachers to understand her better hence

are able to help her improve in her performance. Such supportive parents work hard in hand with teachers making their children feel encouraged to work hard since everybody is concerned about their work.

The Board of Management chairperson Mr. John Owano (pseudonym) stated; Needy students seem to be brighter than others and one best way of maintaining quality performance in a school is by contributing to keep the needy students in school so that their good performance raises the school mean." Principals and teachers indicated that parents contribute very little to motivation of teachers and students using promotion /advancement. The interview findings indicated that parents are not interested in advancement of the teachers. In fact most parents complain about the teachers who go for holiday studies. They feel that such teachers put their energies in their academic studies hence not concerned with the performance of their children. The interview findings indicated that some parents with financial ability sponsor the very needy students. In some occasions, the PTA chairperson organizes and pays the motivational speakers that on many occasions motivate particularly the candidate class. The teachers also feel motivated with commitment of such parents when go extra mile even to sponsor the trips for students that at times involve the teachers. The interview findings indicated that parents contribute averagely to motivation of teachers and students. The interview findings indicated that parents ring to appreciate teachers whenever there is good KCSE performance. Some parents carry presents to the excelling teachers and this motivates them to contribution scoring high means in their subject areas. Document analysis guide revealed that parents even send success card to students as a class not as an individual. Besides, parents pay to school motivation levy, for supporting the extra work done by teachers and students. In midst schools, this levy ranged from Kshs. 200/- to Ksh. 500/= per child. Some parents pass through staffroom to appreciate teachers and occasionally even buy sodas or lunch for the staff in appreciation of their effort. Overall, principals and teachers indicated that the contribution of parents to motivation of teachers and students in enhancement of quality education for girls was moderate ($M = 3.13$).

Conclusion

The contribution of stakeholders to motivation of teachers and girl students in girls schools was moderate. The forms of contribution included; prizes for performing teachers and students, encouragement cards, promotion of staff to position of responsibility in school, sponsorship to education tours and bonding seminars as they added value to their performance that translated to better performance of girls.

Recommendations

The principals should be in-serviced in financial management and instructional leadership. This would help in enhancement of prudent management of financial resources and instructional supervision with regard to teacher and student motivation. The principals and Board of Managements should improve on the following modes of motivation of teachers and students:

- a) Commendation orally and in writing
- b) Oral congratulation messages
- c) Transparency on motivation of performing teachers.
- d) Informative education tours

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