

**INFLUENCE OF BOARDS OF MANAGEMENT GOVERNANCE
PRACTICES ON TEACHER JOB SATISFACTION IN PUBLIC
PRIMARY SCHOOLS IN CENTRAL SUB-COUNTY, NYERI COUNTY,
KENYA**

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the Award of Master of Education in Corporate Governance**

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DECLARATION

This research project is my original work and has not been submitted for a degree or other award in any other university

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DEDICATION

I dedicate the project to my daughters Abigael and Laurete may God bless them
all abundantly

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ABSTRACT

The study sought to find out the influence of boards of management governance practices on teacher job satisfaction in public primary schools in Nyeri central sub county. The objectives that guided the study were; incentives provision, professional development, work environment and involvement in governance on the teacher job satisfaction in public primary schools. The study employed descriptive survey design and the population of interest was the head teachers and teachers. Stratified random sampling method was used for sampling purposes. The strata were the types of the schools with a focus on the boarding, day and day and boarding. Data was collected by use of questionnaires. Analysis was by use of qualitative and quantitative methods. The quantitative methods entailed descriptive and inferential statistics while the qualitative analysis entailed deciphering meanings of the provided answers and comparing them to other documented works in the field. Data was presented by use of frequency tables. The study found out that: Most of the schools had provisions for incentives for teacher motivation, the activities entailed provision of cash bonuses, provision for motivation in kind by way of having congratulatory messages and appreciation was also a measure of incentive provision. Most of the respondents deemed their schools as not having the right provisions for sustainable skills development. The schools had done very little or none at all in the quest of providing resources and a good environment to teachers as a measure of enhancing individual skills acquisition to have them derive satisfaction from the resultant and certification. Most of the respondents were of the view that their schools had optimal work environments guaranteeing the teachers the requisite satisfaction at work. Most of the respondents perceived their institutions to have had provisions for involvement of all stakeholders in decision making. The study recommended that:- The boards of management in public primary schools should innovate and seek out measures of associating with corporate and other well-wishers with an aim of ensuring optimal provision of incentives in the schools, ensure that they make adequate provisions to see to it that the teachers in the institutions benefit from the in-service programs and build all their skills, should work towards ensuring that they provide the institutions with the requisite infrastructural provisions necessary to ensure conducive teaching and learning and work out modalities to enhance the governance systems and structures with an aim of having seamless operations in the running and management of the public schools.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institution
KICD	Kenya Institute of Curriculum Development
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MOE	Ministry of Education
NACOSTI	National Council for Science, Technology and Innovations
SPSS	Statistical Program for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Corporate governance is a mode of structured association and management in an organization which inculcates the input of all the stakeholders, (Glanz, 2012). The system of governance is influenced by the tenets guiding the association of the membership in the entity. Corporate governance seeks to assure the membership of its participation and involvement in key aspects of decision making and institutional management.

Teachers play an integral role in the academic programmes fruition. The teacher plays the role of planning for the lessons, instruction while in the classroom, interaction with students and allied professional duties that may be allocated to him. It thus of great essence to ensure optimal teacher satisfaction as a premise for actualizing their roles (Shorris, 2012). This calls for the right environment as an incentive for satisfaction on the part of the teacher to handle the learning process.

The United States of America takes into account the professional development of teachers in the different fields of study on a continuous progression. The presence of programmes for continuous upgrading of teacher qualification driven by the learners' academic achievement is a practice which motivates enhanced teacher

job satisfaction in the schools (Lankford, 2011). The practices affirm the development capacity of the learners is always matched with the teacher personal growth and development.

The Education for All Programmes (2002), in Africa have put in place structures and systems which assure the learning programmes of capacity to excel. This is by way of tapping into the professional persons charged with the responsibility of disseminating knowledge. It has a special focus on sound teacher training and skills transfer programmes (Ayemi, 2010). This shows the enormous potential that the continent of Africa has and its emphasis of assuring sound and effective teaching programmes. The teacher motivation is thus yardstick against which the fruition and success of the academic programmes geared towards the actualization of the Accra Accord can be hinged on.

Teacher employment and deployment in Kenya is the function of the Teacher Service Commission which is an independent body. The constitution of Kenya gives power to the commission to effectively take charge of the teacher employment and management as an independent body. The commission ensures that the teachers are remunerated and have their incidental needs met as a measure of enhancing their job satisfaction levels, (GoK, 2010).

The basic education act empowers the BOM's to take charge of the governance programs in the public primary schools. This is in furtherance of the mandates of the teachers' service commission entailing governance, supervision and other aspects in the realization of teacher job satisfaction.

A study carried out by Njue (2003) on job satisfaction among secondary school teachers in Nairobi province found out that the teachers were demotivated by job factors like the work environment and terms of service. This occasioned discomfort attributed to lack of space to carry out individual tasks in the staffrooms impairing the internal teacher relationships. The study called for investment in facilities that may assure teachers improved delivery at work and enhanced job satisfaction.

Teacher job satisfaction in the public sector has been an issue of great concern. It has been a challenge of the Ministry of Education to manage and effectively handle. The function of supervision of the schools by BOM's is to ensure delivery of academic programmes and realization of the teacher's mandates. This has equally had its shortcomings (Simatwa, 2014). This has mainly been attributed to the large number of teachers and strained capacities for supervision and quality assurance. Disparities in the staffing levels and inequalities in the distribution of teachers has equally been a factor contributing to teacher effectiveness and by extension it has been a demoralizing factor in the Republic of Kenya.

Nyeri County has been no exception to the prevailing situation nationally. The present study aimed at investigating Boards of Management governance practices on teacher job satisfaction in public primary schools in central sub-county, Nyeri County, Kenya.

1.2 Statement of the problem

In the past three years, there has been a widespread teacher's turnover in primary schools in Nyeri Central Sub County. Statistics at Nyeri TSC unit showed that the rate of teachers' turnover rose from 16 percent in 2010 to 21 percent in 2011. In 2012, teachers' turnover rose to 23 percent thus portraying a disturbing trend. The turnover rates of Nyeri sub county reflected higher levels in comparison to the other sub counties in the county.

Records at the Nyeri Central Sub-County Education office indicate that primary schools in Nyeri Central Sub County recorded the lowest mean scores out of the eight sub counties in Nyeri County for the last three years. This is despite the fact that all teachers are trained and most of them are P1 teachers some have graduate qualifications and the schools have adequate learning time scheduled in the time tables. Due to the poor results in the sub county, most of the area schools hold annual prize giving days where the teachers are given awards in the hope of intrinsically adding on their satisfaction. In other schools in the area the CDF accounts have been used to set up infrastructure to enhance teacher job satisfaction levels to no avail owing to the high turnover in place. It is against this

background that the present study sought to investigate the extent to which the investigate Boards of Management governance practices on teacher job satisfaction in public primary schools in central sub-county, Nyeri County, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate Boards of Management governance practices on teacher job satisfaction in public primary schools in central sub-county, Nyeri County, Kenya.

1.4 Research objectives

The study was guided by the following objectives:

- 1) To examine the influence of use of incentives by BOM on teachers' job satisfaction in public primary schools in Nyeri Central Sub County.
- 2) To determine the influence of BOM support for professional development teachers' job satisfaction in public primary schools in Nyeri Central Sub County.
- 3) To examine the influence of BOM creation of conducive work environments on teachers' job satisfaction in public primary schools in Nyeri Central Sub County.
- 4) To determine the influence of teacher involvement in school governance by BOM teachers' job satisfaction in public primary schools in Nyeri Central Sub County.

1.5 Research questions

- 1) To what extent does the use of incentives by BOM influence teachers' job satisfaction in public primary schools in Nyeri Central Sub County?
- 2) How does support for professional development by BOM influence teachers' job satisfaction in public primary schools in Nyeri Central Sub County?
- 3) To what extent does the creation of conducive work environments by BOM's influence teachers' job satisfaction in public primary schools in Nyeri Central Sub County?
- 4) What is the influence of school governance by BOM's on teachers' job satisfaction in public primary schools in Nyeri Central Sub County?

1.6 Significance of the study

The study may positively influence the job satisfaction in the public schools. This is attributed to the fact that it may help spur interventions for teacher incentives and related motivating factors by the Boards of Management. This may help reduce teacher turnover in the public primary schools.

The Teachers Service Commission may equally benefit from the study in terms of getting to understand strategies for improving teacher job satisfaction levels. This may have the net effect of attrition reduction and savings on training costs to the organization. It may thus spur stability and reduce teacher attrition rates. The study will aid future researchers on corporate governance practices by Boards of

Management and job satisfaction. This may positively impact on the growth of scholarly works in the field. It may thus make the field of corporate governance in school administration and teacher job satisfaction better.

1.7 Limitations of the study

The respondents had issues as regards to provision of information that they consider confidential pertaining to their job satisfaction levels. This limited access to research information from the respondents. The researcher overcame the obstacle by assuring the respondents that the study was purely academic and their identities would be treated in confidence.

Public institutions have high confidentiality standards. This greatly limited access to research information. The researcher sought authority from NACOSTI as a measure of instilling confidence in the institutions to freely participate. Anonymity of the schools and the governance practices pertinent to each will also be proffered.

1.8 Delimitation of the study

The study focussed on the teachers working in public primary schools in Nyeri Central Sub County, Nyeri County. The study also only covered the public primary schools since private primary schools have different governance structures compared to those of public primary schools. The study focused on the use of incentives, support for professional development, creation of conducive

work environments and school governance by BOM's. The pertinent circumstances identifiable to Nyeri Central did not apply to other areas. This constrained the ability of the study to make generalizations. The respondents were the teachers working in Nyeri Central Sub County.

1.9 Basic assumptions of the study

The study was premised on the following basic assumptions:

- i) The respondents would willingly participate in the study by providing responses
- ii) The responses would be of value in terms of information for policy improvement on teacher motivation

1.10 Definition of significant terms

Autonomy refers to freedom given to teachers by the statutory provisions in professional mandates execution

Governance practices it refers to tenets which assure transparency and accountability in the management of public primary schools

Incentives refer to something that makes teachers want to do something or to work harder like gifts.

Job satisfaction refers to the feeling of contentment that a teacher has with his or her work as evidenced by their job performance and low job turnover.

Motivational strategies are specific and intentional actions of a teacher directed towards increase of learners' interests and their inspiration to learn.

Professional Development refers to the process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace

Work Environment refers to the surrounding conditions in which an employee operates entailing physical equipment and procedures.

1.11 Organization of the study

The study is organized into the following chapters:

Chapter one entails the introduction covering the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations of the study, limitations of the study, assumptions of the study and definition of significant terms. Chapter two entails review of the relevant literature guided by the objectives of the study. The summary of the literature review and knowledge gaps, the theoretical and conceptual frameworks of the study are also presented.

Chapter three is the research methodology covering the research design, target population, the sample size and sampling procedure, data collection instruments, validity and reliability, data analysis techniques and ethical considerations. Chapter four is data analysis, interpretations and discussions while chapter five entails the summary, conclusions and recommendations as well as suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the related literature reviewed on Boards of Management governance practices on teacher job satisfaction in public primary schools in central sub-county, Nyeri County, Kenya . The literature is based on the research objectives which are incentives by BOM, support for professional development, creation of conducive work environments and teacher involvement in decision making on the job satisfaction levels. It has a summary and gaps to be filled, the theoretical and conceptual frameworks.

2.2 Concept of corporate governance practices and job satisfaction

Corporate governance practices affect the levels of teacher job satisfaction in schools. Varied authentic practices carried out in the institutions and teacher innovations attributed to their passion at work denote teacher job satisfaction levels (Adegbemile, 2011). Innovative practices undertaken by teachers in realization of learner achievement can be correlated to their levels of job satisfaction and the governance practices in the schools (Newman, 2009). In Chicago state teachers had their innovation tendencies driving learners' excellence and enhancing their job satisfaction levels. This was attributed to the ability of the schools to ensure room for individual freedom allowing teachers' to innovate as facilitated by the school administration.

Passion for the professional and vocational calling is a key attribute of teacher job satisfaction (Kodero, 2011). The level of satisfaction that one derives from a job determines their capacity to successfully undertake and achieve it, (Baraza, 2009). The teacher retention levels in the profession have a direct correlation to the satisfaction derived from the work experience (Maingi, 2012). In a survey carried out in Kuria District, the study established that teacher job satisfaction was related to the work environment settings in the institutions.

Surveys carried out in Kenya by the Manpower Services Kenya Limited showed that the delivery by teachers at work was hinged on their job satisfaction levels (Manpower Services, 2011). Teacher effectiveness was greatly influenced by their ability to be passionate for their work devoid of the remuneration and related incentives which drew them to their work (Jerald, 2009). The survey showed that in event of high satisfaction levels, there was enhanced teacher productivity.

The dire state of many public primary schools in terms of teacher engagement and capacity to retain them greatly affects their job satisfaction levels. The deplorable disparities in the staffing levels negatively impacting on the teacher- pupil ratio causes many public schools to engage teachers on a temporal basis (Mukele, 2012). The schools boards of management have the responsibility of paying and retaining them. The salaries and emoluments paid to them are in many instances low and a demotivating factor to them. The frequent changing of allegiances in the quest of seeking greener pastures and after engagement by the Teachers

Service Commission greatly affected the job satisfaction levels (Maingi, 2012). It makes them less satisfied in their professional engagement owing to lack of stable employment.

2.3 Incentives by BOM on teacher job satisfaction

Guarantees of monetary provisions are made to teachers who don't seek managerial positions in Australia (Vanasky, 2012). The teachers are assured of achieving the top most scale of their salaries in a period of nine to ten years. This enhances teacher job satisfaction levels in the individual schools. It also reduces teacher attrition levels and guarantees the governments of lesser costs of hiring and training personnel on a frequent basis.

One strategy as noted by Naungart (2007) to enhance teacher job satisfaction is to provide incentives and reward teacher performance. This is by way of having a salary scale of around three steps in terms of increments. In the USA the practice of having the management boards of the schools taking charge of continuously evaluating the teachers was confirmed as a premise of enhancing their job satisfaction levels attributed to the continuous appraisals.

The sessional paper No. 2 of the year 2010 takes charge of key programs of education in Kenya. Teacher job satisfaction is an imperative of the sessional paper (GoK, 2010). Mechanisms for teacher training and promotion are articulated as a measure of assuring incentives for job satisfaction enhancement.

This identifies with the provisions of the Basic Education Act, 2013 which places governance in public education institutions as a measure of teacher job satisfaction (GoK, 2013).

The ministry of education has decentralized teacher administrative activities as a measure of incentivizing service delivery standards for job satisfaction enhancement (GoK, 2013). The decentralization of services has ensured that the teachers are easily attended to at their counties and derive optimal satisfaction from the reduced cost of travel to the headquarters. The present study sought to fill the knowledge gap by investigating the extent to which incentives accorded by BOM's influence job satisfaction among the teachers in public primary schools in Nyeri Central Sub County.

2.4 BOM support for professional development on teachers' job satisfaction

Collaborative professional development practices have always enhanced teacher job satisfaction in many jurisdictions in Europe (Driplanos, 2010). The teachers are encouraged to forge partnerships and collaborate on varying facets of work and professional lines all geared towards the achievement of benefit in terms of professional growth. The school management boards emphasize on professional development practices to make them more effective and help realize the much needed benefits to learners who partake in the academic programmes (Tinto, & Pusser 2006).

Peer learning opportunities have also been employed to enhance teacher job satisfaction. The engagement in activities which foster interaction between the peers and benchmarking from each other enhances teacher professional development (Boyd, 2008). The peer learning and benchmarking avenues accord teachers the capacity and privilege to learn from their professional counterparts and get satisfied from their attainment. Peer benchmarking from the school boards ensure that the teachers get to achieve collaborative efficiency (Strunk, & Zeehandelaar, 2011)

Professional qualifications have also been confirmed to be a factor which directly affects teacher productivity and job satisfaction in Kenya. Many teachers have undertaken to advance and progress in their career paths by way of going back to college for higher professional attainment (Nguku, 2011). Many of the teachers undertaking higher academic studies have had the challenge of operating from a point of psychological disadvantage. They have the studies at hand and their classroom duties to undertake simultaneously. This calls for the boards of management to cultivate amiable environments which encourage the teachers' to further their professional attainment in public schools. This is by way of facilitating leave from duty and room for study. The present study sought to find out the influence of support for professional development by BOM's on teacher job satisfaction among teachers public primary schools in Nyeri Central Sub County.

2.5 Conducive work environment by BOM on teachers' job satisfaction

School buildings that are clean, quiet, safe, comfortable, and healthy determine the work environment that the teachers work in. Buildings that are not properly maintained have the potential to inhibit student success due to one or more deficiencies in the facility Gurney (2012) was of the view that in London, successful teaching and learning takes place ambient environments. Lack of school facilities can impede teacher job satisfaction and learner success. Schneider (2013) noted that the quality of facilities has more of an effect on factors such as learner attitudes toward school, self-esteem, security, comfort, and pro-social behaviour, which in turn affect learning and achievement. The empirical evidence confirms a close relationship between the physical environment and how well teachers derive satisfaction from that environment.

A comparative study carried out in Uganda, Zambia and Nigeria Rothstein (2010) established great variations in the resources and facilities available for the teaching and learning of all subjects. Although all schools in the study were government schools, sitting for the same national examinations within a country; and depended on their governments for the bulk of their finances, some of these schools were so impoverished (Snyder & Dillow, 2011). Lack of basic necessities affected the teacher job satisfaction levels as well as learners' achievement.

School facilities are the libraries, text books, chalk boards, pens and any other item which make the teaching-learning process possible and easier. Muvati (2011) attested that a good teacher can teach anywhere and that a willing learner is capable of learning in spite of the setting. Capacity of teachers to teach as well or students learn as much as they could have in better surroundings is however an imperative. The school environment itself has a largely untapped potential as an active contributor to the learning process and teacher job satisfaction. The study was conducted to examine the influence of the work environments facilitated by the BOM's on teachers' job satisfaction in public primary schools in Nyeri Central Sub County.

2.5 Teacher involvement in governance by BOM on job satisfaction

Teacher productivity and job satisfaction is mainly motivated by the capacity of the schools to put in place effective systems for assuring sound leadership (Okach, 2011). The ability of the Boards of Management and the head teachers to put in place the requisite environment allowing teachers capacity to participate in pertinent decision making programmes affects their satisfaction at work at work (Ngumbao, 2012). Failure to consult teachers on critical decisions which they are in turn supposed to implement affects their job satisfaction levels (Rockoff,, 2004).

Financial management is critical to the smooth running of any institution. Public schools on the other hand have the undoing of financial hiccups and enormous challenges in their financial management programmes (Ronfeldt, Lankford, Loeb, & Wyckoff, 2011). This stems from the fact that they have cash flow problems especially at the advent of irregular cash disbursement programs by the exchequer (Kuria, 2012). Many head teachers fail to involve teachers in schools financial management programmes even in activities concerning their departments causing them to be disenfranchised and de-motivated at their workstations (Kuria, 2012).

The communication avenues employed in the respective schools equally affect the teacher job satisfaction levels. Instances of unfettered access by select teachers to the administration and having policy decisions disseminated via the grapevine has destabilized many schools (Musyoka, 2012). Failure to create and inculcate a culture which respects the systems and structures as pertains to the chain of command is the undoing of many schools (Mbijiwe, 2011). The feelings of entitlement by some and non-involvement by other members of staff causes situations of strife and ill-feelings among the members of staff. This may portend the risk of disillusionment and de-motivation by the teachers (Moglia, Smith, MacIntosh, & Somers, 2006). The present study sought to find out the extent to which teacher involvement in school governance facilitated by BOM's affects the job satisfaction of teachers in public primary schools in Nyeri Central Sub County.

2.6 Summary of the Literature Review

The study sought to find out the Boards of Management governance practices on teacher job satisfaction in public primary schools in central sub-county, Nyeri County, Kenya. It had emphasis on, incentives provision, professional development, the teacher work environments and teacher involvement in decision making. Previous studies carried out by Muvati (2011) focused on the institutional factors affecting teacher productivity. A survey carried by Kuria, (2012) showed that the non involvement of teachers in school financial management affected their job satisfaction levels. The study sought to fill the gap of confirming how the situation in the study area is as pertains to governance practices by the BOM on teacher job satisfaction.

2.7 Theoretical framework

The study is based on the Maslow theory of needs. The theory has an inclination to the situation of job satisfaction in the work place being closely related to the needs of the worker. In the theory the need to feel that the physiological requirements are met, security, social acceptance, esteem and self-actualization realized are core to the employee job satisfaction. The theory identifies with the ideals of the study owing to the fact that even the teachers can only derive satisfaction at the advent of having their pertinent needs met in the course of carrying out their duties at work. The remuneration that they draw in form of salaries and allowances should be enough to meet their requirements in terms of provisions for daily needs.

The theory identified with the study which captured the essence of governance practices by BOM in assuring teacher job satisfaction. This is because at the advent of the BOM ensuring that the teachers' needs with regard to esteem, sense of belonging and related physiological needs are met, this ensures that they derive satisfaction at work.

The following diagram presents a conceptual framework which is a diagrammatic representation between the independent and dependent variables. It summarizes the boards of management governance practices necessary for teacher job satisfaction.

2.8 Conceptual Framework`

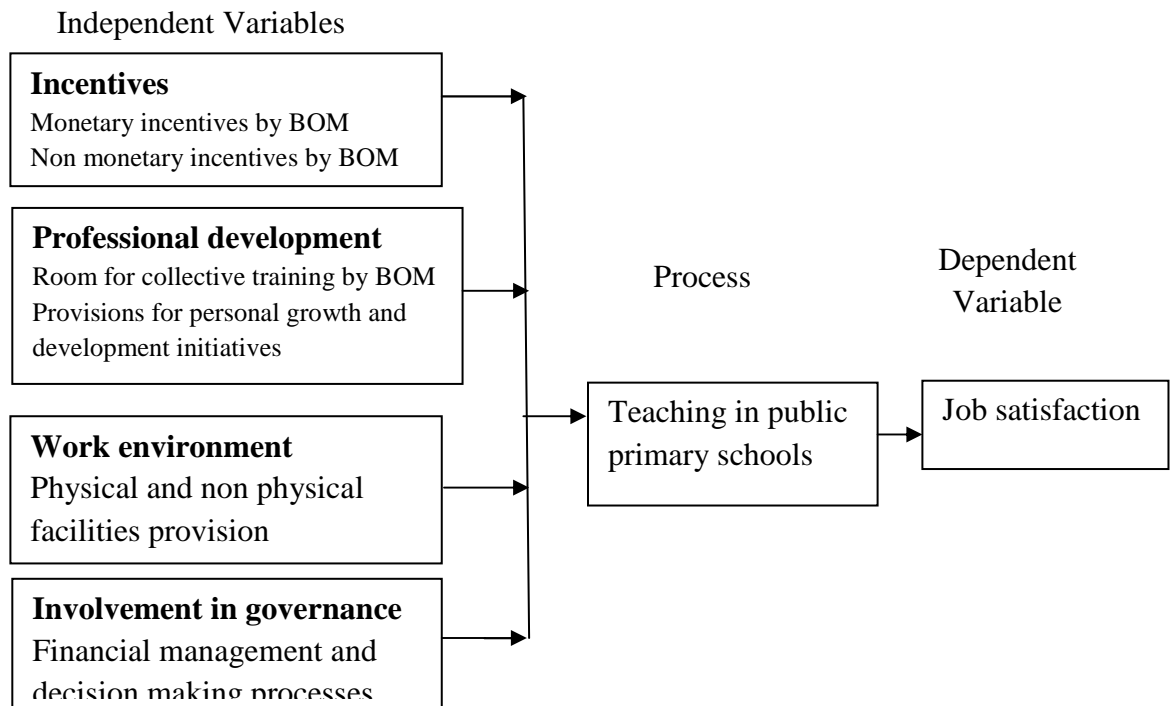


Figure 2.1: Conceptual framework on variables in the study

The ability to provide incentives is a key premise for ensuring job satisfaction. The incentives entail the monetary and non monetary ones from the BOM's. Professional development encourages individual growth and ability to enhance proficiency when the teachers are accorded room for individual growth. Creation of good work environments with regards to procedures, systems and facilities is also a premise for enhanced teacher job satisfaction levels. Involvement in governance ensures ownership of programs and sound decision making processes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section entails the research design, target population, sample size and sampling procedures, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

The study used a descriptive survey design to establish the Boards of Management governance practices on teacher job satisfaction in public primary schools in central sub-county, Nyeri County, Kenya. Orodho (2005) postulated that a descriptive survey design entails collection of information from selected samples by questionnaire administration. The method is used to collect information about people's opinions, habits, attitudes or any variety of social issues. The study adopts the design owing to the ability of facilitating data collection without manipulation of the variables.

3.3 Target population

All universe or targeted population with similar characteristics constitutes the target population in a study (Orodho, 2009). In the case of the current research the teachers and head teachers serving in the study area constituted the target

population. The number of teachers in the sub county is 370 while the head teachers' population is 16. The study thus had a target population of 370 teachers as shown in table 3.1.

Table 3.1: Distribution of Schools in the sub county

School Category	Number of schools	Number of Head Teachers	Number of Teachers
Boarding	4	4	105
Day	10	10	210
Day and Boarding	2	2	55
TOTAL	16	16	370

Source: DEO's Office (2016)

The study thus had a target population of 370 teachers.

3.4 Sample size and sampling procedures

The study used the authority of Kombo and Tromp (2006) who argued that 10% or more of the population can be representative enough to give a reflection of a phenomenon. The stratified random sampling method was used for respondent's determination. In furtherance to the position of Kombo and Tromp (2006), the study picked 30% of the respondents in each category of the teachers and the category of the schools will be used for stratification.

Table 3.2: Sampling Framework

Category of school	Number of Teachers	Sample size
Boarding	105	32
Day	210	63
Day and Boarding	55	20
TOTAL	370	115

The study thus had a sample size of 115 respondents who gave a representation of the sub county.

3.5 Research instruments

The study used questionnaires as the instruments for the study. The choice of questionnaires was motivated by the ability to serve many respondents; self administration, anonymity and capacity for standardization thus ease in data analysis (Orodho, 2005). The questionnaires had closed and open ended questions. The questionnaires entailed sections covering the socio-demographics information and the objectives of the study which were, incentives provision, professional development, work environments and involvement in school governance as facilitated by the BOM's.

3.6 Validity of research instruments

Validity is the degree to which a test measures what it purports to be measuring. Validity can also be said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation (Orodho, 2005). The study confirmed the face and content validity of the questionnaire. Face validity is in relation to the misunderstanding or misinterpretation of the questions. This was done by use of the pre-testing method. Content validity refers to the capacity of the instrument to provide adequate coverage of a topic. Adequate preparation of the instruments under the guidance of the supervisor, expert opinion and pre-testing of the open-ended questions assured content validity. Before commencing on data collection, the researcher pre-tested the questionnaire in the neighbouring sub county of Nyeri town. Changes were made on the questions deemed appropriate after the pre-test.

3.7 Reliability of research instruments

Reliability is the ability of an instrument to consistently yield the similar results on consecutive administration to the same respondents (Orodho, 2005). The test retest method whereby the pre-test respondents were issued with questionnaires for them to fill and the same subjected to a re-test was used.

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left(\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}\right) \left(\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}\right)}}$$

Where r = Pearson co-relation co-efficient

x = results from the first test

y = results from the second test

N = Number of observation

The reliability coefficient was computed using Pearson's Product Co-relation Co-efficient method. The reliability co-efficient was expected to be 0.7 or higher otherwise the instruments had to be revised to improve on their quality. This is because in the event of lower scores the reliability of the instruments would be in question. In the event of current study the reliability coefficient was 0.73.

3.8 Data collection procedures

Permission to conduct the research was sought from the National Commission of Science, Technology and Innovation. The researchers visited the Nyeri county commissioner and requested an introductory letter before visiting the primary schools to reach the respondents. The researcher hand delivered and picked the questionnaires from the respondents.

3.9 Data analysis techniques

Data analysis entailed quantitative and qualitative procedures. After all the data had been collected, data cleaning followed for the purposes of identifying any incomplete, inaccurate or unreasonable data for the purpose of improving on quality through correction of detected errors and omissions. Coding of the data

thereafter followed and the codes were entered into a computer for the purpose of analysis. The researcher used the SPSS version 21 program for the purpose of data analysis. Tavakol (2007) argued that the SPSS package is large data volumes from its wide array of statistical procedures designed for social sciences. The study used Chi-Square and Spear Man Rank Order to test the significance of the variables on the phenomena. Qualitative data was analyzed by way of deciphering the meaning of the information proffered by the respondents and relating it to documented data from previous research on Boards of Management governance practices on teacher job satisfaction in public primary schools.

3.10 Ethical Considerations

The researcher sought to get the consent of the respondents before administering the research instruments to them. The researcher ensured respondents confidentiality as pertains to their identities. Assurance that the information was for study purposes only was given. The researcher respected the respondents' right of choice to participate or not in the study.

CHAPTER FOUR

DATA ANALAYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The study was carried out in Nyeri Central Sub County. The study sought to find out the to establish the Boards of Management governance practices on teacher job satisfaction in public primary schools in Nyeri Central Sub County , Kenya. The analysis entailed descriptive and inferential statistics. The data was expressed in percentages and frequencies form and varying statistical tests were used. The study sought to interpret the opinions and relate them to the context of the research. The findings were used to relate to the research and answer the study questions that the researcher put forth when she sought to establish the Boards of Management governance practices on teacher job satisfaction in public primary schools in Nyeri Central Sub County, Kenya. The study objectives were provision of incentives by BOM, professional development, the work environment and involvement in governance all geared towards enhancing teacher job satisfaction.

4.2. Response rate

The study sought to get primary data from the teachers and by way of questionnaire administration and the response rate was as captured in table 4.1

Table 4.1 Response rate

Responses	Frequency	Percentage
Questionnaires returned	96	83
Questionnaires not returned	19	17
Total issued out	115	100.0

The response rate as shown in table 4.1 indicates 83 % (n=96) of the teachers participated in the study by filling and returning the questionnaires. This was an indication of good participation thus ability to appreciate the essence of the study. It was also an indicator of the capacity to have the respondents identify with the subject being investigated thus their willing participation. The study equally satisfied the authority of Kombo & Tromp (2006) which advocates for a return rate of 80% or more to represent good participation from the respondents.

4.3 Respondents demographic information

The respondents' demographic information was as captured in the following section.

4.3.1: Respondent's gender

The respondents' gender was as shown in table 4.2

Table 4.2 Respondent's gender

Responses	Frequency	Percentage
male	52	54.2
Female	44	45.8
Total	96	100.0

The respondents gender as shown in table 4.2 shows that most of the respondents were male (54.2%) (n=52). This was an indication that the male teachers had more active participation in the study. It could also have been an indication of a higher male teacher population in the study area.

4.3.2 Professional qualifications

The teachers' academic qualifications were as shown in table 4.3

Table 4.3 Highest professional qualifications

Responses	Frequency	Percentage
PI certificate	58	60.4
Diploma	23	24.0
Graduate	9	9.4
Post-graduate	6	6.3
Total	96	100.0

Table 4.3 shows that most of the teachers had P1 certificate academic qualifications (60.4%) (n=58). This was an indication that most of the teachers in the sub-county had stagnated at the entry point which they were employed by the teachers' service commission which is the P1 certificate. It can thus be interpreted to mean that they were complacent and had not made efforts towards ensuring that they improved their professional qualifications.

4.3.3 Length of service in current schools

The respondents' length of service in current schools was as shown in table 4.4

Table 4.4 length of service in current schools

Responses	Frequency	Percentage
Less than 1 year	7	7.3
1-5 years	69	71.9
6-10 years	13	13.5
11-15 years	7	7.3
Total	96	100.0

Table 4.4 shows that most of the teachers had served in the areas for 1-5 years (71.9%) (n=69). The responses showed that the respondents were fairly knowledgeable with regard to experience as indicated in the timespans that they had served in the institutions. This was an indication of informed persons who

were competent and qualified enough to contribute in terms of providing research information.

4.3.4: Awareness of Basic Education Act

Respondent's awareness of the Basic Education Act was as shown in table 4.5.

Table 4.5 Awareness of Basic Education Act

Responses	Frequency	Percentage
To a high degree	19	19.8
To a fair degree	58	60.4
To a low degree	19	19.8
Total	96	100.0

Table 4.5 shows that most of the respondents were fairly aware of the basic education act, 2013. This was an indication that despite having information about the act they were not very much aware. It was a reflection of a situation whereby the respondents alluded to faint knowledge thus an indication of the need to carry out capacity building and sensitization on the provisions of the Act.

4.4 Incentive provision on teacher job satisfaction

Guarantees of monetary provisions are made to teachers who don't seek managerial positions in Australia (Vanasky, 2012). The teachers are assured of achieving the top most scale of their salaries in a period of nine to ten years. This

enhances teacher job satisfaction levels in the individual schools. It also reduces teacher attrition levels and guarantees the governments of lesser costs of hiring and training personnel on a frequent basis.

4.4.1 Responses on provision for incentives for teacher motivation

Responses on the ability of the BOMs in the respective schools to provide incentives for teacher motivation was as shown in table 4.6

Table 4.6 Provision for incentives for teacher motivation

Responses	Frequency	Percentage
Yes	91	94.8
No	5	5.2
Total	96	100.0

Table 4.6 shows that most of the schools (94.8) (n=91) had provisions for incentives for teacher motivation. This was an indication that most of the schools within the study area valued teacher motivation as a premise for enhanced job satisfaction thus provision of incentives. It can be interpreted to mean that the schools had strived to ensure optimal standards of teacher motivation were achieved as a measure of enhancing the job satisfaction levels.

The respondents confirmed that varied motivation activities were carried out within the schools. The activities entailed provision of cash bonuses as a measure of incentivizing the teachers to perform better with a view of seeing to it that the monetary rewards encourage them. Provision for motivation in kind by way of having congratulatory messages and appreciation was also a measure of incentive provision. This was an indication that the schools had realized the essence of encouraging teachers in all ways to work harder than before by way monetary and non-monetary provisions.

This was confirmation of the position taken by Naungart (2007) who was of the view that one strategy to enhance teacher job satisfaction is to provide incentives and reward teacher performance. This is by way of having a salary scale of around three steps in terms of increments. In the USA the practice of having the management boards of the schools taking charge of continuously evaluating the teachers was confirmed as a premise of enhancing their job satisfaction levels attributed to the continuous appraisals.

4.4.2 Responses on cases of failure by the BOM to provide incentives

Responses on instances of failure to provide prior agreed on incentives for teacher motivation were as shown in table 4.7

Table 4.7 cases of failure by the BOM to provide incentives

Responses	Frequency	Percentage
Often	51	53.1
Rarely	42	43.8
Not at all	3	3.1
Total	96	100.0

Most of the respondents confirmed that there had been failure by the BOM to provide prior agreed incentive for teacher motivation in the schools often (53.1%) (n=51). The responses confirmed that in some instances the schools had promised the teachers but failed to deliver on the agreed promises with regards to the incentives that they were to provide. This was confirmation of the fact that the situation of inadequate resources had in some cases compromised the ability of the schools to have the BOMs meet their obligations to the teachers in terms of the prior agreed on incentives.

The sessional paper No. 2 of the year 2010 takes charge of key programs of education in Kenya. Teacher job satisfaction is an imperative of the sessional paper (GoK, 2010). Mechanisms for teacher training and promotion are articulated as a measure of assuring incentives for job satisfaction enhancement. This identifies with the provisions of the Basic Education Act, 2013 which places governance in public education institutions as a measure of teacher job satisfaction (GoK, 2013).

4.4.3 Results on Pearson chi-square test on the teacher length of service and the ability to appreciate the incentives provided to enhance job satisfaction were as shown in table 4.8

Table 4.8 Pearson chi-square test on the teacher length of service and the ability to appreciate the incentives provided to enhance job satisfaction levels

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	67.064 ^a	3	.000
Likelihood Ratio	30.908	3	.000
N of Valid Cases	96		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .36.

Table 4.3 shows a cross tabulation between the teacher length of service and the ability to appreciate the incentives provided to enhance job satisfaction levels which gave a Chi-square value of $\chi^2 = 67.064$ at a significance level of 0.36. The calculated statistic $\chi^2 = 67.064$ was found to be more than the tabled critical value of $\chi^2 = 30.908$. The response showed a situation whereby the length of service was a good premise on which the teachers were gauged on with regards to their awareness of the modalities of incentive provision at $\alpha 0.36$. It can be interpreted to mean that the length of service enabled the teachers to appreciate the different mediums of incentive provision in the schools.

The statistical findings affirmed the premise of GoK, (2013) in that the Ministry of Education has decentralized teacher administrative activities as a measure of incentivizing service delivery standards for job satisfaction enhancement. The decentralization of services has ensured that the teachers are easily attended to at their counties and derive optimal satisfaction from the reduced cost of travel to the headquarters. The present study sought to fill the knowledge gap by investigating the extent to which incentives accorded by BOM's influence job satisfaction among the teachers in public primary schools in Nyeri Central Sub County.

4.4.4 Modalities of raising funds for incentive provision by the BOMs

The respondents confirmed that the schools had raised funds for incentive provision via different ways. The ways included internal resources mobilization whereby a kitty from the funds provided for free primary education was set aside with an aim of ensuring that the teachers were motivated for the teaching and learning activities undertaken. Provisions for the parents contributing monetary resources geared towards providing incentives were also confirmed. This was an indication that the parents willingly contributed financial resources for the essence of having their children benefit from the accrued teacher job satisfaction levels. The situation of the community members and persons of influence like politicians and membership of the alumnae providing monetary resources for incentives was also confirmed. This was an indication that the schools had different ways and

means of raising funds for incentive provision as a measure of enhancing teacher job satisfaction.

4.4.5: Responses on attributes for incentive provision by the BOMs were as shown in table 4.9

The study sought to confirm the levels of agreement with attributes on incentive provision as a measure of enhancing teacher job satisfaction levels. The responses were rated on a scale of 1-5.

4.9 Lickert scale on incentive provision as a factor affecting teacher

motivation

		BOM motivate enhanced		Total
		job satisfaction		
		Yes	No	
monetary incentives to motivate teacher performance	Disagree	0	12	12
	Agree	12	11	23
	strongly agree	61	0	61
Total		73	23	96
system of rewarding	Disagree	0	2	2
	Agree	32	21	53
	strongly agree	41	0	41
Total		73	23	96
school tours and excursions	Strongly disagree	0	4	4
	Disagree	1	19	20
	agree	43	0	43
	strongly agree	29	0	29
Total		73	23	96
parents facilitate teachers to take extra hours	Strongly disagree	0	22	22
	Disagree	39	1	40
	agree	23	0	23
	strongly agree	11	0	11
Total		73	23	96
assurance for promotion motivates teachers	Strongly disagree	0	11	11
	Disagree	39	12	51
	Undecided	17	0	17
	agree	8	0	8
	strongly agree	9	0	9
Total		73	23	96

Most of the respondents confirmed that their schools had provisions for monitoring incentives as a measure of motivating teacher performance. This was an indication that the schools used cash rewards to motivate teachers to improve on their performance and it equally serves as an incentive for motivation. This was a measure which ultimately affected the teacher job satisfaction levels influencing their ability to perform their functions in the right manner. It was also an indication that the schools had formulated ways and means of appropriating financial rewards to specific outputs in terms of performance by the teachers. It can be interpreted to mean that the schools had put in place provisions which had clearly years marked measures in terms of the financial rewards to be provided to the teachers whose classes post good grades in the examinations. This was a measure that positively affected teacher performance. Some schools had the undoing of not motivating teachers by use of financial incentives. This could have been an indication of alternative measures of appreciation as opposed to monetary resources provision.

Presences of systems for rewarding good academic achievement by appreciating the teachers handling the classes were confirmed in the schools. This was an indication that the specific roles played by teachers in executing the ideals of free primary education were of great importance. This motivated the schools to undertake employment of measures for rewarding good academic performance. It can be interpreted to mean that the role of the teacher in the learning process was greatly appreciated thus having the schools make provisions for the rewards

systems. It can be interpreted to mean that the schools had appreciated the essence of rewarding teachers at the advent of good academic achievement by the pupils thus putting up the reward schemes.

Provisions to ensure school tours and excursions were confirmed as a measure of motivating the teachers. This was an indication that the schools made provisions for the investments in trips geared towards providing the teachers with memorable experiences to enhance their positions as pertains to delivery in the classes and other facets of learning. The responses were reflective of a situation whereby emphasis had been placed on the ability to ensure that organized activities aimed at imparting memorable experience in the tours and excursions were undertaken to act as the fulcrum of motivation. It can be interpreted to mean that the schools had gradually appreciated the importance of providing experiences in kind with a view of enhancing the teacher output and by extension the job satisfaction levels.

The ability to have monies paid by the parents facilitate the teachers to take extra hours in the classes was dissented to by most of the respondents. The responses were an indication that the teachers and parents had a predetermined position with the awards given out to teachers with an aim of having them extend the teaching and learning hours. The responses showed that most of the teachers did not carry out the tasks despite the monies having had been paid by the parents to facilitate longer hours in class. This was an indication that the schools had alternative

mechanisms of rewarding the stakeholders as opposed to enforcing provisions to teach for longer hours.

The assurance for promotion and its capacity to motivate teachers to work harder was not very certain. This was an indication that the teachers did this on their own as measures to ensure personal growth and development. This was devoid of contribution geared towards facilitation by the individual schools. It was thus a reflection of the fact that the ability to attend class for personal growth and development was hinged on personal incentive and not influence from the individual schools. It can thus be interpreted to mean that the schools had no capacity to enforce provisions for teachers to attend professional programs in the holidays and evenings as a measure of ensuring enhanced job satisfaction.

4.5 Professional development on teacher job satisfaction

Guarantees of monetary provisions are made to teachers who don't seek managerial positions in Australia (Vanasky, 2012). The teachers are assured of achieving the top most scale of their salaries in a period of nine to ten years. This enhances teacher job satisfaction levels in the individual schools. It also reduces teacher attrition levels and guarantees the governments of lesser costs of hiring and training personnel on a frequent basis.

4.5.1 Responses on sustainable skills acquisition

Responses on the provisions for sustainable skills acquisition by the members of staff were as shown in table 4.10

Table 4.10 Sustainable skills acquisition

Responses	Frequency	Percentage
Yes	22	22.9
No	74	77.1
Total	96	100.0

Table 4.10 shows that most of the respondents deemed their schools as not having the right provisions for sustainable skills development. This was an indication that the schools had not lived to their expectations of teachers with regards to assuring their capacity to grow their skills in a sustainable manner. This was an indication that the schools had done very little or none at all in the quest of providing resources and a good environment to teachers as a measure of enhancing individual skills acquisition to have them derive satisfaction from the resultant and certification. It can be interpreted to mean that optimal provisions had not been put in place by the individual schools to ensure that the teachers grew and advance their skills as a measure of encouraging enhanced job satisfaction.

The few schools which had put in place provisions for enhanced and continuous skills acquisition by the members of staff confirmed they always engaged the zonal tactutor to train the teachers on current best practices and emerging issues related to the syllabus in used.

4.5.2 Responses on the role of BOM in ensuring staff advance the professional skills was as captured in table 4.11

Table 4.11 Staff advances their professional skills

Responses	Frequency	Percentage
Yes	14	14.6
No	82	85.4
Total	96	100.0

Table 4.11 shows that most of the BOMs did not play any role in the quest of ensuring that staff met their obligations in terms of professional skills advancement. This was an indication that most of the BOMs did not have the capacity to enforce professional skills development by the teachers. This was an indication that most of the teachers were left on their own and forced to innovate with regards to professional skills development. This reflected a situation whereby the BOMs had not been capacity built enough as a measure of enhancing the ability of staff to advance their professional skills. It can be interpreted to mean that the professional skills development programs required optimal

investments than at present by the BOMs to encourage individual teacher growth and by extension retention by the service.

One strategy as noted by Naungart (2007) to enhance teacher job satisfaction is to provide incentives and reward teacher performance. This is by way of having a salary scale of around three steps in terms of increments. In the USA the practice of having the management boards of the schools taking charge of continuously evaluating the teachers was confirmed as a premise of enhancing their job satisfaction levels attributed to the continuous appraisals.

4.5.3 Correlation on the ability of staff to advance their professional skills and the capacity of the schools to provide avenues for sustainable professional skills development was as shown in table 4.12

Table 4.12 Correlation on the ability of staff to advance their professional skills and the capacity of the schools to provide avenues for sustainable professional skills development

		staff advance their professional skills	teacher professional skills development
staff advance their professional skills	Pearson Correlation	1	.510**
	Sig. (2-tailed)		.000
	N	96	96
teacher professional skills development	Pearson Correlation	.510**	1
	Sig. (2-tailed)	.000	
	N	96	96

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson product correlation on the ability of staff to advance their professional skills and the capacity of the schools to provide avenues for sustainable professional skills development was done. The findings had a correlation which had statistical significance between the ability of staff to advance their professional skills and the capacity of the schools to provide avenues for sustainable professional skills development ($r_s = - 0.127, p = .01$). The findings were that the ability of staff to advance their professional skills and the capacity of the schools to provide avenues for sustainable professional skills development were inter-related. This was confirmation that in the event of good work

environments the ability of the teachers to advance their professional skills was enhanced.

The statistical findings confirmed the work of Vanasky, (2012) who was of the view that guarantees of monetary provisions are made to teachers who don't seek managerial positions in Australia. The teachers are assured of achieving the top most scale of their salaries in a period of nine to ten years. This enhances teacher job satisfaction levels in the individual schools. It also reduces teacher attrition levels and guarantees the governments of lesser costs of hiring and training personnel on a frequent basis.

4.5.4: The study sought to confirm the levels of agreement with attributes on incentive provision as a measure of enhancing teacher job satisfaction levels. The responses were rated on a scale of 1-5

Table 4.13 lickert scale on professional skills development as facilitated by the BOMs

		teacher professional skills development		Total
		No	Yes	
policy of encouraging teachers	strongly disagree	0	26	26
	disagree	0	32	32
	undecided	14	0	14
	agree	13	0	13
	strongly agree	11	0	11
Total		38	58	96
time to attend evening classes	strongly disagree	0	10	10
	disagree	0	16	16
	undecided	0	11	11
	agree	19	21	40
	strongly agree	19	0	19
Total		38	58	96
accorded support and guidance	strongly disagree	0	29	29
	disagree	6	29	35
	undecided	14	0	14
	agree	11	0	11
	strongly agree	7	0	7
Total		38	58	96
BOM liaises with the zonal tact	Strongly disagree	0	20	20
	Disagree	0	33	33
	Undecided	13	5	18
	agree	13	0	13
	strongly agree	12	0	12
Total		38	58	96
appraisal of the teachers by the school administration	Strongly disagree	0	17	17
	Disagree	0	33	33
	Undecided	16	8	24
	agree	13	0	13
	strongly agree	9	0	9
Total		38	58	96

Most of the respondents dissented to the provision of the schools having an internal policy of encouraging teachers to take professional programs in line with their training. This was an indication that the schools seldom encouraged teachers to go back to college for professional skills enhancement. This was an indication that the teachers were left on their own to make decisions regarding the academic programs to take with a view of enhancing their relevance and job satisfaction levels. It can thus be interpreted to mean that the schools played an insignificant role as pertains to teacher encouragement in undertaking professional programs identify with their line of training. This left the teachers with no choice but to grope in the dark as pertains to the professional programs to undertake.

The ability to have the teachers given time to attend to evening classes and holiday sessions was confirmed by most of the respondents. This was an indication that the institutions had provisions in place which provided for flexible holiday programs and weekends so as to allow the members of staff the opportunity to attend the academic programs with a view of enhancing their proficiency. This was an indication that the schools placed a premium on the skills levels of the teachers thus the essence of ensuring that adequate provisions were made as a measure of encouraging them to attend the academic programs in their free time with an aim of enhancing their certification levels to achieve higher job satisfaction.

The respondents confirmed that the teachers were not accorded support and guidance as pertains to avenues of advancing their careers. This was an indication that the schools did not have alternative provisions for the teachers devoid of the normal career lines of instruction in the classrooms. This was an indication that the schools always sought to retain the teaching fraternity members in the classroom duties as opposed to advising them on the alternative measures that they could employ and still get to exploit their skills in an optimal manner. The prevailing situation could be attributed to the dearth of the teaching personnel occasioning shortfalls in the staff numbers to the levels of not envisaging the current members exiting the field. This could have been a factor heavily limiting the options of the current staff members. It can thus be interpreted to mean that the schools always sought to retain the teacher numbers thus not seizing the moment to encourage them to explore new avenues of undertaking professional tasks.

The ability of the schools BOM to liaise with the zonal tact tutors to facilitate in-house trainings for the teachers was dissented to by most of the respondents. This was an indication that despite the provisions in place for the professional skill development as facilitated by the office of the zonal tact tutors, the schools did not exploit them. This disenfranchised the teachers as regards the opportunities to grow and enhance their skills levels. It equally set them back as pertains to the provisions of using the prevailing infrastructure to grow their skills levels and derive optimal satisfaction at work. It can thus be interpreted to mean that the

failure to use the zonal tact tutors by the schools had occasioned the teachers the misgiving of not growing their professional skills and equally deriving the requisite satisfaction from their jobs.

The sessional paper No. 2 of the year 2010 takes charge of key programs of education in Kenya. Teacher job satisfaction is an imperative of the sessional paper (GoK, 2010). Mechanisms for teacher training and promotion are articulated as a measure of assuring incentives for job satisfaction enhancement. This identifies with the provisions of the Basic Education Act, 2013 which places governance in public education institutions as a measure of teacher job satisfaction (GoK, 2013).

The provisions for having the regular appraisal of the teachers by the school administration ensuring that they take professional academic programs was dissented to by the respondents. This was an indication that the appraisal programs did not have in place the provisions for enforcing the requirements to have the teachers carry out other professional programs as a measure of sustained job satisfaction. This was an indication that the schools appraised the teachers on their ability to meet the expected standards as pertains to delivery at work but did not enforce the requirements for follow up skills acquisition as a measure of ensuring that the teachers delivered on their mandates in the expected manners. It can thus be interpreted to mean that the provisions for the teacher appraisal

programs did assure the individual growth as pertains to ability to acquire new professional certification by the affected appraises.

The ministry of education has decentralized teacher administrative activities as a measure of incentivizing service delivery standards for job satisfaction enhancement (GoK, 2013). The decentralization of services has ensured that the teachers are easily attended to at their counties and derive optimal satisfaction from the reduced cost of travel to the headquarters. The present study sought to fill the knowledge gap by investigating the extent to which incentives accorded by BOM's influence job satisfaction among the teachers in public primary schools in Nyeri Central Sub County.

4.6 Work environment on teacher job satisfaction

School buildings that are clean, quiet, safe, comfortable, and healthy determine the work environment that the teachers work in. Buildings that are not properly maintained have the potential to inhibit student success due to one or more deficiencies in the facility Gurney (2012) was of the view that in London, successful teaching and learning takes place ambient environments. Lack of school facilities can impede teacher job satisfaction and learner success. Schneider (2013) noted that the quality of facilities has more of an effect on factors such as learner attitudes toward school, self-esteem, security, comfort, and pro-social behaviour, which in turn affect learning and achievement. The

empirical evidence confirms a close relationship between the physical environment and how well teachers derive satisfaction from that environment.

4.6.1 Responses on the presence of optimal work environments

Responses on the presence of optimal work environments guaranteeing the teachers the right motivation were as shown in table 4.14

Table 4.14 Optimal work environments guaranteeing teachers

Responses	Frequency	Percentage
Yes	63	65.6
No	33	34.4
Total	96	100.0

Most of the respondents (65.6%) (n=63) were of the view that their schools had optimal work environments guaranteeing the teachers the requisite satisfaction at work. The responses vindicated the schools as regards their ability to ensure that the teachers worked and delivered their mandates in the environments that they were comfortable in. This was a measure that ensured the teachers derived satisfaction from the tasks that they carried out in the schools. It can thus be interpreted to mean that the schools had strived to provide optimal work environments for the teachers and this was a factor that encouraged them to derive satisfaction from their work in the requisite manner.

4.6.2 Creation of a good work environment

Responses on the capacity of the BOM to create a good work environment were as shown in table 4.15

Table 4.15 Creation of a good work environment

Responses	Frequency	Percentage
To a high degree	19	19.8
To a fair degree	49	51.0
To a low degree	28	29.2
Total	96	100.0

The responses showed that majority of the teachers perceived their BOM's to have done fairly well with regards to the ability to create a good work environment (51%) (n=49). This was an indication that despite the provisions in place to ensure a good work environment, the respondents were still not very satisfied with the measures taken. This was an indication that there was still more that ought to be achieved with the essence of ensuring that the requisite environments enough to satisfy the teachers were created.

The respondents had varied positions with regard to the actual roles played by the BOM in availing good work environment in the schools. They were of the view

that the provision of infrastructure, availing teaching and learning materials provision of non-physical facilities and creation of structures assuring the institutions of sound systems were avenues that they deemed to have encouraged good working environments. The responses denoted clarity of thoughts and the ability to understand what the essence of good work environment were on the part of the respondents.

A comparative study carried out in Uganda, Zambia and Nigeria Rothstein (2010) established great variations in the resources and facilities available for the teaching and learning of all subjects. Although all schools in the study were government schools, sitting for the same national examinations within a country; and depended on their governments for the bulk of their finances, some of these schools were so impoverished (Snyder & Dillow, 2011). Lack of basic necessities affected the teacher job satisfaction levels as well as learners' achievement.

4.6.3 Correlation on optimal work environments

Correlations between the capacities of the BOM's to guarantee creation of optimal work environments and the BOM's enhancing the work environments were as shown in table 4.16

Table 4.16 Correlations between the capacities of the BOM's to guarantee creation of optimal work environments and the BOM's enhancing the work environments

		optimal work environments guaranteeing teachers	work environment enhancement
optimal work environments guaranteeing teachers	Pearson Correlation	1	.977**
	Sig. (2-tailed)		.000
	N	96	96
	Pearson Correlation	.977**	1
work environment enhancement	Sig. (2-tailed)	.000	
	N	96	96

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson product correlation on the capacities of the BOM's to guarantee creation of optimal work environments and the BOM's enhancing the work environments was done. The findings had a correlation which had statistical significance between the capacities of the BOM's to guarantee creation of optimal work environments and the BOM's enhancing the work environments ($r_s = - 0.127, p = .01$). The findings showed that presence of optimal work environments guaranteed the teachers the requisite satisfaction levels.

The study sought to confirm the levels of agreement with attributes on work environments as a measure of enhancing teacher job satisfaction levels. The responses were rated on a scale of 1-5

Table 4.17 lickert on work environment facilitated by the BOM on teacher motivation

		work environment enhancement		Total
		No	Yes	
requisite infrastructure encouraging teachers to post good work output	Strongly agree	0	13	13
	Disagree	0	19	19
	Undecided	8	0	8
	Agree	40	0	40
	strongly agree	16	0	16
Total		64	32	96
learning materials encourages teachers to excel	Strongly agree	0	3	3
	Disagree	0	23	23
	Undecided	3	6	9
	Agree	43	0	43
	strongly agree	18	0	18
Total		64	32	96
stakeholders assures harmonious co-existence	Strongly disagree	0	7	7
	Disagree	5	25	30
	Undecided	9	0	9
	agree	31	0	31
	strongly agree	19	0	19
Total		64	32	96
sound systems which have specific programs of events	Strongly disagree	0	12	12
	Disagree	1	20	21
	Undecided	19	0	19
	agree	31	0	31
	strongly agree	13	0	13
Total		64	32	96
non physical facilities within the institution	Strongly disagree	0	9	9
	Disagree	0	14	14
	Undecided	2	9	11
	agree	43	0	43
	strongly agree	19	0	19
Total		64	32	96

Most of the respondents confirmed that their schools had all the requisite infrastructure encouraging teachers to post good work output. The responses were an indication that the respondents appreciated the provisions in place in terms of the infrastructure availed and its ability to contribute to the individual work output by the teachers. It was a reflection of the essence of infrastructure within the schools as a measure geared towards encouraging the teachers to work in good environments. The responses depicted the ability of the teachers to relate the physical infrastructural provisions to their work environments and the premium that they attached to infrastructural facilities as a measure of delivery at work. It can be interpreted to mean that the ability to avail the requisite infrastructure positively affected the capacity of the schools to allow the teachers amiable work environments to undertake their duties in.

The ability of the teaching and learning materials to encourage teachers to excel in their delivery in class was confirmed by most of the respondents. This was an indication that the capacity of the teachers to meet the expectations of the learners was tied to the ability of accessing the teaching and learning materials requisite in the right manner. This was an indication that access to teaching and learning materials encouraged the teachers to perform and meet stakeholder expectation while at the same time derive the satisfaction accrued from the teaching exercise. It was thus incumbent on the schools to ensure that the teaching and learning materials essential for the delivery of learning programs were acquired and delivered in time. It can be interpreted to mean that the teachers had their tasks cut

out and eased the moment implements for teaching and learning were provided for in the right manner. This encouraged the teachers to derive satisfaction from the duties undertaken.

Presence of good relations within the institutions with other critical stakeholders was confirmed to have positively affected the institutions. This was by way of entrenching the feelings of mutualism and harmony between the teaching staff and other stakeholders. This was a factor which encouraged the teachers to relate and interact well with the other pertinent stakeholders. It gave the teachers leverage to speak from informed positions by virtue of the mutual interactions and the cross-sharing of information. The sense of ownership and purpose allowed for by the interactions ultimately to impact on the teacher job satisfaction levels. This may encourage the teachers to deliver on their mandates. It can thus be interpreted to mean that mutualism and harmonious coexistence between the schools and local communities played a great role in the teacher job satisfaction levels.

The capacity to ensure that sound systems are achieved in the quest of ensuring that specific events are undertaken may also serve as a good premise for teacher job satisfaction. The respondents confirmed that in the event of good systems clearly marked out the experienced optimal job satisfaction levels. This was by way of having structures and systems ensuring seamless interaction of the membership. This reduces conflict and dis harmony at the work place thus assuring that the operations were carried out in a smooth manner. it can thus be

interpreted to mean that in the event of harmonious relations in the school setting the teachers were bound to have optimum job satisfaction and the ability to objectively deliver on their aspirations maybe assured. .

The respondents further confirmed that the provision of non-physical facilities was a factor which enhanced their job satisfaction levels. The ability of the school to assure the provision of non-physical facilities was great measures as regards the ability to have the membership appreciate its availment. This denoted the essence of the non-physical facilities with regard to assuring the delivery of programs in the requisite manner. It also encouraged the members of staff to meet their obligation to the learners who require the facilities for the achievement of the ideals of the learning programs. It can thus be interpreted to mean that the capacity to meet the demands requisite from the provisions within the schools in terms of the non-physical utilities assured the achievement of the requisite job satisfaction levels.

School facilities are the libraries, text books, chalk boards, pens and any other item which make the teaching-learning process possible and easier. Muvati (2011) attested that a good teacher can teach anywhere and that a willing learner is capable of learning in spite of the setting. Capacity of teachers to teach as well or students learn as much as they could have in better surroundings is however an imperative. The school environment itself has a largely untapped potential as an active contributor to the learning process and teacher job satisfaction. The study

was conducted to examine the influence of the work environments facilitated by the BOM's on teachers' job satisfaction in public primary schools in Nyeri Central Sub County.

4.7 Involvement in governance

Teacher productivity and job satisfaction is mainly motivated by the capacity of the schools to put in place effective systems for assuring sound leadership (Okach, 2011). The ability of the Boards of Management and the head teachers to put in place the requisite environment allowing teachers capacity to participate in pertinent decision making programmes affects their satisfaction at work at work (Ngumbao, 2012). Failure to consult teachers on critical decisions which they are in turn supposed to implement affects their job satisfaction levels (Rockoff,, 2004).

4.7.1 Provisions for involvement of all stakeholders in decision making

Responses on the provisions for involvement of all stakeholders in decision making were as captured in table 4.18

Table 4.18 Provision for involvement of all stakeholders in decision making

Responses	Frequency	Percentage
Yes	69	71.9
No	27	28.1
Total	96	100.0

Table 4.18 shows that most of the respondents perceived their institutions to have had provisions for involvement of all stakeholders in decision making. The responses showed that most of the institutions had put in place mechanism to ensure that decision making was consultative encompassed the input of stakeholders. The responses denoted the fact that most of the schools had ensured that the input of the membership was taken into account in the decision making processes. This was a factor that brought to the fore the essence of stakeholder participation as a measure of decision making. It was an indication that the respondents took pride in having had participated in making decisions pertaining to the activities of the institutions. This was a measure that gave credence to participatory leadership approaches as a measure of decision ownership. It can be interpreted to mean that schools placed emphasis in the involvement of the teachers in decision making and this had motivated enhanced job satisfaction from the practices.

Financial management is critical to the smooth running of any institution. Public schools on the other hand have the undoing of financial hiccups and enormous challenges in their financial management programmes (Ronfeldt, Lankford, Loeb, & Wyckoff, 2011). This stems from the fact that they have cash flow problems especially at the advent of irregular cash disbursement programs by the exchequer (Kuria, 2012). Many head teachers fail to involve teachers in schools financial management programmes even in activities concerning their departments causing them to be disenfranchised and de-motivated at their workstations (Kuria, 2012).

4.7.2 Responses on internal governance attributes as facilitated by the BOM

The study sought to confirm the levels of agreement with attributes on involvement in governance as a measure of enhancing teacher job satisfaction levels. The responses were rated on a scale of 1-5

Table 4.19 Lickert on internal governance as facilitated by the BOM

		BOM in ensuring teacher involvement in the school governance		Total
		Yes	No	
provisions for good communication	Strongly agree	0	5	5
	Disagree	3	18	21
	Undecided	11	0	11
	Agree	41	0	41
	strongly agree	18	0	18
Total		73	23	96
involvement in financial management	Strongly agree	0	15	15
	Disagree	4	8	12
	Undecided	23	0	23
	Agree	30	0	30
	strongly agree	16	0	16
Total		73	23	96
provisions of the policy regulations	Strongly disagree	0	9	9
	Disagree	2	14	16
	Undecided	12	0	12
	agree	41	0	41
	strongly agree	18	0	18
Total		73	23	96
good dispute resolution mechanisms	Strongly disagree	4	23	27
	Disagree	28	0	28
	Undecided	21	0	21
	agree	11	0	11
	strongly agree	9	0	9
Total		73	23	96
hierarchy of command which adhered to good governance	Strongly disagree	0	8	8
	Disagree	4	15	19
	Undecided	9	0	9
	agree	32	0	32
	strongly agree	28	0	28
Total		73	23	96

Presence of good communication avenues enhancing teacher job satisfaction levels were confirmed in the institutions and this was a factor which gave explicit avenues for sharing information. This facilitated involvement of the membership in the governance programmes carried out thus enhancing teacher job satisfaction levels accruing from the participation in the decision making processes. The responses brought to the fore the premium that was attached to involvement in decision making as a measure of enhancing job satisfaction levels. This was an indication that in the event the teachers felt involved and having had participated in making a decision being implemented then they were bound to fully participate in the decision making process. It can thus be interpreted to mean that participatory communication processes enhanced teacher job satisfaction levels.

Provisions for involvement of teachers in financial management enhanced the satisfaction in the requisite manner. This was a indication that in the event decisions on how to make budgetary appropriations were taken with the input of the teachers they were bound to be happy and fully appreciate their involvement in the financial management practice. This was thus an indication that in involvement in financial management gave the teachers leverage in the determination of goods to be procured thus pride in the feeling of their appreciation in the governance programs of the schools that entail fiscal appropriations. It can thus be interpreted to mean that participation of the teachers in the governance issues entailing the acquisition of goods and services

greatly fostered the goodwill to the levels of having the teachers feel that they have been appreciated.

The ability to have the schools play by the rules enhanced the teacher motivation and job satisfaction levels in the schools. This was occasioned by the fact that the teachers appreciated the ability to have their schools conform to the statutory requirements thus giving them comfort in the knowledge that all that transpired in the schools was within the confines of the law. It thus gave them the impetus to work and derive satisfaction from the activities that they carried out in the schools. This was occasioned by the fact that in the event of the teachers' feeling that the programs that they engaged in were astute and in good standing of the statutes then they derived satisfaction from the activities carried out. It can thus be interpreted to mean that the teachers took comfort in the awareness that the activities carried out were within the statutory provisions thus non-injurious to their standing and position.

The teachers dissented to the provisions of strong dispute resolution mechanisms in the schools. This was an indication that there was failure on the part of the schools in terms of assuring the capacity to resolve the disputes that occurred. It was a factor that negated the essence of good governance and mutualism in the schools. It was also a premise that invited internal strife owing to the long standing unresolved issues in the stakeholders. It can thus be interpreted to mean

that the failure to ensure that the optimal governance standards were achieved affected the ability of the schools to run in a cohesive manner.

Appreciation of the prevailing chain of command was equally a factor that came out strongly as positively influencing the governance standards in the schools. This was an indication of the fact that the schools had clearly prescribed standards as regards the chain of command as pertains to the institutional pecking order. This was confirmation of the fact that they had no conflict as regards to the mode of operations and the responsibilities accorded to the different persons in the institutions. This was confirmation that the clearly stipulated provisions were adhered to as regards the seniority and the provisions for the responsibilities accorded to each party. It can thus be interpreted to mean that there was clarity in the provisions made for the hierarchies in the schools and this enabled the realization of the ideals of the schools.

The communication avenues employed in the respective schools equally affect the teacher job satisfaction levels. Instances of unfettered access by select teachers to the administration and having policy decisions disseminated via the grapevine has destabilized many schools (Musyoka, 2012). Failure to create and inculcate a culture which respects the systems and structures as pertains to the chain of command is the undoing of many schools (Mbijiwe, 2011). The feelings of entitlement by some and non-involvement by other members of staff causes situations of strife and ill-feelings among the members of staff. This may portend

the risk of disillusionment and de-motivation by the teachers (Moglia, Smith, MacIntosh, & Somers, 2006). The present study sought to find out the extent to which teacher involvement in school governance facilitated by BOM's affects the job satisfaction of teachers in public primary schools in Nyeri Central Sub County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, conclusions and recommendations drawn from the findings in connection with the influence of boards of management governance practices on teacher job satisfaction in public primary schools. The objectives that guided the study were: incentives, professional development, work environment and Involvement in governance on the teacher job satisfaction in public primary schools.

5.2 Summary of the study findings:

In the past three years, there has been a widespread teacher's turnover in primary schools in Nyeri Central Sub County. Statistics at Nyeri TSC unit showed that the rate of teachers' turnover rose from 16 percent in 2010 to 21 percent in 2011. Records at the Nyeri Central Sub-County Education office indicate that primary schools in Nyeri Central Sub County recorded the lowest mean scores out of the eight sub counties in Nyeri County for the last three years. It is against this background that the present study sought to investigate the extent to which the investigate Boards of Management governance practices on teacher job satisfaction in public primary schools in central sub-county, Nyeri County, Kenya.

The study used a descriptive survey design to establish the Boards of Management governance practices on teacher job satisfaction in public primary schools in central sub-county, Nyeri County, Kenya. The current research the teachers and head teachers serving in the study area constituted the target population. The stratified random sampling method was used for respondent's determination. The study used questionnaires as the instruments for the study. The choice of questionnaires was motivated by the ability to serve many respondents; self administration, anonymity and capacity for standardization thus ease in data analysis.

Data analysis entailed quantitative and qualitative procedures. After all the data had been collected, data cleaning followed for the purposes of identifying any incomplete, inaccurate or unreasonable data for the purpose of improving on quality through correction of detected errors and omissions. The researcher sought to get the consent of the respondents before administering the research instruments to them.

The summary of findings as guided by the objectives of the study:

5.2.1 Incentives provision by BOM and teacher's job satisfaction

Most of the schools had provisions for incentives for teacher motivation. This was an indication that the schools within the study area valued teacher motivation as a premise for enhanced job satisfaction thus provision of incentives. The respondents confirmed that varied motivation activities were carried out within

the schools. The activities entailed provision of cash bonuses as a measure of incentivizing the teachers to perform better with a view of seeing to it that the monetary rewards encourage them. Provision for motivation in kind by way of having congratulatory messages and appreciation was also a measure of incentive provision. Most of the respondents confirmed that there had been failure by the BOM to provide prior agreed incentives for teacher motivation in the schools often. In some instances the schools had promised the teachers but failed to deliver on the agreed promises with regards to the incentives that they were to provide.

5.2.2 Professional development and teacher's job satisfaction

Most of the respondents deemed their schools as not having the right provisions for sustainable skills development. This was an indication that the schools had not lived to their expectations of teachers with regards to assuring their capacity to grow their skills in a sustainable manner. This was an indication that the schools had done very little or none at all in the quest of providing resources and a good environment to teachers as a measure of enhancing individual skills acquisition to have them derive satisfaction from the resultant and certification. Most of the BOMs did not play any role in the quest of ensuring that staff met their obligations in terms of professional skills advancement. This was an indication that most of the BOMs did not have the capacity to enforce professional skills development by the teachers. This was an indication that most of the teachers

were left on their own and forced to innovate with regards to professional skills development.

5.2.3 Work environment and teacher's job satisfaction

Most of the respondents were of the view that their schools had optimal work environments guaranteeing the teachers the requisite satisfaction at work. Majority of the teachers perceived their BOM's to have done fairly well with regards to the ability to create a good work environment. The respondents had varied positions with regard to the actual roles played by the BOM in availing good work environment in the schools. They were of the view that the provision of infrastructure, availing teaching and learning materials provision of non-physical facilities and creation of structures assuring the institutions of sound systems were avenues that they deemed to have encouraged good working environments.

5.2.4 Involvement in governance and teacher's job satisfaction

Most of the respondents perceived their institutions to have had provisions for involvement of all stakeholders in decision making. The responses showed that most of the institutions had put in place mechanism to ensure that decision making was consultative encompassed the input of stakeholders. The responses denoted the fact that most of the schools had ensured that the input of the membership was taken into account in the decision making processes. This was a factor that brought to the fore the essence of stakeholder participation as a

measure of decision making. It was an indication that the respondents took pride in having had participated in making decisions pertaining to the activities of the institutions. This was a measure that gave credence to participatory leadership approaches as a measure of decision ownership. It can be interpreted to mean that schools placed emphasis in the involvement of the teachers in decision making and this had motivated enhanced job satisfaction from the practices.

5.3 Conclusions of the study

The study drew the following conclusions:

The schools used cash rewards to motivate teachers to improve on their performance and it equally serves as an incentive for motivation which ultimately affected the teacher job satisfaction levels. Presence of systems for rewarding good academic achievement by appreciating the teachers handling the classes was confirmed in the schools.

The schools seldom encouraged teachers to go back to college for professional skills enhancement but provisions were in place for flexible holiday programs and weekends so as to allow the members of staff to attend the academic programs with a view of enhancing their proficiency.

Most of the schools had all the requisite infrastructure encouraging teachers to post good work output. The teaching and learning materials available encouraged teachers to excel in their delivery in class. The provision of non-physical facilities was a factor which also enhanced the teacher job satisfaction levels in the schools. Presence of good communication avenues enhanced teacher job satisfaction levels. This facilitated involvement of the membership in the governance programmes carried out and their involvement in financial management enhanced the job satisfaction levels in the requisite manner. The schools had clearly prescribed standards as regards the chain of command as pertains to the institutional pecking order positively impacting on the job satisfaction levels.

5.4 Recommendations of the study

The study made the following recommendations:-

- i) The boards of management in public primary schools should innovate and seek out measures of associating with corporates and other well-wishers with an aim of ensuring optimal provision of incentives in the schools. This may motivate the teachers who excel in their subject areas and other facets. It may encourage improved academic performance and equally enhance teacher job satisfaction levels.
- ii) The boards of management of public primary schools should ensure that they make adequate provisions to assure the teachers benefits from the in-service programs. This may motivate improved delivery and enhance the job satisfaction levels owing to the additional skills attained.

- iii) The boards of management in public primary schools should work towards ensuring that they provide the institutions with the requisite infrastructural provisions for conducive teaching and learning. They should seek out partnerships from corporates via the social responsibility programs to ensure that support for teaching and instruction materials, infrastructure and allied provisions is provided.
- iv) The boards of management should work out modalities to enhance the governance systems and structures to ensure non-disruption of programs owing to governance issues. It may ensure that the schools meet stakeholder expectations as pertains to consultative and participatory standards within them in the prisms of governance

5.5 Suggestion for further studies

The study suggests that similar research with a bigger scope encompassing the whole county should be carried out to find out whether the situation in Nyeri Central identifies with the other sub counties.

The study suggests that similar research should be carried out in public secondary schools with a view of confirming the extent to which the situation in public primary schools identifies with that of secondary schools

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APPENDICES

Appendix I:Introduction Letter

Mercy Maina
University of Nairobi,
NAIROBI

Dear respondent,

REF: REQUEST FOR RESEARCH INFORMATION

I am a student pursuing a Master of Education Degree (M.Ed) at University of Nairobi. I am required to submit as part of my research work assessment on the topic “Influence of Boards of Management governance practices on teacher job satisfaction in public primary schools in central sub-county, Nyeri County, Kenya”. To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes .Your name will be held confidential. Thank you very much for your assistance.

Yours sincerely,

Mercy Maina

Appendix 2: Questionnaire For Teachers

The study seeks to find out the Influence of boards of management governance practices on teacher job satisfaction in public primary schools in Central Sub-County, Nyeri County, Kenya. Kindly fill in the provided spaces and tick against the provided answers

Section A: Demographic Information

1. Kindly indicate your gender

Male () Female ()

2. What are your highest professional qualifications?

P1 Certificate () Diploma () Graduate () Post-
Graduate () Any other _____

3. How long have you served as a teacher in the institution?

Less than 1 year () 1- 5 years () 6- 10 years () 11- 15 years ()
Any other _____

4. Are you aware of the basic education act which has provisions for the BOM's activities in the schools as pertains to corporate governance practices?

Very much () Fairly () Not at all ()

Section B: Incentive provision by BOM and teacher's job satisfaction

5.a) Does the BOM have provisions for incentives for teacher motivation in your school?

Yes () No ()

6. Have there been cases of failure by the BOM to provide the prior agreed incentives for teacher motivation?

Often () Rarely () Not at all ()

7. How does the BOM raise funds for incentive provision? Kindly explain

8. Kindly state your position as pertains to incentive provision as a factor affecting teacher motivation:

SA – Strongly Agree A – Agree U –
 Undecided
 DA – Disagree SDA – Strongly Disagree

	SA	A	U	DA	SDA
i) Our school has provisions for monetary incentives to motivate teacher performance	5	4	3	2	1
ii) The school has a system of rewarding good academic achievement by rewarding teachers whose classes post good grades	5	4	3	2	1
iii) Provision for school tours and excursions act as a good motivator for teachers	5	4	3	2	1
iv) Monies paid by parents facilitate teachers to take extra hours in the classes	5	4	3	2	1
v) Assurance for promotion motivates teachers to work harder	5	4	3	2	1

9. Do the incentives by the BOM motivate enhanced job satisfaction by teachers in your school?

Yes () No ()

Section C: Professional development and teacher's job satisfaction

10. a) Does your school have provisions for sustainable skills acquisition by the members of staff?

Yes () No ()

11. Does the BOM play any role in ensuring that the staff advance their professional skills?

Yes () No ()

12. Kindly state your position as pertains to professional skills development as facilitated by the BOM's:

SA – Strongly Agree A – Agree U – Undecided
 DA – Disagree SDA – Strongly Disagree

	SA	A	U	DA	SDA
i) Our institution has a policy of encouraging teachers to take professional programs in line with their training	5	4	3	2	1
ii) Teachers are given time to attend to evening classes and holiday sessions	5	4	3	2	1
iii) Teachers are accorded support and guidance as pertains to avenues of advancing their careers	5	4	3	2	1

iv) The schools BOM liaises with the zonal tact tutor to facilitate in-house trainings	5	4	3	2	1
v) Regular appraisal of the teachers by the school administration ensures that they take professional academic programs	5	4	3	2	1

Does the support by the BOM in teacher professional skills development enhance their job satisfaction levels

Yes () No ()

Section D: Work environment and teacher’s job satisfaction

13. Would you consider your institution to have optimal work environments guaranteeing teachers the right motivation at work?

Yes () No ()

14. Has the BOM played any role in ensuring creation of a good work environment?

To a high degree () To a fair degree () To a low degree ()

b) Kindly indicate the actual role played by the BOM in availing a good work environment in the school_____

15. Kindly state your position as pertains to work environment facilitated by the BOM on teacher motivation;

- SA – Strongly Agree A – Agree U –
- Undecided
- DA – Disagree SDA – Strongly Disagree

	SA	A	U	DA	SDA
i) Our school has all the requisite infrastructure encouraging teachers to post good work output	5	4	3	2	1
ii) Provisions for all teaching and learning materials encourages teachers to excel in their delivery in class	5	4	3	2	1
iii) Presence of good relations within the institution with all the stakeholders assures harmonious co-existence and optimal teacher motivation	5	4	3	2	1
iv) Capacity for sound systems which have specific programs of events within the school ensures good motivation for all the teachers in our school	5	4	3	2	1
v) Presence of support in terms of non-physical facilities within the institution ensures that the teachers deliver in their mandates	5	4	3	2	1

16. Does the support by BOM in work environment enhancement affect teacher job satisfaction levels?

Yes () No ()

	SA	A	U	DA	SDA
i) Our institution has provisions for good communication avenues enhancing teacher job satisfaction levels	5	4	3	2	1
ii) The provisions for involvement in financial management enhances teacher motivation in our school	5	4	3	2	1
iii) Adherence to the provisions of the policy regulations pertaining to	5	4	3	2	1

institutional governance enhances teacher motivation in our school					
iv) Provisions for good dispute resolution mechanisms between the teaching and administration staff enhances teacher motivation	5	4	3	2	1
v) a defined hierarchy of command which id adhered to ensures good governance in the school	5	4	3	2	1

Section E: involvement in governance and teacher’s job satisfaction

17. Does your institution have provisions for involvement of all stakeholders in decision making?

Yes () No ()

b) What avenues are employed by the institution in ensuring stakeholder involvement in the decision making processes? Kindly explain

.....

18. Kindly state your position as pertains to internal governance as facilitated by the BOM

- SA – Strongly Agree A – Agree U – Undecided
- DA – Disagree SDA – Strongly Disagree

19. Does the support by BOM in ensuring teacher involvement in the school governance affect their job satisfaction levels?

Yes () No ()

Thank you for your cooperation

Appendix 3: Research Authorization Letter



MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY STATE DEPARTMENT OF EDUCATION

Telegram: "Schooling" Nyeri
Fax: 061 2030535
Email: deonyerical@central@gmail.com
When replying please quote

SUB-COUNTY EDUCATION OFFICE
NYERI CENTRAL
P. O. Box 208 - 10100
NYERI

Ref: GEN/RIS/42 VOL.II/191

3rd November, 2016

All Headteachers,
Public Primary Schools
NYERI CENTRAL SUB COUNTY

RE: RESEARCH AUTHORIZATION - MAINA MERCY NDUTA

University of Nairobi has authorised the above named student to carry out a research on "*Influence of Boards of Management Governance Practices on Teachers Job Satisfaction in Public Primary Schools in Nyeri Central Sub County*" vide a letter Ref. UON/CEES/SOE/A&P/1/4 specializing in Educational Administration.

This is therefore to request you to accord her the necessary support.

A handwritten signature in blue ink, appearing to read 'Mary W. Kamurua'.

MARY W. KAMURUA
SUB COUNTY DIRECTOR OF EDUCATION
NYERI CENTRAL.



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
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Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

NACOSTI/P/16/58533/14683

Ref: No.

Date:
25th November, 2016

Mercy Nduta Maina
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of boards of management governance practices on teacher job satisfaction in public primary schools in Central Sub-County, Nyeri County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Nyeri County for the period ending **25th November, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nyeri County.


The County Director of Education
Nyeri County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified


Appendix 4: Research Permit

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT


Serial No. A 12055

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. MERCY NDUTA MAINA
of UNIVERSITY OF NAIROBI, 454-10100
Nyeri, has been permitted to conduct
research in Nyeri County
on the topic: INFLUENCE OF BOARDS OF
MANAGEMENT GOVERNANCE PRACTICES
ON TEACHER JOB SATISFACTION IN
PUBLIC PRIMARY SCHOOLS IN CENTRAL
SUB-COUNTY, NYERI COUNTY, KENYA
for the period ending:
25th November, 2017

Permit No : NACOSTI/P/16/58533/14683
Date Of Issue : 25th November, 2016
Fee Received :Ksh 1000



Mercy Nduta Maina
Applicant's Signature

[Signature]
Director General
National Commission for Science, Technology & Innovation