

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

**Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya**

By

Kingi, Petronilla Mutinda  
Kingipetronilla@gmail.com; petronilla@uonbi.ac.ke;  
Telephone Number: +254710440482  
University of Nairobi, Kenya

**Abstract**

Teachers' participation in the management of change has been highlighted as a significant contributor to teacher motivation. The objectives of the study were to establish the effect of teachers' level of participation in management of students' and teachers' activities on teachers' motivation. The study was anchored on Change Management Model and Herzberg Motivation Theory. The study used correlation design. The target population was 3630 persons comprising 578 School Principals and 3052 Subject Teachers. The study used proportional stratified random sampling techniques to select teachers and School principals. A sample size of 403 respondents was used for this study comprising of 58 school principals and 345 subject teachers. Data were collected using participation change management and motivation questionnaires for subject teachers and principals and an observation guide. Descriptive statistics (frequencies, percentages, mean values and standard deviations) and were used to analyze the quantitative data. The study established that teachers were at different levels of participation (means were between 2.00 and 5.0). On Objective one, the study revealed that teachers' level of participation in the management of students' and teachers' activities was moderate (Mean= 3.34). The study also revealed high level of teachers' participation in management of school community relations (Mean= 3.59). It was concluded that teachers' level of participation in the management of students and teachers activities, and school community relation was a positive determinant of teachers' motivation. It was recommended that schools embrace participatory structures that encourage high levels of teachers' participation in management of change in order to increase their motivation. The study recommended sensitization of school principals and other stakeholders on the need for teachers' participation in management of school change through their conferences, workshops.

**Key words:** Management, Students and Teachers Activities, Teachers' Motivation, education change. Public Secondary Schools.

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

**Management of Students and Teachers Activities and Implications on Teachers' Motivation in Public Secondary Schools in Kenya**

By

Kingi, Petronilla Mutinda

Worldwide, teachers' level of participation in management of students, teachers and motivation has attracted much attention from educators over the past decades (Ali, 2011). Research shows that teachers' level of participation was not only a policy priority but also a major public interest (Sarafidou, Chatziioannidis (2013); Gardinier (2012). However, Bennel and Akyeampong (2007); Ndu and Anogbov, 2007) observed that lack of teachers' participation in management of students' and teachers' activities led to absenteeism, poor time management, professional misconduct, traditional teaching practices and engagement in income-generating activities that could distract them from core duties. Beardwell and Claydon (2007) and Mualuko, Mukasa, & Achoka (2009) found that school principals need to utilize teachers' ideas and securing their motivation. Mohammed (2011) reports that decisions relating to change were made by management bodies with little participation of teachers. Muindi (2011) defined teachers' participation in school management as direct involvement of teachers in decisions relating to their immediate work. Vanbaren (2010) defined teacher motivation as a process of encouraging and inspiring teachers to perform their jobs effectively.

Numerous scholars indicated the significance of teachers' participation in students and teachers activities, (Millet, 2010; Mazandarani and Abedini, 2015). They argued that teachers' participation led to improved performance of duties, creativity, reduced absenteeism, high retention rates, commitment and quality education (Millet, 2010; Bakker, Schaufeli, Leiter and Taris (2008). However, many questions have been raised in relation to teachers' level of participation with reference to pedagogical issues (Wellington, 2012). Millet (2010) reported that lack of teachers' motivation resulted into to lack of commitment which had negative effects on achievement of educational objectives. In Eastern Europe, Gardinier (2012) observed that the Albanian educational policy adopted democratic and competency-based education which embraced high level of teachers' participation in teachers' and students' activities. These models viewed teachers and students as autonomous, independent, and future-oriented learners preparing to participate in a liberal democracy that would succeed in the global economy. Teachers were portrayed as lifelong and knowledge-based workers who would be evaluated through their participation in transforming schools. However, a significant gap existed between the prescriptive global norms and the concrete circumstances underlying teachers' level of participation in management of teachers', students' activities' and motivation.

In Southeast Asia's most rapidly developing nations, Singapore's schools adopted a new mission, seeing schools as a learning society, which emphasized the connection between teachers, students and the local community (Caprara, Barbaranelli, Steca, & Malone, 2006). Carson and Chase (2009) argued that work conflicts, poor management styles, inadequate career opportunities, teacher inefficiency and lack of autonomy were some of the reasons for low level of participation and motivation. De Klerk Foundation (2012) reported lack of teachers' motivation as the cause of South Africa's problems as manifested in forms of unemployment, poverty and inequality. Teachers' participation xxfought centralized systems and had been associated with school decentralization (Cheng, 2008).

Consequently, teachers' level of participation in management of change was critical in overcoming challenges related to political and social malpractices relating to students,

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

teachers and local community (Cheng, 2007; Udoh & Akpa (2007). Specifically, Ikediugwu (2007); Ofojebe (2007) observed that truancy, vandalism, burning of schools, violence, strikes and destruction of property was as a result of low level of teachers' participation in relation to students and teachers activities. Further, Omobude, Igbudu, and Ujiro (2012) argued that policy makers paid a lot on consultants in relation to school change, yet teachers are capable of provided the same information. However, studies indicated that high level of teachers' participation in change relating to teachers and students activities was detrimental (Duze, 2007, 2005). Teachers' level of participation in management of change in the contexts of motivation cannot be overlooked.

In Israel, Shemech (2010) argued that teachers participated in school community relations, finances and physical facilities. Further, Shemech asserted that teachers' level of participation in school-community activities was designed to push educational standards to higher levels by motivating teachers to use their expertise in school and community projects. However, he reported low levels of participation and motivation since the school principals involved teachers mostly in change relating to curriculum compared to school community-relations and finances. In Southeast Asia's most rapidly developing nations, Singapore's schools adopted a new mission, seeing schools as a learning society, which emphasized the connection between school and the local community (Caprara, Barbaranelli, Steca, & Malone, 2006). Carson and Chase (2009) argued that work conflicts, poor management styles, inadequate career opportunities, and lack of autonomy were some of the reasons for lack of participation and motivation.

In Zimbabwe, Wadesango (2013) identified the following indicators of low motivation: poor attendance, poor time management, absenteeism, occurrence of hold-ups because of not meeting the deadlines, lack of professional development and negative attitude to work. However, a gap existed between teacher participation in managing change, the expected targets and motivation (World Bank, 2008). School principals and Board of Managers failed to consider teachers needs for motivational purposes motivation which had implications on school academic performance (Matoke, Okibo, & Nyamongo, 2015). Republic of Kenya, Sessional Paper No.12 (2013) articulates the Kenya Policy Framework for Education and Training (PFET) which puts emphasis on teachers' participation in management of change. The Sessional Paper also acknowledged government commitment in provision of quality education through teachers' participation in various aspects of school change. One of the roles of the school Boards as stipulated in the basic education act (2013) is to encourage collaboration and participatory governance. This is because decentralization of management functions leads to significant improvements in relation to motivation and overall performance. However, Mualuko, Mukasa, and Achola (2009) argued that most school principals often applied non-participatory management styles. According to OECD (2011), most teachers were not involved in school change.

The aim of the Kenya Vision (2030) was to make the globally competitive by transforming it into a newly-industrialized, middle income country providing a competency-based education (Republic of Kenya, 2007). This development could only be achieved through teachers' participation in issues that were affecting them directly (Vision Kenya, 2030). However, many studies revealed little of this in practice (Mncube, 2007; Mukasa & Achola (2009); Wadesango, (2013); Mazandarani & Abedini (2015). According to Mabonga (2008), Kenyan studies were devoid of a comprehensive and detailed account of teachers' participation in vaarious aspects of school management and teachers' motivation. Therefore, this study sought to establish the influence of the level of teachers' participation in

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

management of students' and teachers' activities, community relations on teacher's motivation.

### **Statement to the Problem**

Teachers' participation in management of teachers' and students' activities, school community relations and motivation play a critical role in performance of duties. Teachers' motivation involves team work and collaboration for good performance (UNESCO, 2018). Such management practices can influence teachers' motivation positively (Kaimenyi, 2013). However, teachers' participation, motivation and discipline still remains a major concern in most schools. Recommendations have been made and implemented. The School Boards and education stakeholders have organized yearly prize giving ceremonies and other awards for teachers and students. School principal and heads of departments have been trained by KEMI and sub county education officers. Yet, many school have continued to perform poorly with discipline deteriorating.

There are issues of absenteeism, poor time management, professional misconduct, and teachers' engagement in activities that distract them from the core activities of the school. Many questions have been raised in relation to teachers' level of participation with reference to pedagogical issues and student's discipline. There are constant conflicts in school community, local community selling drugs to students, parents failing to visit school during the major functions, poor management styles, inadequate career opportunities, and lack of autonomy for students and teachers. Teachers and students are increasingly seeking transfers from one school to another. Although sub counties and principal have similar issues of demotivated teachers, they have used different strategies. The researcher seeks to use participatory measures to address such problem and challenges. Therefore, this study sought to establish the influence of the teachers' participation in management of teachers' and students' activities and school community on teachers' motivation in public secondary schools in Machakos, Kiambu and Kajiado counties in Kenya.

### **Purpose of the Study**

The purpose of this study was to establish the influence of the teachers' participation in management of teachers' and students' activities and school community on teachers' motivation in public secondary schools in Machakos, Kiambu and Kajiado counties in Kenya.

### **Objectives of the Study**

The study aimed at meeting the following objectives:

- i) To establish the influence of teachers' level of participation in management of students' and teachers' activities on teachers' motivation.
- ii) To establish the influence of teachers' level of participation in management of school community relations on teachers' motivation.

### **Theoretical Framework**

This study was guided by Kurt Lewin change management model (1951) and Herzberg Motivation Hygiene Theory (Herzberg, Mouser & Snyderamn, 1959). This study was guided by a 3-step process (Unfreeze-Change-Freeze) which provides a high-level approach to change. It gave change agents a framework to implement change effort, which was always very sensitive and had to be made as seamless as possible. Unfreeze was the diagnostic stage which involves identifying the status quo (problems) and breaking down the existing status quo before building up new ways of operating. It explained why the existing way of doing things could not continue.

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

Unfreezing was dissatisfaction with the present existing practices. Moving to the new state required identifying the resisting and the driving forces thus reducing the impediments while enhancing driving forces. Using the analogy of a building one examined the preparedness of change, the existing foundations as they might not support add-on otherwise the building could collapse. However, the transition did not happen overnight as some took much longer time to recognize the benefits in order to be highly connected to the organization throughout the transition period. Unfortunately, some individuals were genuinely harmed by change particularly those who benefited strongly from the status quo.

After the change has been put into operation, a process of refreezing (consolidation) became necessary. The signs of refreeze is a stable organization, consistent job descriptions, new roles, new organization structure, new work methods, constructive amendments. The refreeze stage helped people and the organization to internalize (institutionalize) change. With a new sense of stability, they felt confident and comfortable with the new ways of working. Care has to be taken to avoid getting caught up in a transition trap where nothing ever got done to full capacity. Lewin's theory has been criticized by several scholars, for instance Dawson, (1994); Dent & Goldberg, (1999); Hatch, (1997); Kanter et al., (1992) argued that the theory was outdated, unfashionable and simplistic. Others argued that Lewin's planned approach was too mechanistic and therefore not appropriate for open-systems that were subject to uncertain and turbulent environments (Dawson, 1994; Garvin 1993; Kanter et al., 1992; Nonaka, 1988; Pettigrew, 1990a, 1990b; Pettigrew et al., 1989; Stacey, 1993; Wilson, 1992).

Despite the criticism, some scholars supported the theory by advancing that the theory was more relevant to incremental and isolated change projects which were often the cases for Australian local government (Dawson, (1994). Lewin's contribution to explaining individual and group behaviour during the change process was still relevant in local government context (Burnes, 2004a). The model was also considered to be more appropriate for organizations such as city councils schools that were based on traditional top-down, command-and-control style of management, with segmented, small units and slow change timelines. Therefore, Lewin's (1951) model was more appropriate for top-down, management-driven approaches to change, which similar to the change management processes employed in city councils (Dawson, 1994; Kanter et al., 1992; Wilson, 1992).

For this study, the model was considered appropriate because schools in Kenya used top-down management driven approach. This was as evidenced in the Basic Education Act, (2012) which indicated that the education system in Kenya placed school principals in a position to make all major decisions with little participation of teachers. Mualuko, Mukasa, and Achola (2009) observed that most school principals often applied non-participatory management styles which had effects on teachers' level of participation in management of school on their motivation. As a result, school principals were enjoying the monopoly of managing schools while teachers felt demoralized at work.

Herzeberg Motivation Hygiene Theory (Herzeberg, Mouser & Snyderamn, 1959) elaborates the factors that caused satisfaction and dissatisfaction in white-collar Jobs. The theory was later used, for example, Schermerhorn (2003) and Hunsaker (2005) elaborates the factors that lead to motivation and demotivation of workers. According to Herzeberg, Mouser and Snyderamn (1959) factors that produced satisfaction were very different from those leading to dissatisfaction. One concern could produce satisfaction but the absence of it would not necessarily produce dissatisfaction. They also identified extrinsic and extrinsic factors. The intrinsic factors were the motivators while the hygiene factors (extrinsic) were company policies and administration, supervision, interpersonal relationships, working conditions, salary, status and security. These extrinsic factors (motivators) caused workers to be dissatisfied while their presence consequently

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

failed to increase job performance. But motivators made workers to work hard and they were associated with the job context or what people actually did at work. They included achievement, recognition, work-itself, responsibility, and growth or advancement. They were based on a person's ability to achieve and maintain a positive attitude towards their organization and career.

Kurt Lewin dealt with change and stated that change was a motivator and that change was inevitable. This change could either be from within or from outside. For example, externally, from the Teachers Service Commission (TSC), Ministry of Education (MoE), Bill of Rights, Kenya Vision (2030). From within, there was need to set a social environment where teachers saw their personal needs as being satisfied for motivational purposes. If these personal needs were satisfied, it would promote teachers' self-esteem and motivate them to improve the performance which then leads to job satisfaction. Change itself was a motivator and therefore the Kurt Lewin model and Herzberg theory complemented each other. This study contended that schools as organizations would focus on maximizing production and performance while at the same time ensuring that teachers' concerns were catered for in an attempt to achieve the institutional goals. Hence, school management practices emphasized on the teachers' level of participation in the management of change and its effects on teacher motivation.

## **Literature Review**

This chapter gives a summary of literature review used to conceptualize the study. It presents the review of research that has been done in Kenya and other parts of the world on teachers' participation in management of students, teachers and school community relations and motivation. The literature is organized according to the objectives of this study.

## **Review of Related Literature**

### **Concepts of Participation and Motivation**

Teachers' participation in management of school change is a crucial element educational system. According to Wadesago (2011) and Armstrong (2006), teachers' participation refers to their involvement in decision making relating to various aspect of management. Muindi (2011) defines teachers' participation as direct involvement in issues relating to teachers immediate work. Vanbaren (2010) defines teacher motivation as a process of encouraging and inspiring teachers to perform their duties effectively. Goksoy (2014) and Wadesango (2012) argued that teachers' participation improves motivation, communication, quality of decisions and work environment which attract and retain quality teachers. Further, Goksoy (2014) argued that teachers' participation plays a significant role in developing commitment and achievement of organizational goals thereby decreasing resistance to change.

### **Teachers' Participation in Management of Students' and Staff Activities and Motivation**

Well-motivated teachers are likely to be more committed in achieving learning outcomes. Studies show that teachers' level of participation in the management of teachers' and students' activities is a factor of motivation (Maulana, Opdenakker, Stroet & Bosker, 2013). According to Fullan (2007), the level of teachers' participation in management of teachers' and students' activities led to ownership, student-centered learning and innovativeness, including interdisciplinary teaching and block scheduling. Cochran-Smith and Lytle (2009) stated that teachers level of participation in teachers and students activities enhanced teachers' skills and attitudes. Squire and Valerie (2012) found that there was no relationship between teacher empowerment and student achievement and only a slight correlation between status, a dimension of teacher empowerment, and student achievement. The findings indicate there is no correlation between teacher empowerment and student achievement ( $r = .098$ ,  $n = 115$ ,  $p = .298$ ).

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

In Greece, Sarafidou and Georgios (2012) found that teachers' participation in students' activities comprised of teaching and learning strategies, extra-curricular activities, and assignment of students to classes, student attainment, attendance and discipline. Participation of teachers in school decision making was moderate while their desire to participate was high. Further, multivariate analysis of variance of actual participation showed significant differences between different levels of teachers' experience (Wilk's  $\lambda=0.819$ ,  $F(9, 331) = 3.15$ ,  $p=0.001$ ). The study indicted significant linear differences between participation in managerial issues ( $p<0.001$ ) and teachers' issues ( $p=0.001$ ). The regression analysis revealed that deprivation of participation in managerial issues was found to significantly increase the predictive value of the model ( $R^2=27$  percent). Similar results were found for teachers' perceptions about collegiality ( $R^2=25.5$  percent). Sarafidou and Georgios (2012) focused on teachers' participation in decision making and its impact on school and teachers in Greek primary schools. However this study was done in Kenya school. The current study went further so

In Pakistan, a study by Baig, Rehman and Khan (2012) revealed that participation in decision making accounted for 36.6% variation in organizational commitment. Organizational commitment alone explained 14.3% variation and 23.3% jointly with procedural justice and participation in change relating to organizational citizenship behaviour. Maulana *et al.* 2011a, b). Baig, Rehman and Khan (2012) focused on the relationship organizational commitment with teachers' participation in decision and organizational citizenship behaviour. However, the current study established effects of teachers' level of participation in management of teachers and students activities on teachers' motivation. Asgari and Mahjoob (2013) revealed delegating authority 90.3%, giving suggestions by manager 21.1%, creating an atmosphere of cooperation by administration 23.7%, respecting and giving attention to teachers' needs 56.5%. The study concluded that teachers' level of participation in management led to organizational commitment and motivation.

Furthermore, a study by Mazandarani and Mahnoosh (2015) indicates that participatory management enhancement of staff efficiency in Free Zone of Qeshm. There was significant relationships between participatory management and efficiency components (creating commitment and sense of responsibility of staffs, decrease of negative resistance against changes and work motivation among the staffs), and participatory management and organizational change components (empowering staffs to perform comprehensive measures and instituting new cultural perspectives). However, there was no significant relationship between participatory management and the success of integration components of organizational change. A by Mazandarani and Mahnoosh (2015) focused on the effect of participatory management on organizational change and enhancement of staff efficiency. This study focused on the levels of teachers' level of participation in management of students and teachers activities.

Matoke, Okibo, and Nyamongo (2015) indicate that 74.6% of teacher motivation is as a result of remuneration while 25.4% is due to other factors. Similarly, 41.2 % variation in teacher motivation was attributed to development factors such as in-service training and teachers' profession while 58.8% could be explained by other factors. This means that teacher motivation was accounted by training, promotion and teacher qualifications. The study by Matoke, Okibo, and Nyamongo (2015) focused determinants on determinants of teacher motivation while the current study focused on the effects of teachers' level of participation in management of students' and teachers activities on motivation.

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

### **Teachers' Participation in Management of School Community relations and Motivation**

It is argued that a school is an open system and that establishing linkages with the school local community facilitated realization of set goals and objectives (Allawan, 2012). Participation in management of school-community relations is a process in which two groups living in the same geographical location are collectively involved in addressing issues affecting them (Tibebu, 2011). According to SEDL (2004), successful schools lobbied partnership with the local community, parents, civil leaders and business sector toward school projects. Other studies show participative partnership with the school management was an effective way of motivating them in decision-making (Bandur, 2008; Antonio & Gamage, 2007); Anderson (2006). They further stated that teachers' level of participation in management of change enhanced students' physical, social and mental development and strengthened the link between school and community (Shirin & Alaeddin, 2014).

Teachers' level of participation in school community-relations created awareness for school improvement (Quezada, 2003). It involved bringing the school closer to the community (Beyerlein, Freedman, McGee, Moran, 2003). This is because it involved listening to community sentiments, team building and connectedness. Other studies revealed that teachers' level of participation in school community relations had direct correlation with teachers' levels of motivation, morale and commitment (Beyerlein, Freedman, McGee, Moran, 2003). Shirin and Alaeddin (2014) argued that the participation led to the development of school projects through provision of financial resources. Many studies show that teachers' participation in school community activities is considered a key factor in the implementation of change (Khasawneh, Omari & Abu-tineh, 2012) and in determining the level of motivation and commitment (Caillier, 2012). A study by Farahiyanfar and Ghandehari (2016) found that participation in goal setting had positive effects (Beta=0.123,  $P<.01$ ). Participation in decision making predicted organizational commitment and cumulative effect (Beta=0.379,  $P<.01$ ). Participation in problem solving and positive organizational commitment predicted the cumulative effect (Beta=0.205,  $P<.01$ ). Also feel significant and positive organizational commitment predicts that the cumulative effect (Beta=0.111,  $P<.01$ ),

A study carried by Kheang (2012) revealed that teachers' participated in school community partnership involved creating awareness of partnership for sourcing funds for training and development, purchasing materials, and infrastructure development supervision, and motivation. Participatory decision making approach encouraged key local stakeholders. The study concluded that clear framework of policies, standards and accountabilities should be developed and greater autonomy should be decentralized to the school stakeholders. Leadership and management preparation or systematic professional development should be provided to school principals to help them acquire necessary skills and knowledge to implement the program effectively and more active involvement of relevant stakeholders would be ensured. The study revealed that teachers' participation had positive effects on their motivation. Teachers also participated relation to overseeing the school strategic plan, recommending charges to be levied on parents, monitoring and evaluating the school activities (Basic Education Act, 2012). These studies by Irawanto (2015); Wadesango (2011); Kiprop and Kandie (2012); Mualuko, Mukasa and Achoka (2009) focused more teachers' level of participation in management of community relations while ignoring the level of participation and teachers motivation which was the focus of this study. It is apparent from the literature review that the independent variables for this study which was teachers' level of participation in management of students and teachers' activities and school community-relation were addressed by previous studies. However, none of the studies investigated teachers' participation in relation to their motivation. Hence, this study set out to investigate the status of this in the selected areas.



**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

### **Methodology**

The study embraced a mixed methods research design. Mixed methods design involves both quantitative and qualitative data. The total target population was 578 principals and 3052 subject teachers. Proportional stratified random sampling technique was used to select a sample size of 58 principals and 345 teachers from Kiambu, Machakos, and Kajiado County respectively. The study used participation and motivation questionnaires for school principals, teachers, and observation guide based on the study objectives. The questionnaires were carefully designed through a review of literature and involved statements on a five point likerts scale whereby 5: strongly agree, 4; Agree, 3: undecided, 2: Disagree, 1: Strongly disagree. Data was transformed into continuous data for easy computation. Content validity was initiated at the design stage because instrumentation was a major threat to internal validity. Reliability was ascertained by use of Cronbach's alpha coefficient. The study considered 0.8 and above. Quantitative data was processed, managed, and analyzed using SPSS based on the objectives of the study. Descriptive statistics were used to measure the magnitudes of the variables based on their indicators. Findings were represented and reported using tables to summaries the variables. The researcher observed the principle of informed consent, anonymity, confidentiality and protection of data in respect of the human rights of the respondents.

### **Findings**

#### **Teachers' participation in management of students' and teachers' activities and motivation**

The objective of this study sought to determine the influence of teachers' level of participation in management of students' and teachers' activities on teachers' motivation. To this effect the views of principals were sought. Their responses were organized on a five point Likert's scale whereby 5 represented a greater extent, 4: To some extent, 3: Not sure, 2: To a little extent and 1: Not at all. Teachers' participation in management of students' activities comprised of career programmes; identifying institutions for further education and career training; guidance and counselling; students' council's activities; review of school rules and regulations; school discipline; recruiting, selecting, orientation; induction, professional growth and development; self-appraisal, teaching and non-teaching staff and managing conflict management. The mean score of the Likert items in management of students and teachers activities was computed. The variable teachers' level of participation in management of students' and staff activities was recorded as a new variable. From the summated score, mean was computed ranging from 0 to 5. According to Lee (1999) in Bademo and Ferede (2016) a mean of below 2.00 was deemed low level of participation, mean between 2 to 3.5 was moderate participation whereas as mean between 3.5 - 5 was regarded high level of participation. Mean of each item and total mean values were computed in order to make comparisons. The principals' responses are presented in Table 1.

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

**Table 1: Teachers' participation in management of students' and teachers' activities**

Students/ Teachers Activities	5		4		3		2		1		Mean
	n	%	n	%	n	%	n	%	n	%	
1.Organizing career programmes	69	21.5	99	30.8	25	7.8	57	17.8	71	22.1	3.12
2. Identifying career institutions	85	27.2	96	30.7	26	8.3	55	17.6	51	16.3	3.35
3. Guidance and counseling.	79	24.5	86	26.6	24	7.4	47	14.6	87	26.9	3.07
4. Organizing students' activities	66	20.4	79	24.5	34	10.5	48	14.9	96	29.7	3.22
5. Revising rules and regulations	66	20.7	85	26.6	27	8.5	45	14.1	96	30.1	2.94
6. Promoting the school discipline	72	22.8	55	17.4	17	5.4	59	18.7	113	35.8	2.73
7. Teaching/ non-teaching duties	123	38.1	76	23.5	28	8.7	44	13.6	52	16.1	3.54
8 Challenging assumptions.	33	10.4	63	19.8	58	18.2	69	21.7	95	29.9	2.59
9. Learning & personal problems	116	37.5	99	32	26	8.4	33	10.7	35	11.3	3.74
10. Recruiting and selecting staff	39	12.1	52	16.1	18	5.6	61	18.9	153	47.4	3.17
11. Training/ in-service training	80	25.1	105	32.9	27	8.5	30	9.4	77	24.1	2.27
12. Appraising performance	85	26.6	87	27.2	19	5.9	54	16.9	75	23.4	3.25
13. Technology learning.	48	15.1	82	25.8	38	12	50	15.7	100	31.4	3.17
14 Coordinating staff development	29	9.1	46	14.4	39	12.2	51	16	154	48.3	3.03
15. Conflict management	24	7.5	65	20.3	37	11.6	61	19.1	133	41.6	2.2
16. Teaching and non-teaching	32	57.7	15	26.8	6	10.7	1	1.8	2	3.6	4.32
17. Challenging assumptions	8	14.8	22	40.7	14	25.9	9	16.7	1	1.9	3.5
18. Incorporating change in duties	12	22.6	32	60.4	5	9.4	3	5.7	1	1.9	3.96
19. Learning & personal problem	11	20	29	52.7	9	16.4	3	5.5	3	5.5	3.76
20. Professional training	20	36.4	24	43.6	4	7.3	6	10.9	1	1.8	3.88
21. Recruiting and selecting staff	18	32.7	20	36.4	5	9.1	7	12.7	5	9.1	3.71
22. Attending in-service training	18	32.1	26	46.4	3	5.4	6	10.7	3	5.4	3.89
23. Appraising performance	17	30.9	25	45.5	4	7.3	7	12.7	2	3.6	3.87
24. Induction and orientation.	24	44.4	20	37	3	5.6	5	9.3	2	3.6	4.09
<b>Grand total</b>											<b>3.34</b>

**Source: Field Data 2021**

Table 1 shows descriptive analysis of principals' responses regarding teachers' level of participation in management of change in relation to management of teachers' and students' activities. The study revealed that 24(44%) of school principals reported that to a greater extent teachers' participated in inducting and orienting teacher. The results indicated that 12(23%) school principals indicated that to a greater extent teachers participated in incorporating change in carrying out their duties while 32(60%) of them to some extent participated on the same. It was also reported that 20(36%) of the principals reported that to a great extent teachers participated in change relating to facilitating professional development training programs for teachers. The study also revealed that 18(32%) of the principals reported that to a great extent, teachers participated in training /in service for professional development while 26(46%) of them said that to some extent teachers participated on the same. The analysis showed that 17(31%) of the school principals said that to a great extent teachers participated in appraisal of teaching and non-teaching duties.

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

Table 1 further shows computed means of each items, the highest (mean =4.09) for inducting and orienting new teacher indicating high level of teachers' participation in management of students' and teachers' activities. The results indicate high participation (Mean 3.96) for deliberately incorporating change in carrying out their duties. The analysis also shows (Mean=3.88) for facilitating professional development training programs for teachers. Further the findings indicated (Mean=3.87) for self-appraising and evaluation other teachers on performance of teaching and non-teaching duties. However, the results show (mean=2.2) for facilitating conflict management programs. Consequently, the total cumulative mean scores (Mean= 3.34) implied moderate level of teachers' participation. This could be interpreted to imply that principals indicated moderate level of teachers' participation. This means that teachers' level of participation in management of students and teachers' activities have influence on teachers' motivation.

These results were compared with the observation checklist. The analysis showed that teachers had lists of career programmes for students as well as guidelines and counselling activities. This meant that teachers participated in career and counselling activities. In most schools, teachers had lists of elected students' council and documented school rules and regulations which guided students in their daily activities as well as school expectations in relation to their behavior. On students' discipline, most of the teachers indicated that they participated in promoting students' discipline in various ways. The study also established that teachers had programmes for students' induction and orientation. This was an indication that teachers participated in change relating to induction and orientation of students. Generally, the observation guides indicated that there were documents to support teachers' participation in management of teachers' and students' activities. Hence teachers' participation has influence on their motivation

### **Teachers' Participation in Management of School Community Relations and Motivation**

The Second objective sought to determine the influence of teachers' level of participation in management of school community-relations. Teachers' participation in management of school community-relations comprised of promoting good relationships between the school, sponsors, parents and the local community; liaising with parents/ guardians over students difficulties; planning for school community educational days; organizing the school in local community activities like tree planting/charity walks; and facilitating research activities in liaison with other institutions, government departments and the local community. Mean scores of five Likert items for each and every respondent was computed to generate a Likert scale. The categorization of the Likert scale was guided by Bademo and Ferede (2016) who asserted that the mean of below 2.00 was deemed low level of participation; mean between 2 to 3.5 was moderate whereas mean above 3.5 was regarded as high level of participation. Mean of each item and total mean for new recorded variable was computed as shown in Table 2.

**Table 2: Teachers' participation in management of Community-Relations**

Community Relations	5		4		3		2		1		Mean
	n	%	n	%	n	%	n	%	n	%	
Promoting relationships	28	50.9	19	34.5	2	3.6	4	7.3	2	3.6	4.22
Liaising with parents	37	66.1	14	25.0		1.8	2	3.6	2	3.6	4.46
Community education	19	33.9	16	28.6		12.5	9	16.1	5	8.9	3.63
Local community activities	8	14.3	16	28.6		10.7	19	33.9	7	12.5	2.98
Research activities	9	16.1	9	16.1		10.7	17	30.4	15	26.8	2.64
<b>Grand mean</b>											<b>3.59</b>

Source: Field Data 2021

Table 2 shows descriptive analysis regarding teachers' participation in management of school community relations. The study revealed that 37(66%) of school principals indicated that, to a greater extent, teachers' liaised with parents/guardians over students' difficulties. The analysis indicated that 28(51%) of principals stated that, to a greater extent, teachers participated in promoting good relationships between the school, sponsors, parents and the local community. The analysis indicated that, 16(29%) of school principals stated to some extent teachers participated in change relating to planning for community educational days.

Table 2 further shows computed means of each items, the highest (Mean = 4.46) for participating in liaising with parents/ guardians over students difficulties. The results indicated (Mean=4.22) for promoting good relationship between the school, sponsors and the local community indicating moderate level of participation. The analysis also shows (Mean=3.63) for planning for school community educational days. Total cumulative (Mean= 3.59) indicated a high level of teachers' participation in management of school community relations. This could be interpreted to imply that teachers' level of participation in management of school-community relations was high. This implies that teachers' level of participation in management of school-community was high.

The observation guide was used to establish whether there was any evidence of teachers' level of participation in management of school community relations. Indeed, teachers participated during open days by communicated effectively to various audiences. To this effect, the study established that teachers participated in relation to managing community educational days. Similarly, teachers facilitated research activities as well as school-community service activities such as tree planting and Charity Walks. This indicated that teachers embraced research network with organizations, communities, and groups who had a shared vision. It can therefore be deduced that the more the teachers were involved in change relating to management of community-relations, the more they are motivated.

## Discussions

The study was to establish the level of teachers' participation in the management of students and teachers activities and its influence on teachers' motivation. This study established that teachers' level of participation in management of students and teachers' activities have significant influence on teachers' motivation. These findings confirms the work of Juma (2011) who asserted that human resource as a factor of production is affected by the adequacy and quality as reflected by the level of training and motivation in possession of the staff. The result concurs to a study carried by Nyakundi (2012) who found that teachers' participation in management of change relating to teachers' promotion, reward system and

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

better working conditions had a positive effect on their motivation. This study finding confirms the works of Mualuko, Mukasa, and Achoka (2009) that the level of teachers' participation in management of change relating to management of teachers and students activities motivated teachers to make use of their expertise.

The findings of this study indicated the importance of teachers' level of participation in management of students' and teachers' activities. For example, Duze (2011) revealed that high level of teachers' participation in management of students' and teachers, activities enhanced productivity, interest, commitment, motivation and acceptability while low levels of participation created discord and chaos. Duze argued that lack of teachers' participation in the management of students' activities and teachers' affected them in relation to adherence to school rules and regulations. The findings of the current study concurs with the works of (Opdenakker and Opdenakker 2010a, b; Opdenakker et al. 2011a, b) who further revealed that teachers level of participation facilitated active engagement and healthy working environment. The findings are in line with other studies that teachers' level of participation in management of change in relation to students' and teachers' activities facilitated positive peer relationships (Farmer *et al.* 2011; Wentzel 2010). Teacher's level of participation in students' and teachers' activities in relation to supportive environment was closely linked to self-efficacy, achievement, active engagement and goal orientation (Davidson *et al.*, 2010).

This study established that the level of teachers' participation in management of students and staff activities affected teachers' motivation. This was similarly observed by David (2008) who indicated that teachers' level of participation in management of students' and teachers' activities influenced their motivation and innovativeness. But, Odhiambo (2005);Datche (2007) argued that lack of teacher' participation in appraisal practices in Kenya secondary schools led to lack of motivation and commitment due to poor management styles. This study also found that the level of teachers' participation in management of school community activities affected teachers' motivation significantly. This finding is consistent with the works of Hargreaves and Fink (2003); Danielson (2002) who found that teachers' level of participation in change relating to management of school community-relations facilitated a culture of commitment to shared beliefs, values and vision. This position was highlighted by Bandur (2008); Antonio & Gamage, (2007); Anderson (2006) who revealed that teachers' level of participation in management of school community relations was a factor of commitment and responsibility. The same findings are in line with the works of Cheng (2008) who reported that teachers' level of participation in community relationship fought poor management styles that were associated with demotivation of teachers. Many studies re in line with the findings of this study that teachers' level of participation in management of school community relations increased teachers' dedication, job satisfaction, motivation and greater responsibility (Cheng, 2008).

The finding of this study mirrors the works of Beyerlein, Freedman, McGee, and Moran, (2003) who revealed that teachers' level of participation in school community-relations had direct correlation with teachers' levels of motivation, morale and commitment. This finding concurs with the work of Khasawneh, Omari & Abu-tineh (2012) that teachers' participation in community relations is detrimental to teachers' motivation and commitment (Caillier, 2012). The finding of this study concurs with a study carried out by Farahiyanfar and Ghandehari (2016) who found a significant relationship between teachers' participation and their motivation. This finding are also in line with a study carried out by Ali and Ahmed (2009) who found a strong link between teachers' level of participation in management of school community relations, reward, recognition and feedback from parents and colleges. The findings concur with Irawanto (2015) that teachers' level of participation in management of school community relations increased work commitment which subsequently reduced the cost of supervision.

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

The findings mirrors the work of Wadesango (2011) that lack of teachers' level of participation in management of change relating to management of school community suffered low success rate during the implementation phase due to lack of clarity and suspicion. However, the findings seem to contradict the study done by Jasmin-Olga *et el* (2012) who established insignificant difference between teachers' level of participation in change relating to management of school community activities and motivation. This finding, nevertheless, indicate that teachers needed to participate in management of change relating to school community-relations in order to enhance positive relationship between the school and the community. The school and community were mutually interdependent because the community provided the raw materials (students) to the school and consequently the schools produced products with knowledge, skills and attitudes necessary for the economic and social well-being of the community/society.

### **Recommendations**

The study came up with the following recommendations as per the objectives.

- i. School boards of management and principals should encourage teacher participatory educational reforms that enhance increased teacher participation in management of change in relation to students' and teachers' activities. This could empower teachers by motivating them to remain in the teaching profession and even enhance the quality education.
- ii. On matters of school community-relations, since teachers are also part and parcel of the community, there is need to fully involve them in the management of these. Frequent practice of teachers' participation in relation to community relations improves teachers' motivation. This could enhance the relationship between the school and the community since school is an open system which largely draws its raw materials (students) from the community.

### **Suggestions for Further Research**

This study suggests further research in the following areas:

- i. To investigate teachers' level of participation in management of change in ICT integration in instructional leadership.
- ii. Investigate status of teachers' level of participation in management of school change through the inclusive process of all stakeholders.

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

## References

- Abbasi, S. M. & Hollman, K. W. (2000). Turnover: The real bottom line. *Public Personnel Management*, 2(3), 333-342.
- AbdulKadir, M.B., Salim, M., & Kamarudin, H. (2012). The Relationship between Educational Support and Entrepreneurial Intentions in Malaysian Higher Learning in Institution. *International Conference on Education and Educational Psychology* Procedia - Social and Behavioral Sciences 69 2164 2173.
- Afshari, M., Bakar. K.A., Luan, W.S., Samah, B.A., & Fooi, F.S. (2009). Factors Affecting Teachers' use of Information and Communication Technology. *Online Submission*, 2(1), 77-104.
- Ageng'a, R.A. (2011). Assessment of Conflict Management and Resolution in Public Secondary Schools in Kenya: A Case Study of Nyakach District. Maseno University: Unpublished Research Paper.
- Alemayehu Tegenu. (2012). Assessment of Students Misbehavior and Coping Strategies in case of shashemene Secondary School. M.A. Thesis. Addis Ababa University, Addis Ababa.
- Algoush, K.S. (2010). Assessment of the Relationship between Involvements Decision Making.
- Ali, M.A. (2011). A Study of Job Satisfaction of Secondary School Teachers. *Journal of Education and Practice*, vol. 2 No. 1, 2011.
- Ali, R., & Ahmed, M.S. (2009). The Impact of Reward and Recognition Programs on Employees' Motivation and Satisfaction: An Empirical Study. *International Review of Business Research Papers*, 5, 270 -279.
- Aliakbari, M., & Amoli, A.F. (2016). The Effects of Teacher Empowerment on Teacher Commitment and Student Achievement. *Mediterranean Journal of Social Sciences*. Vol 7, No 4.
- Allawan, F.D. (2012). 'School's Community Partnership Practices and Stakeholders' Involvement in Digos City Division.' Unpublished Master's Thesis, Southern Philippines Agri-Business and Marine and Aquatic School of Technology Mati, Digos City.
- Alutto, J. A. & Belasco, J. A. (1973). The secondary school administrator and perceived teacher participation in the decision making process. *The Journal of Educational Administration*, 22(1): 35–36.
- Amin, M. E. (2005). *Social Science Research: Conception, Methodology and Analysis*. Kampala: Makerere University.
- Andreasen, J.B. & Haciomeroglu, E.S. (2009). Training teachers in multiple environments: Microteaching versus mixed-reality. *Faculty Focus*, 8, (1), p. 7.
- Andreasen, J.B., & Haciomeroglu, E.S. (2009). Teacher Training in Virtual Environments, in S. L. Swars., D.W. Stinson, & S.L. Smith (Eds.), Proceedings of the 31st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education Atlanta, GA: Georgia State University, pp. 13171324.
- Apodaca-Tucker, M. T., & Slate, J. R. (2002). School-based management: Views from public and private Elementary School Principals. *Education Policy Analysis Archives* Volume 10 Number 23 ISSN 1068-2341
- Asgari & Mahjoob. (2013). Relationship between participatory management and teacher's organizational commitment. *International Research Journal of Applied and Basic Sciences*, Vol, 4 (2): 471-476 [www.irjabs.com](http://www.irjabs.com) ISSN 2251-838X

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

- Bademo, T., & Tefera, F.Y. (2016). Assessing the desired and actual levels of teachers' participation in decision-making in secondary school of Ethiopia. *Educational Research and Review*. Vol.11 (13), pp.1236-1242, 10 DOI: 10.5897/ERR2015.2625 Article Number: D75528A59214, Jimma University, Ethiopia.
- Baig, M.A.I., Rehman, C.A., & Khan, M.K. (2012). A study of the relationship of organizational commitment with participation in decision making, procedural justice and organizational citizenship behavior in teachers of not for-profit schools of Lahore. *Journal of Quality and Technology Management*, Pakistan. Volume VIII, Issue II, Page 25–4.
- Bakker, A.B., Schaufeli, W.B., Leiter, M.P., & Taris, T.W. (2008). Work engagement: An emerging concept in occupational health psychology, 22, 187–200.
- Bandur, A. (2008). A Study of the Implementation of School-Based Management in Flores Primary Schools in Indonesia. Published Doctoral Dissertation. The University of Newcastle, Australia.
- Beardwell, J. & Claydon, T. (2007). *Human Resource Management: A Contemporary Approach*. 5th ed. Harlow, Prentice Hall.
- Bennell, P., & Akyeampong, K. (2007). Teacher Motivation in Sub-Saharan Africa and South Asia. Department for International Development: Education Papers, Issues 71.
- Bhatti, K.K., & Qureshi, T.M. (2007). Impact of employee participation on job satisfaction, employee commitment and employee productivity. *International Review of Business Research Papers*, 3 (2), pp. 54-68.
- Caprara, G.V., Barbaranelli, C., Steca, P., & Malone, P.S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, Vol. 44, pp. 473-490.
- Carson, R. L., & Chase, M.A. (2009). An examination of physical education teacher motivation from a self-determination theoretical framework. *Physical Education and Sport Pedagogy*, 335–353.
- Cheng, C.K. (2008). The effect of shared decision-making on the improvement in teachers' job development, *New Horizons in Education*, Vol. 56 No. 3, pp. 31-46.
- Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.
- Datche, E. A. (2007). *Factors affecting the teacher performance appraisal system: A case study of public secondary schools in Mombasa district*. Nairobi Kenyaatta University
- Davidson, A.J., Gest, S.D., & Welsh, J.A. (2010). Relatedness with teachers and peers during early adolescence: An integrated variable-oriented and person-oriented approach. *Journal of School Psychology*, 48(6), 483–510. doi:10.1016/j.jsp.2010.08.002.
- Duze, C. O. (2005). Involvement in decision-making as a variable in teacher motivation, morale, and job satisfaction. *Nigerian Journal of Research and Production*. 7 (2): 60-69.
- Duze, C.O. (2007). Teachers and students participation in decision-making: Impact on attitude to school work in Warri South LGA of Delta State. *African Journal of Education and Developmental Studies*. 4 (1): 35-44.
- Duze, C.O. (2011). Students' and Teachers' Participation in Decision-Making and Impact on School Work and School Internal Discipline in Nigeria. *African Research Review*. An International Multi-Disciplinary Journal, Ethiopia Vol. 5 (2), Serial No. 19, (Pp. 200-2011.SSN 1994-90057 (Print) ISSN 2070-0083 (Online))



**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

- Farmer, T. W., Lines, M. M., & Hamm, J. V. (2011). Revealing the invisible hand: The role of teachers in children's peer experiences. *Journal of Applied Developmental Psychology*. V 32 n 5 p247-256
- Fullan, M.G. (2007). *The New Meaning of Educational Change*. New York: Teachers College Press.
- Gardinier, P.M. (2012). Agents of Change and Continuity: The Pivotal Role of Teachers in Albanian Educational Reform and Democratization. *Comparative Education Review*, Vol. 56, No. 4, pp. 659-683.
- George, D.D. & Mensah, K.D. (2010) Perceived Causes of Teacher Dissatisfaction in Sekondi-Takoradi District of Ghana, *Academic Leadership*, 8(2), 1.
- Goksoy, S. (2014). Participation of Teachers in School Administration and Their Organizational Citizenship Behaviors. *International Journal of Humanities and Social Science* Vol. 4, No. 7; May
- Hargreaves, A. & Fink, D. (2004). The seven principles of sustainable leadership. Alexandria, VA: Association for Supervision and Curriculum development. *Educational leadership*, 61(7)8-15.
- Herzberg, F., Mausner, B., & Snyderman, B.B. (1959). *The motivation to work*. New York: John Wiley & Sons, Inc.
- Irawanto, W.D. (2015). Employee Participation in Decision-Making: Evidence from a State-owned Enterprise in Indonesia. *Management*, Vol. 20, 2015, 1, pp. 159-172.
- Juma, F. (2011). The relationship between mode of Teacher Motivation and Students Academic Performance in public secondary schools in Bungoma North District. Moi University Unpublished M.Ed Project.
- Khan, R.I., Aslam, H.D., & Lodhi, I. (2011). Compensation Management: A strategic conduit towards achieving employee retention and Job Satisfaction in Banking Sector of Pakistan. *International Journal of Human Resource Studies ISSN, 1, 1, 2162-3058*.
- Khasawneh, S., Omari, A., & Abu-tineh, A.M. (2012). The Relationship between Transformational Leadership and Organizational Commitment: The Case for Vocational Teachers in Jordan. *Educational Management Administration & Leadership*. 40(4), 498–508.
- Kheang T., & Luz, C.J. (2012). Exploring the Implementation of School-Based Management in Selected Public Schools in Cambodia: A Multiple Case Study. The Asian 0523 UNESCO, Cambodia, De La Salle University, Philippines.
- Kiprop, J.C & Kandie, K.J. (2012). An investigation into teacher participation in decision making in public secondary schools in Kenya: A case of Baringo district Educational Technology. *Elixir Educational Journal. Tech. 53* (2012) 11824-11828.
- Lee CT (1999). *Teachers' participation in Decision- making: a case study of local private secondary schools*: Unpublished M. Ed. Dissertation, Hong Kong University.
- Lewin, Keith M. (2008). Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa: Appendix 3 - Costs and Financing of Secondary Education in Benin, A Situational Analysis. World Bank Working Paper; No. 136. Africa Human Development Series. World Bank, Washington, DC. © World Bank. <https://openknowledge>
- Mabonga, O. L.J. (2008), Headteachers' Self Perception of Their Role in the Management of School Based Change in Western Kenya. Unpublished Thesis, Kenyatta University.
- Majanga, E.K., Nasongo, J.W. & Sylvia, V.K. (2010). The effects of class size on classroom interaction during Mathematics discourse in the wake of Free Primary Education: A

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

- study of public primary schools in Nakuru Municipality. *Research Journal of Social Sciences*. 3 (1), 44-49.
- Matoke, Y.K., Okibo, W.B., & Nyamongo, D.N. (2015). Determinants of teacher motivation in public secondary schools in Masaba South Sub-County, Kenya. *International Journal of Economics, Commerce and Management*, 3(6), 139-160.
- Mazandarani, S.M & Mahnoosh, A., (2015). The effect of participatory management on organizational change and increase of staff efficiency in Free Zone of Qeshm. *Journal of Applied Environmental and Biological Sciences*. 5(10)208-221
- Millet, T. (2010). 6 Reasons Why Staff Morale is Important. From <<http://EzineArticles.com>>(Retrieved 16 December, 2011).
- Mncube, V. (2007). Social justice, policy and parents' understanding of their voice in school governing bodies in South Africa. *Journal of Educational Administration and History*, 39: 129- 143.
- Mohammed, N.F. (2011). The impact of teacher inclusion in decision-making on school performance, Med Thesis, The British University, Dubai.
- Mualuko, J.N., Mukasa, A.S., & Achoka S.K. (2009). *Improving decision making in schools through teacher participation, Masinde Muliro University of Science and Technology, Kenya. Vol.4 (8), pp. 391-397.*
- Muindi, K.F. (2011). The Relationship between Participation in Decision Making and Job Satisfaction among Academic Staff in the School of Business, University of Nairobi. Unpublished thesis.
- Mulford, Bill (2010). Recent developments in the field of educational leadership: The challenge of complexity. *Second international handbook of educational change*. Springer Netherlands, 187-208.
- Ngambi, H.C. (2011). The relationship between leadership and employee morale in Higher Education. *African Journal of Business Management*, Vol. 5 (3): 762- 776.
- Nyakundi, K.T. (2012). Factors Affecting Teacher Motivation in Public Secondary Schools in Thika west district, Kiambu County. Unpublished Med Thesis Kenyatta University.
- Odhiambo, G.O. (2005). Teacher appraisal: the experiences of Kenyan secondary school teachers. *Journal of Educational Administration*, Vol. 43 No. 4, pp. 402-16.
- Ofojebe, W.N., & Ezugoh T.C. (2010). Teachers' Motivation and its Influence on Quality Assurance in the Nigerian Educational System. *An international Multi-Disciplinary Journal*, Vol. 4 (2) April, 2010 ISSN 1994-9057 (Print) ISSN 2070-0083 (Online).
- Omobude, M., & Igbudu, U. (2012). Influence of Teachers Participation in Decision making on their Job Performance in Public and Private secondary Schools in Oredo Local Government Area of Edo State, Nigeria. *European journal of business and social sciences*, Vol. 1, No. 5, pp 12-22.
- Opdenakker, M.C., & Maulana, R. (2010a). Teacher-student relationships and academic engagement: How do they develop and link? Paper presented at the International Conference on Interpersonal Relationships in Education, Boulder, CO.
- Opdenakker, M.C., & Minnaert, A. (2011). Relationship between learning environment characteristics and academic engagement. *Psychological Reports*, 109, 259–284.
- Quezada, R. L. (2004). Beyond educational tourism: Lessons learned while student teaching abroad. *International Education Journal*, 5(4), 458-465.
- Republic of Kenya (2003). Ministry of Education and Technology: Free Primary Education: Every Child in School. Nairobi: Government Printer.

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

- Republic of Kenya (2007). Vision 2030. Ministry of planning and National development and National Economic and social council (NESC). Nairobi: Government Printer.
- Republic of Kenya (2007). Vision 2030 Ministry of Education and Ministry of Higher Education, Science and Technology. Session paper No. 14.A policy framework for education and Training: Reforming Education and training in Nairobi: Government printer.
- Republic of Kenya. (2012). *Basic Education Act*. Nairobi: Government printer. Republic of Kenya.
- San Antonio, D. M., & Gamage, D. T. (2007). PSALM for empowering educational stakeholders: Participatory school administration, leadership and management. *International Journal of Educational Management*, 21(3), 254-265.
- Sarafidou, J.O & Chatziioannidis, G. (2013). Teacher participation in decision making and its impact on school and teachers. *International Journal of Educational Management*, Vol. 27 Issue 2 pp. 170 -183.
- Scheerens, J., & Demeuse, M. (2005). The theoretical basis of the effective school improvement model (ESI). *School Effectiveness and School Improvement*, 16(4), 373-385.
- SEDL, (2004). School Context: Bridge or Barrier to Change' Retrieved from Southwest Education Development Laboratory Website.
- Shirin, P., & Alaeddin E.A. (2014). Investigating the effectiveness of parent-teacher association Activities in Elementary Schools of region 8 of Tehran, Kuwait. Chapter of Arabian *Journal of Business and Management Review*, Vol. 3, No.11a.
- Squire, K., Valerie, D. (2012).The Relationship between Teacher Empowerment and Student Achievement. *Electronic Theses & Dissertations*. 406. <http://digitalcommons.georgiasouthern.edu/etd/406>
- Swanepoel, C. (2009). A comparison between the views of teachers in South Africa and six other countries on involvement in school change. *SA Journal of Education*, Vol. 29, No 4.
- Tibebu, Le. (2011). The Role of Principals in participative decision making Practice: The case of Government Secondary schools of Hawassa town in SNNPR. M.A. Thesis. Haramaya University, Ethiopia.
- Valerie, D., & Squire, K. (2012). The relationship between teacher empowerment and student Achievement. Georgia Southern University. Unpublished thesis.
- Vanbaren, J. (2010). The Definition for work motivation. [Online] Available: <http://www.ezinearticles.com/?What-Is-Motivation&id=945902>
- Wadesango, N and Bayaga, A. (2013). *Management of school: teachers' involvement in decision making Processes*. *Decision making processes* Vol. 7(17), pp. 1689-1694,
- Wadesango, N. (2010). The extent of teacher participation in decision-making in secondary schools in Zimbabwe. *School Leadership and Management*, 30(3), 265-284.
- Wadesango, N. (2011). Groupwork. Myth or reality in school based decision-making. *Group work*, 21 (1): 59-82.
- Wadesango, N. (2012). The Influence of Teacher Participation in Decision-making on their Occupational Morale. *Journal of Social Science*, 31(3): 361-369 (2012).
- Wadesango, N., & Bayaga, A. (2013). Management of schools: Teachers' involvement in decision making processes. *African Journal of Business Management*, 7(17), 1689.

**Citation:** Kingi, P. M. (2022). Management of Students and Teachers Activities: Implications on Teachers' Motivation in Public Secondary Schools in Kenya. *Journal of African Interdisciplinary Studies*, 6(7), 40 – 59.

Wadesango, N., Mutekwe, E., Ndofirepi, A.C., Maphosa, C., & Machingambi, S. (2015). Involvement of Teachers in School-based Decision Making. *International Journal of Education and science*, 8(3): 645-653.

Wellington, S. (2012). Teacher Involvement in Decision-making: A Case for School Administration and Management in Zimbabwe. *Int. J. Soc. Sci. Educ.* 2:2.

Wentzel, K. (2010). Teacher-student relationships and classroom supports: Understanding motivation and engagement in young adolescents. Paper presented at the International Conference on Interpersonal Relationships in Education, Boulder, CO.

World Bank. (2007). Developing Science, Mathematics, and ICT Education in sub-Saharan Africa: Patterns and promising Practices. World Bank working paper No 101, African Human Development series.

Zajda, J., & Gamage, D.T. (2009). Decentralization and school-based management and quality In J. Zajda & D.T. Gamage (Eds.), *Decentralization, school-based management, and quality* (pp. xv-xxv). New York: Springer.  
<http://dx.doi.org/10.1007/978-90-481-2703-0>.