Teachers' Participation in the Management of Financial Resources on their Motivation

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Abstract: ***Achieving transformational knowledge based economy as provided in Kenya's Vision 2030 requires motivated teachers. There is however a dearth of literature on the effects of teachers' participation in management of financial resources on teachers' motivation. The purpose of this study was to establish the relationship between level of teachers' participation in management of school financial resources and its effect on teachers' motivation in the secondary schools. The study was anchored on Change Management Model and Hertzberg Motivation Theory. Correlation design was adopted with a sample size of 58 principal and 345 subject teachers. Data was collected using questionnaires for the teachers and principals and self administered observation guide. Stratified random sampling technique was used to get the sample size of the respondents. Validity was established through expert consultation and reliability determined using cronbach alpha. Means were computed to compare the teachers' and principles opinions on the teachers' level of participation in management of physical and material resources. Mean of below 2.00 was considered low level, mean between 2 to 3.5 was moderate whereas as mean above 3.5 was regarded high level. ANOVA was used to establish whether the gender for head teachers and teachers had any influence on teachers' participation. A simple independent t-test was used to establish whether there was a significance difference between teachers and principals on teachers' participation in management of school finances. Simple regression analysis was conducted to establish the effect of teachers' participation in the management of financial resources on teachers' motivation. The findings indicate that teacher were at different levels of participation in the management of finance (means were between 2.00 and 5.0). The study revealed that there was a significant relationship between the principals and teachers participation in management of school finances by gender. The findings also indicated a significant statistical relationship between teachers' and the principals' opinions regarding teachers' participation in management of school finances. Teachers' level of participation in management of finances had a statistical significant effect on motivation (β= .35, p-value< .01). It was concluded that teachers' level of participation in the management of school finances was a positive determinant of teachers' motivation. The study recommended schools to embrace participatory structures that encourage high levels of teachers' participation in management of school finance in order to increase their motivation. The study recommended sensitization of stakeholders on the need for teachers' participation in management of school finance through training conferences and workshops.***

Keywords: Participation; Budget preparation; Managerial Performance, budget control, instructional resources, budgeting objectives, budget requests

1. Introduction

Organizational theorists suggest that participatory management often leads to more effective organizations and higher staff motivation. Many studies indicate that budget participation facilitates improved communication, employee motivation, job satisfaction and job performance (Jermias and Setiawan, 2008). Motivation is refers to the feelings and confidence of employees in relation to performance of duties (Setyanto, 2011). He further states that motivation is the interest and individual's commitment in making organizations more productive and profitable. According to Chalos and Haka (2007) financial management is defined as an activity where budgets were prepared for various activities with actual performance regularly compared with budget. Wisegeek (2012) defined participative financial management as a plan strategy that involves active participation of employees in creating a workable budget for implementation. He argues that financial plan provides feedback in line with organizational targets through monitoring and evaluation. Financial plans results in increased outputs, reduction in unnecessary spending and defines how to expand markets (Suharman, 2011). Cole and Kelly (2011) argued that budgeting process involves formalization of objectives and then arranging for provision of resources in order to achieve desired goals.

Studies by Chalos and Haka (2007; Chenhall and Brownell (2011) report that a well organized financial systems encourages stakeholder participation and agreed performance standard with positive motivating effects on the teachers. According Hammond (2007), planning for instructional resources required budget preparation and provision of adequate finances. Moreover, learning outcomes required adequate budgetary allocation to ensure quality out come and motivated people. According Njagi and Jagongo (2013) lack of effective management of school finances was detrimental to teachers' motivation. However, other studies (Noor and Othman, 2012; Suharman, 2011) report a negative association between participative financial management and public sector performance.

Mehta (2015) carried a study of teacher's participation in decision making in relation to gender roles in India. The purpose of the study was to establish the impact of gender on teachers' participation in decision making process. Data was collected from 281 university lectures through a questionnaire measuring participation in budget preparation and budget control, project development and research. Construct validity was also established by calculating Cronbach Alfa values for financial aspect indicating actual participation .90 and desired participation .83. Data were analyzed using one-way Annoa. Findings reveal a state of deprivation in teachers' participation in management of school finances, however, there was no significant statistical significance between participation and gender. Both male and female teachers recorded high participation in institutional domain decisions. Further the study established that teachers participative in management of finance led to increased job satisfaction, job involvement, a sense of responsibility and decreased role conflict and ambiguity. Mehta focused on teacher's participation in management of finances in relation to gender while the current study focused on the effect of teachers' level of participation in management of finances and its impact on their motivation.

Sukandani and Istikhoroh (2016) carried out a study on participatory budgeting in improving the performance of managerial heads of department in East Java. Financial management comprised of budgeting, accounting and auditing in relation to transport, materials, stationary and remuneration. The sample was 105 respondents who were in charge of the budget plans. A questionnaire was used in data collection. Data was analyzed using Multiple Regression. The results indicate significance statistical difference between participatory Budgeting and managerial performance beta =0.212, t= 2.889, P= 0.005; and organizational commitment t= 2,289 = 0.014. Sukandani and Istikhoroh (2016) focused on participatory budgeting in improving the performance of managerial heads of department while the current study went a step further to establish the effects of teachers' level of participation in management of finances and its impact on motivation using regression models.

Kunwaviyah (2010) examined the role of organizational commitment and innovation in the analysis of the effect of budget participation on managerial performance in public sector. Data was collected through questionnaires. The sample size consisted of 160 managers. The study revealed a statistical significance between budget participation and managerial performance. Participation in budget preparation affected the organizational commitment and innovation, but organizational commitment and innovation does not affect the performance.

Wittayapoom and Limsuwan (2008) carried out a study on the effects of budgetary participation and organizational commitment to job performance in Thailand. Data were collected from 48 managers. Data were analyzed using regression analysis. Financial construct measurement comprised of gross profit, net profit, sales growth, and market growth. The findings indicate that budgetary participation had significant effect on job performance (beta= .30, $P<0.05$), budgetary participation (beta= .65, $P < 0.01$); organizational commitment (beta = .27, $P < 0.05$). Wittayapoom and Limsuwan (2008) study was on the effects of budgetary participation and organizational commitment to job performance Thailand. However, the current study focused on the effects of teachers' level in participation of financial resources on teachers' motivation.

Hussein (2015) carried out a study on teachers' participation in school decision making in secondary schools of Arsi Zone. Participation in management of finances comprised of mobilizing community to raise funds, budget preparation, awareness of monthly cash flow and expenditure and allocation of resources to departments. The study used descriptive survey design and a sample size of 119 teachers, 50 head of department, 20 unit leaders, 19 principals, 14 PTAs, and 9 supervisors was selected. The study used the independent sample t-test. The findings revealed that teachers did not participated in decision relating to management of school finance. Absence of participatory leadership, lack of trust between teachers and principals, lack of training and support, lack of commitment, and absence of motivation were some of the factors that were found to have impeded teachers' participation in management of finances. Hussein on teachers' participation in school decision making in relation to financial resources, however, the current study focused on the effects of teachers' level in participation of financial resources on teachers' motivation.

Asgari & Mahjoob (2013) carried out a study on the relationship between participatory management and teacher's organizational commitment the city of Rasht. Stratified random sampling was used to select sample size of 217 teachers based on Krijie and Morgan's sampling table. Pearson correlation coefficient and multiple regression analysis were used to establish the relationship between the variables. The study used a questionnaire in data collection. The study indicate a significant relationship between participatory management and organizational commitment F=0.817, P= 0.00. The study revealed that 83% of the variation in organizational commitment was attributed to participatory management, delegating authority 90.3%, and suggestions by manager 21%, creating an atmosphere of cooperation by admin 24%, amount of respect and attention to the needs of teachers 57%. Asgari & Mahjoob focused on the relationship between participatory management and teacher's organizational commitment the city of Rasht. However, the current study went a step further to establish the effect of teachers the level of participation in management of finances in Kenya using regression analysis.

Kadir, Salim, & Kamarudin, (2012) carried a study on the relationship between educational support and entrepreneurial intentions in Malaysian. The study focused on the employees' attitudes, behaviour, educational support and entrepreneurial intentions. The study utilized correlation and regression statistics to establish the relationship and effect between the variables. The finding shows that there was a significant statistical relationship between attitudinal factor (r=0.5324), behavioural factor (r=0.5668) and educational support (r=0.6241) towards entrepreneurial intention. Educational support contributed 40.8% to attitudinal factor and 57.6% to behavioural factor. Attitudinal, behavioural and educational support contributed 43.3% towards entrepreneurial intentions. Kadir, Salim, & Kamarudin focused more on educational support and entrepreneurial intentions and therefore a gap existed in relation to the effect of teachers the level of participation in management of finances.

Abata (2014) carried a study on participative budgeting and managerial performance in the Nigerian Food Products Sector. Participative budget preparation involved goal setting, evaluation standards, communication, control checks and motivation of the employees. The study adopted a survey design. Data was collected from managers of

Honeywell superfine foods limited in Lagos state using a questionnaire. Hypotheses were tested using regression analysis to test for the relationship between the variables. The findings revealed a significant statistical relationship between managerial performance and participatory budgeting. Managerial performance contributed 12% of managerial performance. The study also revealed that participation in budget preparation and control was significant in reducing resentment among the employees. The study concluded that participative financial management is an essential element in budget preparation and control, goal setting, monitoring and evaluation, communication, as well as employee's motivation. The study therefore recommends participatory involvement of staffs in budget preparation, implementation and budgetary control.

Adenuga and Ojediran (2017) carried out a study on the impact of budgetary participation and Organizational Commitment on Managerial Performance in Nigeria. The study examines the relationship between budget participation, organizational commitment and managerial performance in Nigeria. The sample size comprised of 129 respondents from companies in Nigeria. The study used correlation and regression. Findings revealed that participation in budget activities and commitment to work had positive effects on managerial performance; Budget Participation ($r= 0.318$, $n=192$, $p=0.000$) and Organizational Commitment ($r= 0.296$, $n=192$, $p=0.000$) and Managerial Performance($r= 0.424$, $n=192$, $p=0.000$). The regression analysis established a positive significant relationship with Budget Participation (beta=.228, t-value=3.419, $p=0.001$), Organizational Commitment (beta=.164, t-value=0.832, $p=0.00$). The findings also indicated that each effort contributed towards goal commitment and budget participation, managerial performance increases by 0.26 and 0.235 respectively holding other variables constant. The study recommended organizations to engage employee in activities that promote budget participation and commitment. The study byAdenuga and Ojediran was conducted in Nigeria while the current study was done in Kenya.
In Zimbambwe, Wadesango (2011) argued that teachers' level of participation in change in relation to management of school finance was a critical source of motivation. Participation in management of finances comprised of budget preparation, fundraising committees, organizing school trips, parties, exhibitions and competitions. The findings indicated that a very small percentage of teachers did not want to be involved management of finances because majority of principals and management committees were characterized by corruption. However, Wadesango asserted that teachers felt respected when their interests and expertise were recognized. He concluded that teachers' participation in decisions relating to school finances was critical area for their motivation. Apparently, a gap exists in this study by Wadesango as it does not go further to indicate the direction of relation by use of the regression analysis.

In Kenya, Mualuko, Mukasa, & Achoka (2009) carried out a study on the level of teachers' actual and desired level of participation in decision making. The study used ex-post facto design and split half method to determine the reliability coefficient using the Pearson product formula. The sample comprised of 123 teachers. T-test was employed. The findings revealed significant difference between the teachers' actual and desired participation in management of budget preparation t-value= 21.58, $p <0.05$. It was recommended that school managers should involve teachers in finance activities in order to boost their morale. The study used t-test to make comparisons however the current study established the effects of participation using regression analysis.

In Kenya, Serem and Kipkoech (2012) carried out a study on the role of community in the management of free primary education in Kenya. The study used descriptive survey. Data was collected form principals, teachers and education officers. Purposive sampling techniques were used to select a sample size of 260 respondents. The findings revealed that provision of financial and material resources was a joint effort between parents and teachers. Most of the teachers experienced challenges in planning and managing school funds. They reported that teachers' were required to participate in the management of finances by allocating funds to various departments. The study by Serem and Kipkoech (2012) was purely descriptive while the current study is qualitative in approach. Further, Kiprop and Kandie (2012) investigated into teacher participation in decision making in public secondary schools in Kenya. The study established that teachers had difficulties in planning and managing the schools funds. Teachers' expertise motivated them to participate in decisions relating to budgeting, tendering procurement and accounting processes. However, tendering process was characterized by corruption and some of the administrators and managers lacked skills in financial management. Lack of teachers' participation in tendering and procurement processes led to dissatisfaction among teachers.

Magunga (2014) reported lack of teachers' participation in management of school change with regard to school finances. Participation in management of school finances comprised of maintenance and repairs, fund-raising and learning resources. His findings further indicated that teachers' level of participation in financial management boosted their morale, improved the quality of decisions, enhanced commitment and enabled them to gain experience. Similary, Nuthu (2013), carried out a study on factors influencing Board of Management (BoM) competence in financial management in public secondary schools in Kitui, Kenya. The purpose of this study was to establish the relationship between Board of Management competence in budgeting, accounting and auditing. The study employed correlation analysis. The findings of indicates a significance statistical relationship between BoM competencies and level of education $r = 0.546$, $p= 0.006$; in-service training $r = 0.626$ $p= 0.001$; occupation $r =0.508$, $p= 0.03$; experience $r= 0.820$, $p= 0.047$. The study by Nuthu (2013) focused on factors influencing Board of managers (BoMs) competence in financial management while the current study focused on the level of teachers' participation in management school finances.

Mwangi, Nyang'wara, Kulet (2015) carried out a study on factors affecting the effectiveness of monitoring and evaluation of constituency development fund projects in

Kenya. The study focused on the factors affecting monitoring and evaluation on projects in relation to technical capacity, political influence, stakeholders' participation, and budgetary allocation. Descriptive research design was used. The target population was all the Project Management Committee (PMC) and CDFC members. Stratified random sampling was used to get the sample. Data was collected using questionnaires. Descriptive and inferential statistics such as mean, standard deviation, correlation, ANOVA and multiple regression analysis was used to determine the effectiveness of monitoring and evaluation for projects. The findings indicates that 85.6% of the variances in effectiveness in monitoring and evaluation which was a significant; t= 2.429, P- value = 0.018. However, stakeholder participation (t = 2.232, P- value = 0.023) and Budgetary allocation t = 2.308, P- value = 0.024 had no significance significant effect on the effectiveness of monitoring and evaluation of CDF projects. The study concluded that an increase in one unit of technical competency of the monitoring and evaluation team accounted for 28% increase in effectiveness of the monitoring and evaluation programs for CDF projects in constituency. Apparently, this study focused on the effectiveness of monitoring and evaluation of constituency development fund. However the current study focused on the level of teachers' participation in management of school financial resources on teachers' motivation.

Although several studies have focused on teachers' participation in management of financial resources, they are limited in a number of ways (Kiprop and Kandie (2012); Magunga (2014). Mwangi, Nyang'wara, Kulet (2015) focused on factors affecting the effectiveness of monitoring and evaluation of constituency development fund projects in Kenya. Adenuga and Ojediran (2017) focused on the impact of budgetary participation and organizational commitment on managerial performance. However, they did not establish the effects of teachers' level of participation in management of school finances and its effect on teachers' motivation in selected schools in Kiambu, Machakos and Kajiado Counties in Kenya.

2. Statement to the Problem

Achieving transformational knowledge based economy as provided in Kenya's Vision 2030 requires stake holder participation and their motivation. Many studies indicate that teachers' participation in management of financial resources could contribute constructively towards commitment and motivation (Adenuga and Ojediran (2017); Asgari, & Mahjoob (2013 Sukandani and Istikhoroh (2016). However, the education system in Kenya places school principals in a position to make all major decisions with little participation of teachers. This was attested by Hussein (2015); Mehta (2015); Serem and Kipkoech (2012) who argued that most school principals often applied non-participatory management styles which hindered teachers' participation in management of financial resources hence affecting their morale. Due to low participation of teachers in budget preparation and control, there was need to carry out a study of this nature in order to establish the effect of teachers' level of participation in management of school financial resources and its effect on teacher's motivation in Kajiado, Kiambu and Machakos counties in Kenya

3. Objectives of the Study

The study aimed at meeting the following objectives: To establish

i) To determine the influenced of the respondents' age on participation in management of school financial resources.
ii) To establish whether a statistical significant difference between teachers and principals' opinion on the level of teachers' participation in management of financial resources
iii) To establish the effect of teachers' level of participation in management of financial resources and teachers' motivation.

Hypothesis

H_{O1}: There is no significant relationship between teachers' level of participation in management of financial resources and teachers' motivation.

4. Theoretical Framework

This study was guided by Kurt Lewin change management model (1951) in Stephen, Todd, Kenneth (2015). The change theory is based around a 3-step process (Unfreeze-Change-Freeze) that provides a high-level approach to change. It gives a manager or other change agent a framework to implement a change effort, which is always very sensitive and must be made as seamless as possible. Unfreeze is 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 explains why the existing way of doing things cannot continue. Unfreezing is dissatisfaction with the present existing practices. Moving to the new state requires identifying the resisting and the driving forces thus reducing the impediments while enhancing driving forces.

After the change has been put into operation, a process of consolidation becomes necessary. The signs of refreeze include a stable organization, consistent job descriptions, new roles, new organization structure, new work methods, constructive amendments. The refreeze stage helps people and the organization to internalize the changes. With a new sense of stability, they may feel confident and comfortable with the new ways of working. For this study, the model is considered appropriate because schools in Kenya are models in a top-down management driven approach. This is as evidenced Basic Education Act, (2012) which indicates that the education system in Kenya places school principals in a position to make all major decisions with little participation of teachers. Mualuko, Mukasa, and Achola (2009) further alludes that most school principals often applied non-participatory management styles which hindered teachers' participation in school change management hence affecting their morale. As a result of the head teachers enjoying the monopoly of managing schools, teachers feel demoralized to work. Hence need to apply change management theory which will allow teachers to be involved in the change management of school in areas such as curriculum, physical activities, students and teachers activities, school finance and community relations.

The study was also guided by Herzeberg Motivation Hygiene Theory (Herzeberg, Mouser &Snyderamn, 1959) in Tan, Teck Hong and Waheed, Amna (2011) which elaborates the factors that cause satisfaction and dissatisfaction among white-collar workers. The theory was later used by among other Schermerhorn (2003); Hunsaker (2005) to elaborate factors that lead to motivation and demotivation of the workers. They argued that workers who are not involved in change management of the organization are highly demotivated hence affecting their performance.

According to Herzeberg, Mouser and Snyderamn (1959) factors that produce satisfaction are very different from those leading to dissatisfaction. One concern might produce satisfaction but absence of it would not necessary produce dissatisfaction. Further, they identified extrinsic and extrinsic factors. The extrinsic factors included salary, working conditions while intrinsic factors were the motivators. The hygiene factors (extrinsic factors) included the company policies and administration, supervision, interpersonal relationships, working conditions, salary, status and security. These extrinsic factors caused workers to be dissatisfied while their presence consequently failed to increase job performance. On the other hand motivators make workers to work hard and they are associated with job context or what people actually do at work. They include: achievement; recognition, work-itself, responsibility, and growth or advancement. They are based on a person's ability to achieve and maintain a positive attitude towards their organization and career.

Kurt Lewin deals with change and states that change is a motivator and it is inevitable. This change can either be from within or from outside. From within, there is need to set a social environment where teachers see their personnel needs as being satisfied for motivation purposes. If these personal needs are satisfied it promotes teachers' self-esteem and motivates them to improve the performance of leading to job satisfaction. Change itself is a motivator and therefore the Kurt Lewin model and Herzberg's theory complement each other. The study thus contents that the schools as organizations are concerned with maximizing production and performance while at the same time ensuring that the teachers concerns are catered for in an attempt to achieve the institutional goals. Hence the modern management practices in schools emphasize the need for teacher participation in the management of education change and its effects on teacher motivation.

5. Methodology

The study used proportional stratified random sampling techniques to select a sample size 58 school principals and 345 subject teachers. Data were collected using questionnaires for subject teachers and principals and an observation guide. The study was anchored on Change Management Model and Hertzberg Motivation Theory. Teachers were expected to indicate their responses on a five Likerts'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. According to Bademo and Ferede (2016), the mean value below 2.00 was deemed low level, mean of 2 to 3.5 was moderate whereas mean above 3.5 was regarded high level. Participation in management of finances resources comprised of budget preparation and revision; advising on the specific departmental needs; procurement and accounting. Summation score of the four Likerts scale items for each and every respondent was computed. ANOVA was used to establish whether the gender for head teachers and teachers had any influence on teachers' participation. A simple independent t-test was used to establish whether there was a statistical significant difference between the teachers and the school principals. Simple regression analysis was sued to determine the effect of the teachers' levels of participation in management of physical materials on teachers' motivation.

6. Findings and Discussions

To establish whether the gender for head teachers and teachers had any influence on teachers' participation, ANOVA used to compare the significance of differences of means between the principals and subject teachers and their participation. This was indicated in Table 1 below.

Table 1: ANOVA on gender and participation in school change

	Sum of Squares	df	Mean Square	F	Sig.
Management of school finances	18.540	1	18.540	12.215	**.001**

The study revealed that participation by school principals and teachers in management of school finances depends on their gender ($F= 12.215$, p-value < 0.05) indicating a relationship between participation and their gender.

The descriptive analysis of subject teachers' response on teachers' participation in management of school finances ($M= 2.99$) for advising on the specific departmental needs an indication of participation in management of school finances. This is an indication of moderate participation. The total cumulative score ($M=2.16$) was at a moderate level. This is also an indication of moderate level of teachers' participation in management of school finance according to the opinions of teachers. Consequently, the views of the teachers were triangulate with the views of school principals on the extent to which teachers' participated in management of financial resources. The descriptive analysis reveal a cumulative score (mean =3.83) an indicator of high level. Therefore, teachers' level of participation in management of school finance was high according to the school principals. The findings indicate that teachers' were at high level of participation in management of school finances according to the principals while teachers reported that their participation was at moderate level.

To establish whether there is a significance difference between mean of subject teachers and school principals on teachers' actual participation in management of school finances, a simple independent t-test was run and the results are as presented in Table 2:

Table 2: Independent Samples Test on teachers and principals views on subject teachers' participation in management of school finance

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
School finance	Equal variances assumed	.087	.768	-10.190	371	.000
	Equal variances not assumed			-9.915	72.356	.000

The results of independent samples t-test shows that there was a significant difference teachers and principals' opinions: conditions; t (371) = -10.190, p = 0.00. This indicates that there was a statistical significant difference between teachers and the principals' opinions regarding teachers' participation in management of school finances. The principal indicates that there is high participation while the teacher shows that there is moderate participation.

Through corroboration with observation guide the results shows that there is evident of teachers' participation in change in relation to management of school finance. The check list was used to determine whether the documents that relate to the school budget were available. To this effect, the study established that teachers did not participate in school budget preparation and revision. This means that most schools did not comply with financial management regulations and guidelines for education institutions. However, the study also established evidence of teachers participated in advising on the specific departmental needs. There was a list of recommended books by teachers for use in teaching. It was however notable that most of the teachers had the required financial documents, an indication of teachers' participation in change management in relation to financial activities. The results also showed that there was evidence of teachers' participation in change relating to management of finances. The check list was used to determine whether the documents which related to the school budget were available. To this effect, this study established that teachers did not fully participate in budget preparations and revision. This implied that most schools did not comply with financial management regulations and guidelines for educational institutions. However, the study established that teachers participated in advising on specific departmental needs. There were lists of recommended books by teachers for use in the classes. To some extent, therefore, most of the teachers had the required financial documents, an indication of their participation in change in relation to finances.

A further analysis on the effect of teachers' participation in management of school finance on teacher's motivation was conducted. The null hypothesis was stated as: H_O: There is no significant relationship between teachers' level of participation in the management of change in relation to finance and teachers' motivation. A Simple Linear regression test was run. This resulted into a model summary as presented in Table 3:

Table 3: Teachers' participation in management of finance and its effects on teachers' motivation model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438[a]	0.192	0.188	0.981202

a. Predictors: (Constant), participation in management of school finances

Table 3 shows a model summary which indicates that 19% of the total variability in motivation was explained by teachers' level of participation in management of finances. The adjusted R^2 was 0.188, implying that teachers' level of participation in management of finance explained 19% of the variance in teachers' motivation.

To test the goodness of fit of the regression model, F value was obtained. The ANOVA coefficient is presented in Table 4:

Table 4: Teachers' participation in management of finance ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	57.075	1	57.075	59.282	.000[b]
	Residual	240.689	250	0.963		
	Total	297.764	251			

a. Dependent Variable: motivation
b. Predictors: (Constant), participation in management of school finances

Table 4 indicates that the model was fit for this study and was therefore acceptable for the regression equation. This was indicated to by F Statistics which had value F (1, 250) = 59.282, p < .05. R^2 is 19% and is significant.

Table 1: Simple regression on teachers' participation in management of finance coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.504	0.131		19.09	0.000
Management of school finance	0.35	0.045	0.438	7.7	0.000

a. Dependent Variable: motivation, Correlation is significant at the 0.01 level

The regression results showed that there was a significant relationship between teachers' level of participation in the management of finance on teachers' motivation. This was indicated by p value <0.05. This leads to rejection of the null hypothesis that "There is no significant relationship between teachers' level of participation in the management of finance and teachers' motivation". This means that the more the teachers participated in the management of finance the more they were motivated. This implied that teachers' level of participation in management of finances increased their motivation.
The intercept of the regression line is:
Y =2.50 + 0.35X.

This confirmed that when teachers' level of participation in the management of finances increased by 1 unit, teachers' motivation increased by 2.85.

The regression equation is expressed as,
Y= a + bX,
whereby" is the expected value of teachers' motivation, "a" is the value of teacher motivation if the teachers' level of participation is zero, b is the effect of teachers' motivation for each unit of change in teachers' level of participation while X is teachers' level of participation. The standardized beta value of 0.438 indicates that an increase in participation by 1% would cause an increase teacher motivation by 43.8%.It could therefore be deduced that the more the teachers participated in the management of school finances the more they were motivated.

This study indicates that teachers' level of participation in management of financial resources had a significant effect on teacher motivation. This finding concurs with the work of Mazandarani and Abedini (2015) who asserted that that teachers' level of participation in budget preparation made teachers active participants. The study mirrors the findings of (Millet (2010); Bakker, Schaufeli, Leiter and Taris (2008); Reza Dust and Afraz, (2011) that teachers participated in budget preparation and allocation led to improved performance of duties, productivity, creativity, reduced absenteeism, higher attention rates, commitment and quality education. The finding concurs with Shemech (2010) that teachers' participation in budget allocation to various departments' motivated teachers to push educational standards to higher levels. The same findings concurs with the works of Swanepoel and Booyse (2006) who established that the most positive consequences of change occurred when teachers participated at the highest level in management of financial resources. This study affirms the findings of Wadesango (2013) that teachers' participation in budget control was critical factor for teachers' motivation as they felt respected when their interests and expertise were put into considered. Likewise, the study results support the views of Khake &Worku (2013) who found that allocation of financial resources for monitoring and evaluation involved not only the process of allocation but also planning, management and control of the same resources to achieve the desired results.

7. Conclusions

The findings indicate that teacher were at different levels of participation in the management of school finance (means were between 2.00 and 5.0). The study revealed that there was a significant relationship between the principals and teachers participation in management of school finances by gender. The findings also indicated a significant statistical relationship between teachers' and the principals' opinions regarding teachers' participation in management of school finances. Teachers' level of participation in management of finances had a statistical significant effect on motivation ($\beta = .35$, p-value$< .01$). This means that teachers' level of participation in the management of school finances was a positive determinant of teachers' motivation.

8. Recommendations

The study recommended schools to embrace participatory structures that would encourage high levels of teachers' participation in management of school finance in order to increase their motivation. There is also need to sensitize stakeholders on the need for teachers' participation in management of school finance through training, conferences and workshops.

This could promote transparency, commitment and prudent utilization of school finances hence enabling schools to educational goals.

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