



RESEARCH ARTICLE

TEACHERS' LEVEL OF PARTICIPATION IN MANAGEMENT OF CHANGE IN RELATION TO CURRICULUM AND INSTRUCTION AND ITS EFFECTS ON TEACHERS MOTIVATION IN THE SELECTED SECONDARY SCHOOLS, KENYA

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ABSTRACT

The purpose of this study was to investigate the level of teachers' participation in management of change in relation to change relating to curriculum and instruction and its effect on teachers' motivation. The objectives of the study were to determine the effect of teachers' level of participation in management of change in relation to curriculum and instruction and its effects on teachers' motivation. The study was anchored on Change Management Model and Hertzberg 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 for 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 a questionnaire for school principals and teachers. Content validity was the measure of validity. Reliability was ascertained using internal consistency reliability which yielded a Cronbach's alpha coefficient of .982. Descriptive statistics and inferential statistics (Simple Regressions) were used for data analysis using SPSS. Teachers were at different level of motivation and participation in management of school change. The study revealed that teachers' level of participation in management of change in relation to curriculum and instruction had a statistical significant effect on their motivation ($\beta = .28$, $p\text{-value} < .05$). It was recommended that schools embrace participatory structures that encourage high level of teachers' participation in management of change in relation to curriculum and instruction in order to increase the teachers' motivation.

INTRODUCTION

Teachers' level of participation in management of school change in relation to curriculum and instruction has been an area of focus in over the last decade (Ali, 2011). According to Nkyabonaki (2013) teachers participation in management of change relating to curriculum and instruction has been defined as a complex phenomenon that reflects plans and activities that are to benefit students and help them achieve their goals. It includes the establishment of goals for the entire instructional programme and the selection of topics through which the goals can be achieved (Bouck, 2008, Kamugisha & Mateng'e, 2014). As Klock (2012) argues, teachers should take ownership of curriculum through continuous deliberation and decision-making in various forums. This would result in increased willingness by teachers to implement the decision (Somech, 2010; Samkange, 2012). In this regard, available literature suggests that teacher participation in curriculum decision for subject selection increases their morale and commitment to the decision (Ndu & Anogbogu, 2007; Somech, 2010; Klock, 2012, Wadesango, 2012; Cheng, 2008; Mualuko, Mukasa & Judy, 2009; Wadesango & Bayaga, 2013).

For example, Melese (2007) asserts that teacher participation in the curriculum decision-making process from the development stage increases the relevance and acceptance of the decision, thus resulting in effective teaching and learning of the subject. Similarly, Ndu and Anagbogu (2007) note that when teachers are not involved in decision-making they become strangers within the school community and their commitment to the implementation of curriculum decisions is then diminished. We can define motivation as internal and external factors that inspire the eagerness and enthusiasm in individuals to be devoted towards a task and to make constant exertion to accomplish that task." (Shafiq, Mariam, & Raza, 2011). Literature points to the value of democratic decision-making in schools. According to Wadesango (2011) teacher participation in management of school change in relation to curriculum and instruction comprises of setting instructional goals, formulation of instructional policies, choice of teaching materials, preparing teaching schedule, classroom activities and preparation of lesson. He argue that such participatin can generate a greater number of alternatives that are of a higher quality than the individual decision. Teachers participatin in managme of change may also lead to a greater collective understanding of the eventual course of action chosen which promotes a sense of ownership.

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In addition Wadesango Teachers also participate in management of curriculum and instruction with regard to subject panel. Teacher subject panel committee are in charge of ordering textbooks, promotions within the department and supervision of teaching within the department. Other areas of teachers participation is the extracurricular activities. There are teacher groups charge of sports, entertainment and school trips and discipline management, Wadesango, 2011). Teachers participation in management of change in relation to curriculum and instruction is closely related to teacher's teachers motivation. According to Mazandarani and Abedini (2015) there was a positive relationship between teachers' level of participation in the management of change and teachers' motivation. Also, Sirima and Poipoi (2010) reported in a study in Busia District in Kenya that public secondary school teachers with high levels of job satisfaction tend to have high social, and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer. An extensive structural equation modeling research by Keung in 2008 revealed that although teachers had greater desire to be involved in instructional decisions than in curricular and managerial domains, they perceived themselves to be in a state of decision – deprivation in all the decision domains. In addition, Results showed that involvement in managerial and curricular decisions was associated with job satisfaction, and involvement in curricular decisions was associated with motivation and commitment. Involvement in instructional decisions was not associated with job satisfaction and commitment. Participation in management of curriculum was also found to be the only predictor of job commitment and motivation. Kazempur, et al (2010) states that there was a significant correlation between teachers' participation in their professional skills, motivation and performance.

While teacher participation is fundamental to the teaching and learning process, several teachers were not motivated and lacked the necessary skills. In America, Handler (2010) argued that most teachers were not qualified and lacked innovative skills to successfully participate in management of change relating to implementation of curricular activities. Also, Mavrou and Meletiou (2013) and Zhang (2009) reported that teachers' level of participation in change relating to management of entrepreneurship curriculum and instruction did not embrace computer technology and internet resources. Besides, Mavrou and Meletiou (2013) argued that teachers were not motivated to use technology in learning because most schools were behind the technology curve. In China, Selingo (2015) revealed that when it came to teaching and learning using technology, teachers were worried whether students were getting the best experiences. Therefore the traditional teacher overemphasized the theoretical and pedagogical knowledge with limited practical experience in classrooms (Andreasen & Haciomeroglu, 2009; Ellington *et al.*, 2013; Oonk, 2009; Zhang, 2009). Teachers are arguably the most important group of professionals in any county. Numerous studies indicated that teachers' participation in management of school change led curriculum and instruction led to improved performance, productivity, creativity, reduced absenteeism, higher attention rates, commitment and quality education (Millet (2010); Bakker, Schaufeli, Leiter and Taris (2008); Reza Dust and Afraz, (2011). However, Millet (2010) reported that lack of teachers' creativity resulted into lack of commitment which had negative effects on achievement of educational objectives.

Bennell & Akyeampong (2007) revealed that most of the teachers in sub-Saharan Africa and Asia are poorly motivated. According to Mabonga (2008), Kenyan studies were devoid of a comprehensive and detailed account of teachers' level of participation in the management of curriculum and instruction and its effects on teachers' creativity and innovation. Therefore, this research attempted to critically evaluate the teachers' level of participation in management of curriculum and instruction in relation to teachers' motivation. This was done by use of a correlational design with the aim of establishing the real status quo of teachers' participation in school curriculum and its effect on teachers' creativity and innovation. A lot of work has been done in the literature concerning motivational factors. In Kenya, a study done by Majanga, Nasongo and Sylvia (2010) on the influence of class size on classroom interaction in the wake of Free Primary Education (FPE), found that FPE created increased class sizes, shortage of teachers, heavy teachers' working load and lack of teacher motivation. They further found that teachers are demoralized with heavy workloads, handling many lessons, many pupils and work for long hours. Therefore, the main question of this study was to find whether motivation could be predicted by their participation in management of curriculum and instruction.

Statement to the Problem

Even though support from different sources have consistently shown that teachers' participation in management of change relating to management of curriculum and instruction, there is a void regarding the understanding of the relationship between such and teachers' pedagogical motivation in Kenyan schools. However, if this situation was not reversed, the achievement of national goals of education would continue to be affected. Therefore, the question was "Does teachers' level of participation in management of change relating to management of curriculum and instruction affect teachers' motivation in Kajiado, Kiambu and Machakos Counties in Kenya?"

Purpose: The purpose of this study was to investigate the teachers' level of participation in management of change relating to curriculum and instruction and its effect on teachers' motivation in Machakos, Kiambu and Kajiado counties in Kenya

Objective of the study: The objective of this study is to investigate the effect of the teachers' level of participation in management of change in curriculum and instruction on teachers' motivation.

Hypothesis: H_{01} : There is no significant relationship between the teachers' level of participation in the management of change in relation to curriculum and instruction and teachers' motivation.

Theoretical framework

This study was guided by Kurt Lewin change management model (1951). The change theory was based on a 3-step process (Unfreeze-Change-Freeze) which provides a high-level approach to participation in change. Unfreeze was the diagnostic stage which involves identifying the status quo and breaking down the existing problem before building up new ways of operating. It explained why the existing way of doing things could not continue.

For this study, the model was considered appropriate because Kenya schools used top-down management driven approach. Hence, modern management practices in schools emphasized on the teachers' levels of participation in the management of school change in relation to curriculum and instruction its effects on teachers' motivation.

METHODOLOGY

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 for 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 questionnaires for subject teachers and principals. Content validity was the measure of validity. Reliability was ascertained using internal consistency reliability which yielded a Cronbach's alpha coefficient of .982. Statistical Package for Social Studies (SPSS) version 20.0 was used to generate frequencies, percentages, means and standard. Simple Regressions analysis was used to establish the effect of teachers' participation on their motivation.

Literature Review

Management in all business and organizational activities is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Wadesango, N and Bayag, A (2013) carried out a study on teachers' involvement in decision making processes in the Gweru District of Zimbabwe. The study adopted an interpretive qualitative research methodology and a case study research design. A purposive convenient sample of twenty five school teachers and five school heads from Gweru District formed the study. Data were collected through face to face interviews and documentary analysis. The study established that teachers were not involved in the allocation of teaching load in most of the participating schools. It also emerged that if a teacher is deployed to teach a subject where he/she has lower competence, what happens is that the teacher may underperform or teach the wrong things altogether.

Bosompem, M, kwarteng, A.J, obeng-mensah (2012) carried out a correlation study to determine the factors influencing agriculture science teachers' level of motivation in Senior High Schools in Ghana. The independent variables comprised of teachers job satisfaction, supervision, work conditions, recognition, promotion, participation in goal setting and background characteristics. Positive and significant relationships were found between motivation, and work conditions ($r = 0.451$), recognition ($r = 0.510$), involvement in goal setting ($r = 0.417$). Other significant relationships observed were between recognition and involvement in goal setting ($r = 0.340$), recognition and work condition ($r = 0.362$), and recognition and supervision ($r = 0.372$). Regression analysis showed that the best predictors of motivation of teachers were recognition and work conditions, both variables explaining approximately 32% variations in motivation of the teachers. There is the need to improve various aspects of work conditions of the teachers such as salary, health insurance coverage, accommodation and other facilities. Teacher recognition by both employers and supervisors need to be strengthened through giving teachers equal chance of winning the "Best Teacher Award" and verbal appreciation to teachers

from supervisors, parents and students. Teacher motivation plays an important role in teaching and learning excellence. Other studies revealed the importance of teachers' level of participation in relation to management change relating to management of curriculum and instruction (World Bank, 2008; Pryor *et al.*, 2012) on teacher motivation. In America, school change focuses on teachers' level of participation in management of change in relation to management of curriculum and instruction and motivation (Handler, 2010; Cheng, 2008).

However, Handler (2010) argued that most teachers were not qualified and lacked the necessary skills and motivation to successfully implement curricular activities. According to Mavrou and Meletiou (2013) and Zhang (2009) teachers' participation in decision making relating to management of curriculum and instruction did not embrace computer technology and internet resources in teaching. Mavrou and Meletiou (2013) added that teachers lacked ICT knowledge and to use technology in learning because and most schools were behind the technology curve. In China, Selingo (2015) argued that when it came to teaching and learning using technology, teachers were worried whether students were getting the best experiences. The traditional teacher overemphasized the theoretical and pedagogical knowledge with limited practical experience in classrooms (Andreassen & Haciomeroglu, 2009; Ellington *et al.*, 2013; Oonk, 2009; Zhang, 2009). Managers recognized that teachers were major contributors to the efficient academic achievement of the education sector. Valliamah, Khadijah, and Subramanian (2016) carried out a study on instructional leadership and teachers' commitment. The sample consisted of 111 participants using quantitative approach. The reliability for the instrument was 0.95. The results revealed that teachers' level of participation in the management of change in relating to instructional objectives, supervision, students examinations, and time management had direct correlation with teachers' motivation. Similarly, Mueller and Gokturk (2010) stated that teachers' participation in the management of school change in relation to school curriculum played a significant role in determining the degree of teachers' job satisfaction (Zainnudin & Isa, 2011), commitment and motivation (Bhatti & Qureshi, 2007; Mazandarani & Abedini, 2015). However, teachers' level of participation in the management of school change was a complex task involving a great extent of participation in various aspects of curriculum and instruction (Ho, 2010).

Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. In Hong Kong, a study conducted by Cheng (2008) in 20 secondary schools examined the relationship between teachers' participation in decision making relating to curriculum, instruction and teachers' motivation. The findings revealed that teachers' participation was closely linked to motivation. The researcher recommended school administrators to encourage teachers' participation in order to increase their job satisfaction and motivation. Similarly, Samira, Konstantinos, and Marios (2015) revealed that the teachers' participation in the management of change in relation to curriculum and instruction comprised of revising instructional budget, developing students' records, choosing instructional resources and materials, creating grading procedures and evaluating the operation of grade levels. However, they found lack of teachers' participation in the

management of curriculum in relation to formulating the instructional objectives, setting examination and procedures for assessing students and developing reports. Gardinier (2012) stated that teachers' participation in curriculum and instruction led to political and social transformation in relation to national and local goals of education. He described teachers as intermediaries between educational authorities, parents, students and communities. He maintained that the teachers' role in the management of curriculum and instruction involved localizing the global educational models and responding to these constructions in diverse ways. In addition, Aliakbari and Amoli (2016) examined the effect of teacher empowerment on their commitment and student achievement. The study sample comprised of 356 teachers at Payam-e-Noor University using questionnaires. The findings revealed that professional growth, status, self-efficacy and autonomy played a significant role in teacher commitment and students' achievement. He concluded that teachers' participation in decision making in regard with regard to classroom and instructional decisions enhanced their motivation and students' overall performance.

In Nigeria, Oloruntegbe (2011) examined science teachers' involvement, commitment and innovativeness in curriculum development and implementation. The sample comprised of 630 secondary school teachers. Data was gathered through a questionnaire and analyzed using descriptive statistics. The findings revealed that majority of teachers focused on teaching and preparing students for national examinations rather than their overall development as learners. Oloruntegbe added that teachers demonstrated resistance to change and lacked motivation in curriculum development. The researcher recommended appropriate structures to be put in place to facilitate teachers' productivity and participation in all stages of curriculum development and implementation. Duzé (2011) also argued that lack of teachers' participation in decision making relating to management of curriculum and instruction had negative effects on teachers' motivation. In sub-Saharan countries, Beswick (2009) revealed that curriculum was initiated top-down through power coercion with little participation of teachers. This according to Oloruntegbe (2011) was the reason for low motivation among teachers. Wedesango *et al* (2015) revealed that teachers did not participate in decision making relating to the management of curriculum and instruction and that their views didn't seem to be put into consideration. They argued that there was lack of teachers' participation in management of school change in relation to organization of content and workload allocation. Further, Wedesango *et al* stated that lack of participation caused teachers to be passive, demotivated and resistant to change.

According to Bademo and Ferede (2016), teachers' desired level of participation in management of change in relation to management of curriculum and instruction was high (mean = 3.90, SD = .36). They further revealed that teachers' level of participation in management of change in relation to management of curriculum and instruction was moderate (mean = 3.19, SD = .39). They therefore conclude that there was a significant statistical difference between teachers' actual and desired participation in management of change in relation to management of curriculum and instruction ($t(151) = 16.5, P = .000$). According to Wedesango and Bayaga (2012), teachers' participation in school decision making was closely related to choosing teaching materials, timetabling, teaching and preparing schemes of work and lesson plans.

Wadesango (2011) argued that the school principals consulted only those teachers with experience and skills when dealing with specific issues. He added that teachers' participated in management of change in relation to ordering textbooks and supervising extra-curricular activities such as sports, entertainment and school trips. He further revealed that teachers' participation in management of change relating to curriculum and instruction led to a collective understanding of the eventual course of action and promoted a sense of ownership. However, a wide gap existed between teacher participation in curriculum practices, the expected goals and their motivation (World Bank, 2008; Cheng, 2008; Jasmin-Olga Sarafidou and Georgios Chatziioannidis, 2012). Reza, S. S and Faranak Omidian, F (2013) carried out a study to find whether high school teachers' professional skills could be predicted by their participation in different decision makings in council. The study applied descriptive – correlation design. The population included all high school teachers in council in Dezful city located in south of Iran. The sample of study was 70. The measurement instrument included the questionnaires, self-assessment of teachers' professional skills, and a checklist. The results of regression with Enter method, the multiple variable coefficient for linear combination of different domains decision makings and teachers' professional skills was ($MR = 0.746, RS = 0.557, P < 0.05$). In addition, Educational decision makings was identified as the best predictor ($t = 3.97, P = 0.001$). Conference decision makings was also identified as the second predictor ($t = 3.12, P = 0.003$).

In Kenya, Mualuko, Mukasa, & Achoka (2009) carried out a study to investigate the level of teachers' actual and desired level of participation in decision making relating to school change. The study used ex-post facto design and split half method to determine the reliability coefficient using the Pearson product formula. The revealed a significant difference between the teachers' actual and desired participation in management of change relating to management of curriculum and instruction. They also reported that teachers as professionals and practitioners were in the best position to participate in change relating to management of curriculum decisions. For example, Kiprop and Kandic (2012) stated that teachers' level of participation in management of change relating to management of curriculum and instruction involved planning what, how and who to teach. They argued that low level of teacher's participation in management of curriculum and instruction ought to be addressed if educational goals were to be attained. Teachers were required to be equipped with knowledge of the national educational policy (Basic Education Act, 2012) and to be diligent in monitoring debates and changing policies of education in relation to change relating to management of curriculum and instruction at all levels (Fullan, 2007). Although researchers such as Handler (2010), Oloruntegbe (2011), Cheng (2009), Jasmin-Olga Sarafidou and Georgios Chatziioannidis (2012) and Mualuko *et al.*, (2009) outlined the importance of teachers' participation in management of change relating to management of curriculum and instruction, they deviate in the areas of participation. These studies do not seem to provide a comprehensive and detailed account of teachers' level of participation in management of curriculum and instruction and its effects on their motivation

Model Specification

Simple Linear regression model was used to examine the determinants of teachers' motivation. The specification of the simple linear regression model in matrix notation with motivation (Y) as the dependent variable and teachers participation in management of curriculum and instruction is as follows:

$$Y = a + bX,$$

Whereby Y is the expected value of teachers' motivation, a is the value of teacher motivation if the level of participation is zero, b is the effect of teachers' motivation for each unit of change in participation while X is teachers' level of participation.

RESULTS AND DISCUSSIONS

Background characteristics of the respondents

The findings from Table 4.1 shows that slightly more than half 30(54%) of the school principals were male compared to 26(46%) female teachers.

Demographic Characteristics		Teachers	Principals
Gender	Male	30(53.5)	133(42)
	Female	26(46.4)	191(58)
Age	30 yrs.	125(38.58)	2(3.57)
	31-40 yrs.	110(33.95)	13(23.21)
	41-50 yrs.	70(21.6)	35(64.29)
	50 and above	19(5.86)	5(8.93)

This indicated that there was almost equal distribution of school principals based on their gender. It was also evident that there were more 191(59%) female teachers compared to 133(42%) male teachers. This implied that female teachers were more than male teachers. Further, the finding revealed that 35(64%) of the school principals were aged between 41-50 years and 13(23%) were aged between 31-40 years old. This analysis also revealed that majority 125(39%) subject teachers were less than 30 years while 111(34%) were between 31-40 years. This study sought to establish the teachers' level of participation in management of curriculum and instruction on teachers' motivation.

A five-point likert scale ranging from 5 (strongly agree to 1 strongly disagree) was used in measuring the items on teachers participation in management of curriculum and instruction and motivation. The computed scores were then converted to mean levels of participations. Hence, mean ranges of is < 2 =low; between 2.5 to 3.5= moderate; and 3.5 to 5 = high. The findings indicated teachers were at different levels of participation in management of change relating to management of curriculum and instruction (Mean=3.62) for subject teachers and (Mean=3.85) for principals respectively. Besides, the study established that teacher were at different levels of motivation (Mean=3.72) as indicated by the principals and while the teachers revealed moderate participation (mean=3.21) as indicated by the teachers. This implies that teachers were motivated and that they participated in management of school change in relation to curriculum and instruction. Teachers' level of participation in management of curriculum and instruction was supported by the results from the observation guide which indicated that most of the teachers had schedules of exam invigilation, analyzed exams and records of work on curriculum, all signed by concerned

teachers. This was clear indication of teachers' participation in management of change relating to management of curriculum in schools. Through the observation guide, the study also established that most teachers had details of students' records, implying that the teachers tracked the students' academic performance. The observation guide also gave evidence that most teachers had signed minutes of departmental and academic meetings, and professional documents such as Schemes of Work and Records of Work, an indicator of teachers' participation. This implied that teachers' level of participation in management of change in relation to management of curriculum and instruction was high. Regression analysis was used to test the effect of the teachers' level of participation in management of change in curriculum and instruction on teachers' motivation. The null hypothesis is stated as: H_{01} : There is no significant relationship between teachers' level of participation in the management of change in relation to the management of curriculum and instruction and teachers' motivation. The level of significance was set at 0.05. First, a model summary was generated as presented in Table 1

Table 1. Regression model summary

Model	R	R Squared	Adjusted R Square	Std. Error of the Estimate
1	.313 ^a	0.098	0.094	1.023239

The R square value as shown in Table 1 indicates that change in teachers' level of participation caused 9.8% variation in teacher motivation while other factors accounts for 90.2% of the variation in motivation.

Table 2. ANOVA results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	26.685	1	26.685	25.487	.000 ^b
	Residual	245.002	234	1.047		
	Total	271.687	235			

The ANOVA was used to test the goodness of fit of the regression model as presented below in Table 2. The F value (1, 234) = 25.487, which is significant at $p < .05$ indicates that the model is good and acceptable for the regression equation. To show the effect of teachers' level of participation in relation to management of curriculum and instruction a regression table was generated and presented in 4.3:

Table 3. Regression on teachers' level of participation in management of change in relation to management of curriculum and instruction and motivation

Model	Un-standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.52	0.18		13.75	0.000
Curriculum management	0.28	0.06	0.313	5.048	0.000

Table 4.3 shows that the teachers' level of participation in management of change relating to management of curriculum and instruction had a statistical significant effect motivation (p value <0.05). The results show that the coefficient of teachers' motivation was positive (2.52) which implied that, the slope was statistically significant. The intercept of the regression line, that is $Y=2.52+0.28X$, meaning that when teachers' level of participation in management of change relating to management of curriculum and instruction increased by 1 unit, their motivation increased by 0.28 units.

The regression equation is expressed as follows: $Y = a + bX$, where Y is the expected value of teachers' motivation, a is the value of teacher motivation if the level of teachers' participation in management of change relating to management of curriculum and instruction is zero, b is the effect of teachers' motivation for each unit of change in the level of teachers' participation while X is teachers' level of participation in change relating to management of curriculum. This study established that teachers' level of participation in management of curriculum and instruction had significant effect on teachers' motivation. These findings concur with studies by Bates (2008); World Bank (2008), Pryor *et al.* (2012) who asserted that teachers' participation in management of change in relation to teachers participation had significant effect on their motivation. Other studies by Dembele and Lefoka (2007); World Bank (2008); Duze (2011) stated that teachers' participation in management of change relating to curriculum and instruction had significant effect on commitment to school work and school discipline This study findings mirrors the study by by Mualuko, Mukasa, & Achoka, (2009); Ofojebe and Ezugoh (2010) who also confirms that teachers' participation in management of change relating to curriculum and instruction led to motivation, effectiveness and achievement of school goals. The findings of this study are in line with Gokturk and Mueller (2010); Cheng (2008) who stated that teachers' participation in change relating to management of school curriculum and instruction played a major role in determining their level of creativity and innovation in work. Such results were observed by Mobegi, Ondigi, and Oburu (2010) who found that curriculum supervisory methods which were used during teacher appraisal were limited to mere checking of teachers' professional records and class visits with little emphasis on the teachers' individual needs.

Conclusions and Recommendation

Teachers were at different levels of motivation and participation in management of school change in relation to management of curriculum and instruction. Teachers' level of participation in the management of change relating to management of curriculum and instruction had a statistical significant effect on teacher' motivation. This implied that the higher the level of teachers' participation in the management of curriculum and instruction the higher the level of teachers' motivation. The study recommends investigating why subject teachers' level of participation in management of school change was minimal in the use of ICT with regard to curriculum and instruction and inventory of equipment using software programmes. It is therefore recommended that another research should be carried to determine other factors that accounts for 72% variation in teacher creativity and innovation.

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