

**INFLUENCE OF BOARDS OF MANAGEMENT
GOVERNANCE PRACTICES ON TEACHERS' JOB
SATISFACTION IN SECONDARY SCHOOLS IN NDEIYA
DIVISION, LIMURU DISTRICT, KENYA**

Joseph Njoroge Njeri

**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Corporate Governance**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university:

.....

Joseph Njoroge Njeri

E55/ 65701/ 2011

This research project has been submitted with our approval as university supervisors:

.....

Mr. Edward Kanori

Lecturer

Department of Educational Administration and Planning,

University of Nairobi

.....

Dr. Jeremiah M. Kalai

Lecturer

Department of Educational Administration and Planning,

University of Nairobi

DEDICATION

I dedicate this work to my mother, Hannah Wathei for being such a steadfast believer in my academic ability. I also dedicate the study to my wife Mukuhi and my children Waweru, Githae and Wathei junior. May this work be a source of academic inspiration to them and make them scale even higher academic heights.

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TABLE OF CONTENTS

Content	Page
Title page.....	i
Declaration.....	ii
Dedication	iii
Acknowledgement	iv
Table of contents.....	v
List of tables.....	x
List of figures.....	xi
Abbreviations and acronyms.....	xii
Abstract	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the problem.....	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study.....	6
1.4 Objectives of the study.....	7
1.5 Research questions.....	8
1.6 Significance of the study.....	9

1.7 Limitations of the study.....	9
1.8 Delimitations of the study.....	10
1.9 Assumptions of the study	10
1.10 Definitions of significant terms.....	11
1.11 Organization of the study.....	12

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	14
2.2 Concept of governance practices and job satisfaction.....	14
2.3 Boards’ provision of autonomy to the teachers and job satisfaction.....	15
2.4 Boards’ consultation of teachers and job satisfaction	16
2.5 Boards’ provision of conducive working conditions and teachers job satisfaction	17
2.6 Boards’ provision of incentives and teachers’ job satisfaction	18
2.7 Boards’ recognition of teachers and job satisfaction	19
2.8 Summary on literature review	20
2.9 Theoretical framework.....	20
2.10 Conceptual framework.....	22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	25
3.2 Research design	25
3.3 Target population.....	25
3.4 Sample size and sampling procedures.....	26
3.5 Research instruments.....	28
3.5.1 Instrument validity.....	29
3.5.2 Instrument reliability	29
3.6 Data collection procedures.....	31
3.7 Data analysis techniques	32

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction	33
4.2 Questionnaire return rate	34
4.3 Demographic information	35
4.3.1 Distribution of teachers' by gender	35
4.3.2 Respondents' age distribution	38
4.3.3 Respondents' marital status	39
4.3.4 Respondents' working experience	41

4.3.5 Teachers' positions and weekly workload	43
4.3.6 Distribution of teachers by departments.....	44
4.3.7 Respondents' level of education	46
4.3.8 Teachers' housing	48
4.4 Governance practices that promote teachers' job satisfaction.....	49
4.4.1 Boards' provision of autonomy to the teachers and job satisfaction	50
4.4.2 Boards' consultation of teachers and job satisfaction	52
4.4.3 Boards' provision of conducive working conditions to the teachers and job satisfaction	54
4.4.4 Boards' recognition of teachers and job satisfaction	56
4.4.5 Boards' provision of incentives to teachers and job satisfaction	58
4.5 Activities that contribute to teachers' job satisfaction	60
4.6 Factors contributing to overall teachers' job dissatisfaction	61

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	63
5.2 Summary of the study	63
5.3 Conclusion	67
5.4 Recommendations	69
5.5 Suggestions for further research	71

REFERENCES	72
APPENDICES	78
Appendix A: Introduction letter for the principals	78
Appendix B: Key informant’s interview guide	79
Appendix C: Teacher’s questionnaire	80
Appendix D: NACOSTI Research authorization letter	85
Appendix E: Kiambu County Research authorization letter	86

LIST OF TABLES

Table	Page
Table 1.1 Ndeiya Division KCSE performances for years 2010- 2012	6
Table 3.1 Sample size of schools and teachers.....	27
Table 4.1 Response rate	34
Table 4.2 Gender composition of the Board members	37
Table 4.3 Teachers and Board members age distribution	38
Table 4.4 Respondents' teaching experience	41
Table 4.5 Teachers' post and weekly workload.....	43
Table 4.6 Respondents' level of education	46
Table 4.7 Provision of autonomy to the teachers	50
Table 4.8 Teachers' consultation by the Board	52
Table 4.9 Provision of conducive working conditions by the Board.....	55
Table 4.10 Recognition of teachers by the Board	57
Table 4.11 Provision of incentives to the teachers	59
Table 4.12 Teachers' most important job motivation factors	61
Table 4.13 Factors contributing to overall teachers' job satisfaction	62

LIST OF FIGURES

Figure	Page
Figure 2.1 Maslow’s hierarchy of needs theory.....	21
Figure 2.2 Conceptual framework on Governance Practices that influence teachers’ job satisfaction	23
Figure 4.1 Distribution of teachers by gender	36
Figure 4.2 Respondents’ marital status	40
Figure 4.3 Board members’ working experience	42
Figure 4.4 Distribution of teachers by departments	45
Figure 4.5 Teachers’ type of housing	48

ABBREVIATIONS AND ACRONYMS

BoM Board of Management (formerly called Board of Governors-BoG)

CDF Constituency Development Fund

HoD Head of Department

JSMI Job Satisfaction Measurement Instrument

KCSE Kenya Certificate of Secondary Education

KEMI Kenya Education Management Institute

KNUT Kenya National Union of Teachers

KUPPET Kenya Union of Post- Primary Education Teachers

KSSHA Kenya Secondary School Heads Association

MoE Ministry of Education

NACOSTI National Commission for Science, Technology and Innovation

TSC Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate the influence of the Boards of Managements' Governance Practices on job satisfaction in secondary school teachers in Ndeiya Division, Limuru District. The study sought to determine the extent to which the Boards of Managements' provision of autonomy to the teachers, involvement in decision making, provision of conducive working conditions, provision of incentives and recognition influenced secondary school teachers' job satisfaction. The target population consisted of all Board members in the nine secondary schools and all the teachers working in the area secondary schools. Simple random sampling was used to sample the 92 teachers since it ensured equal chances for all teachers. The study sampled 18 BoM members among the schools' Board chairmen and Secretaries. The study used descriptive survey design whereby teachers responded to a questionnaire while the Board members responded to an interview. The two research instruments were picked due to their convenience and low cost. The questionnaire return rate was 86.2%. Data was analyzed by use of descriptive statistics like pie charts, bar graphs and frequency tables useful in descriptive survey design. The study found that 52 (56.5%) teachers were satisfied with the autonomy provided by the Board during admission of new students. On whether the Boards consulted the teachers before making decisions, 52 (56.5%) teachers were dissatisfied with the autonomy given when setting the entry mark while 48 (52.2%) teachers were dissatisfied with joint-meetings with the Board members. On provision of conducive working conditions by the Board, a majority of teachers, 48 (52.2%) were dissatisfied with the conditions of the offices. On housing, only 8 (8.7%) teachers were housed in the area schools. Most of the teachers were thus forced to commute for long distances outside the Division. Concerning recognition of teachers by the Board, majority 64 (69.5%) teachers were dissatisfied with the use of thank you cards by the Board for work well done. Majority of teachers 68 (73.9%) were dissatisfied with training opportunities provided by the BoM. Majority of the teachers, 60 (65.2%) indicated their dissatisfaction with provision of monetary incentives by the Board while 20 (21.8%) teachers reported that school trips were not applicable in their schools. Majority of the teachers identified good remuneration, prompt promotion, consultation and recognition of teachers by the Board as the main contributors to their job satisfaction. The study concluded that the Boards of Management's governance practices played a major role in teachers' job satisfaction. The study recommends that the government through the Ministry of Education should zero-rate school building materials in order to ease the Boards' burden of building adequate staff houses. The Boards should recruit qualified members in line with the Kenya Constitution (2010) and reward teachers in order to motivate them to work hard in their subjects and thus post good results especially in the KCSE examinations.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

It is commonly held that an increase in job satisfaction results in improved job performance (Armstrong, 2009). A study carried out in the United States by Goodlad (1984) shows that satisfied teachers have a positive effect on classroom learning. Another study carried out in the United States by Lyson and Falk (1984) points out that it is the best qualified teachers who are most likely to leave teaching. In their study carried out among English teachers in the United Kingdom, Scott, Cox and Dinham (1999) found that teachers' job satisfaction is influenced by factors such as students' learning and achievement, professional growth, relationship with colleagues and the status and image of teaching.

Tasnim (2006) conducted a study on job satisfaction among female primary school teachers in Bangladesh and found that there is a clear distinction between the nature of male definition of job satisfaction and female definition of job satisfaction. The factors affecting the female teachers' job satisfaction include working conditions, interpersonal relationships and supervision of the boss. For men, salary and security of the job were most important.

The problems of teachers' motivation and job satisfaction had also been addressed in various forums, for example, trade union-meetings, seminars and Education Commissions like the Report of The National Committee of Educational

Objectives and Policies (Gachathi Report, 1976). The Kenya National Education Commission/ Ominde Commission (1964) expressed in its findings that teachers had been put in classes that were unsuitably equipped and then were expected to give good results. The low status led to the majority teachers quitting the teaching profession to seek other more prestigious and better-paying jobs. Okumbe (1992) did a study on the levels of job satisfaction among graduate teachers in secondary schools in Siaya District and Kisumu town. He found out that the lowest level of job satisfaction among graduate teachers was as a result of remuneration followed by promotion, working conditions and the work environment.

In a study carried out by Njue (2003) on job satisfaction among secondary school teachers in Nairobi Province, teachers were found to be highly demotivated by the job factors including work environment and working conditions. The teachers felt uncomfortable in most staffrooms because they were not spacious enough.

Facilities like toilets, adequate room-space and drinking water should be provided by the institution's management. In a study carried out by Orina (2008) among mathematics teachers in Nyamusi Division, Nyamira District, working conditions were found to be sensitive factors that needed to be addressed in order to improve teachers' job satisfaction. For the teachers' job satisfaction to be realized, there was need for schools to adhere to the tenets of corporate governance.

Good governance practices stem from corporate governance which calls for the establishment of an appropriate legal, economic and institutional environment that

would facilitate and allow business enterprises to grow and survive as institutions for maximizing shareholder value while being conscious of and providing for the well-being of all other stakeholders and the entire society (Vinten, 2002). Good governance practices imply adhering to the laws and regulations of a corporate body or organization. Harry (2007) describes governance as the proper functioning of institutions and their acceptance by the public. Good governance practices aims at achieving fairness, responsibility, accountability and transparency in the governance of institutions/ organizations. Good governance helps to curb mismanagement, demolishes corruption and improves overall efficiency in offering educational services. Harry (2007) goes on to note that competitive recruitment and retaining of qualified head -teachers have been a nightmare especially in private schools.

In secondary schools, governance practices describe the framework that guides the school Board in fulfilling its mandate in the management of the school. The Kenya government established the Board of Management (formerly referred to as Board of Governors – BoG) under the Education Act Cap. 211 in 1968 for all maintained, assisted and aided secondary schools. According to the Education Act Cap 211, the Board of Management has specific powers in the management of secondary schools. It is a body corporate with tenure of office of 3 years but which can be renewed through re-appointment .The Board of Management has a common seal and may sue or be sued in its corporate name. The Boards of

Management govern secondary schools according to the stipulations of the TSC Act. They also manage secondary schools according to a code of management approved by the Ministry of Education (MoE) and the human resources development. The Basic Education Act (2013) stipulates that the Boards' of Management membership should consist of a maximum of 14 members including the principal who serves as the board's secretary

The Board governs through meetings and delegation. The Education Act (2013) stipulates that there should be a meeting after every four months. The Board delegates most of its functions to committees that include finance committee, procurement committee, academic standards committee, quality and environment committee, discipline, ethics and integrity committee, audit committee and human rights and students' welfare committee. Most of the day to day governance is delegated to the school principal who is the Board's secretary and the school's chief executive officer. Some of the roles of Board of Management includes to promote the best interests of the institution and to ensure its development. The Board also promotes quality education for all pupils in accordance with the established standards and ensures and assures the provision of proper and adequate physical facilities for the institution.

In addition, the Board of Management administers and manages the resources of the institution. It also manages the institution's affairs in accordance with the rules and regulations governing the occupational safety and health. The Board of

Management budgets and decides the projects to be undertaken in a school in a given year and ensures that the number of both the teaching and non-teaching staff is adequate. Since the Governors are vested with the role of deciding which projects are to be undertaken in a given financial year, it is paramount for the Board to consult the teaching force in order to agree on common priority projects. In conclusion, it is evident that the Board is vested with the task of ensuring that the teachers are properly motivated in order to undertake their work with the dedication that it deserves.

1.2 Statement of the problem

In the recent past, there has been a widespread teachers' turnover in secondary schools in Ndeiya Division, Limuru District. Statistics at Limuru TSC unit showed that the rate of teachers' turnover rose from 12 percent in 2010 to 15 percent in 2011. In 2012, teachers' turnover rose to 20 percent thus portraying a worrying trend. According to Armstrong (2009) high employee turnover is a mark of low level of job satisfaction.

Records at the Limuru Sub-County Education office showed that secondary schools in Ndeiya Division were always at the tail end in Kiambu-West Region in national examinations, that is, Kenya Certificate of Secondary Education (KCSE). For the last three years, the Division had scored a mean score of D+ as shown in Table 1.1.

Table 1.1 Ndeiya Division' KCSE Results for 2010- 2012

Year	Entry	Mean score	Mean grade
2010	512	4.4902	D+
2011	560	4.4936	D+
2012	561	4.3822	D+

(Source: Limuru Sub-county Education Office, 2013)

Due to the poor performance in the Division, most area secondary schools hold annual prize-giving days during which teachers are given incentives in the hope of motivating them to work harder and post better results. Most of the schools in the region were new and mostly funded by the Constituency Development fund (CDF). As such, they lacked basic facilities like library-rooms, adequate classrooms, staff- offices and adequate teachers. This study, therefore, sought to investigate whether the governance practices in the region had contributed to job dissatisfaction among the area teachers.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of Boards of Management's governance practices on secondary school teachers' job satisfaction in Ndeiya Division, Limuru District, Kenya.

1.4 Objectives of the study

- a) To determine the extent to which the Boards of Management's provision of autonomy to the teachers influence their job satisfaction in Ndeiya Division Limuru District.
- b) To establish the extent to which involvement of secondary school teachers in decision making by the Board influence teachers' job satisfaction in Ndeiya Division, Limuru District.
- c) To determine the extent to which the provision of conducive working conditions to the teachers by the Board influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district.
- d) To assess the extent to which provision of incentives to the teachers by the Board influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district.
- e) To assess the extent to which recognition of teachers by the Board influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district.

1.5 Research questions

The following research questions guided the study:

- a) To what extent does provision of autonomy by the Board influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district?
- b) To what extent does involvement of teachers in decision making by the Board influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district?
- c) To what extent does provision of conducive working conditions to the teachers by the Board influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district?
- d) To what extent does provision of incentives to the teachers by the Board affect the secondary school teachers' job satisfaction in Ndeiya division, Limuru district?
- e) To what extent does recognition of teachers by the Board influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district?

1.6 Significance of the study

The findings of the study would be significant to the County Education Board and Sub-County Education Board, especially their human resource department since they would be enlightened on governance practices that motivate secondary school teachers. The Kenya Educational Management Institute (KEMI) may use the findings of the study to identify the training needs for the members of Boards of Management (BoM). The research findings would be of interest to school principals, Boards of Management, scholars and educational interest groups like Kenya National Union of teachers (KNUT), Kenya Union of Post-Primary Education Teachers (KUPPET) and Kenya Secondary School Heads Association (KSSHA).

1.7 Limitations of the study

The study's research design, that is, descriptive survey design would pose a limitation since the data captured would be applicable at that particular moment only (Wisker, 2008). Some of the study respondents could be hostile and decline to respond to the questionnaire. Others could provide incorrect answers due to fear of intimidation. The researcher intended to convince the respondents to give accurate information since the study was purely an academic endeavour and was not aimed at victimizing anyone. The distance between the schools in the area under study posed a challenge especially because of the poor road network. The researcher made use of a motorbike in order to reach all the targeted schools.

1.8 Delimitations of the study

Due to time and financial constraints, the study focused on the members of Boards of Management in Ndeiya Division public secondary schools and the TSC – employed teachers working in the area secondary schools. The TSC employed teachers were picked for the study since they had undergone professional training. The study also only covered the public secondary schools since it was assumed that private secondary schools had different governance structures and most of them lacked Boards of Management. It may thus be difficult to generalize the research findings to other areas of differing characteristics.

1.9 Assumptions of the study

- i. That the respondents gave honest and truthful responses to the questions in the study instruments.
- ii. That the responses from the respondents indicated genuine attitudes towards job satisfaction/ dissatisfaction.
- iii. That the respondents had time, willingness and ability to read and respond to the questionnaires.
- iv. That an individual's job satisfaction could be measured by means of a survey questionnaire.

1.10 Definition of significant terms

The following were the significant terms as used in the study:

Autonomy refers to freedom/ power given to teachers by the Board of Management for decision making during classroom teaching, student's admission, counseling of students, students' discipline and setting of subject targets.

Board refers to Board of Management (BoM), a body corporate mandated by the Basic Education Act (2013) to govern secondary schools.

Consultation refers to dialogue between teachers and the Board before the Board makes decisions touching on issues like student's entry marks, class size, meetings, putting up school infrastructure, setting school targets and school strategic plan.

Governance practices it refers to corporate governance tenets which call for transparency and accountability in the management of public institutions. It implies the management-activities that the Board of Management engages in, in order to ensure effective and efficient management of a secondary school.

Incentives refer to something that makes teachers want to do something or to work harder, for example, gifts.

Job dissatisfaction refers to a negative emotional response to the job resulting from the appraisal of the job as not meeting one's job values.

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.

Public secondary schools refer to post primary institutions that are developed and maintained by public funds from the government.

Recognition refers to giving teachers praise or giving approval to teachers for a job well done through, for example, giving teachers thank you cards, prizes, free meals and challenging tasks.

Conducive working conditions refer to creation of an appropriate teaching atmosphere, for instance, putting up comfortable seats, building spacious offices/classrooms and availability of teaching materials.

1.11 Organization of the study

The research project contains five chapters. Chapter one contains the introduction. This includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and the organization of the study. Chapter two covers the literature review sub-divided into the concept of job satisfaction, teachers' autonomy in decision making, consultation of teachers by the Board, provision of a conducive working conditions to teachers, provision of incentives to teachers, teachers' recognition by the Board, summary on literature review,

theoretical framework and conceptual framework. Chapter three deals with the research methodology under the following sub-headings: research design, target population, sample size and sampling procedure, research instrument, instruments' validity and instruments' reliability, data collection procedure and analysis and data presentation. Chapter four constitutes the data analysis and discussions on the findings while chapter five covers summary on findings, conclusion, recommendations and suggestions for further study on areas related to this research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the related literature under the following sub-headings: concept of governance practices and job satisfaction, provision of autonomy by the Board to the teachers' and job satisfaction, teachers' involvement in decision-making and job satisfaction, provision of conducive working conditions by the Board and teachers' job satisfaction, provision of incentives to the teachers and job satisfaction, teachers' recognition by the Board and job satisfaction, summary on literature review, theoretical framework and the conceptual framework.

2.2 Concept of Corporate Governance and teachers' job satisfaction

Corporate governance implies the practice of accountability, transparency and efficiency in management of public organizations/ institutions. The education Act (2013) clearly emphasizes that the Board of Management should be an inclusive entity that strives to make all the interested parties to work as a team. Since the Boards of Management hold brief for all the stakeholders in education which include the government of Kenya, the parents, the teachers and students, it is necessary for the Board to ensure that teachers, being major players in education, are highly motivated to undertake their work with the diligence it deserves. As noted by Cole (2002), highly motivated staff results in better service delivery.

Houte (2006) defines job satisfaction as the feelings that an individual holds towards his/ her job. There are multi-faceted measures of job satisfaction such as Job Description Index (JDI), Job Satisfaction Scales (JSS) and Occupational Stress Indicator (OSI). Several studies (Waititu, 2013; Okumbe, 1992 and Njue, 2003) have documented a complex relationship between job satisfaction and turnover intent. Lack of job satisfaction drastically raises a “moving intent” (Weisberg and Kirschenbaun, 1991). According to Waititu (2013), job satisfaction is considered to be the most important factor affecting teacher turnover.

Scafidi, Sjoquistb and Stinebrickner (2007) argue that better salaries are nice, but they are not sufficient to attract better teachers. Better respect, status, and working conditions are necessary to provide job satisfaction. In this study, the researcher investigated the governance practices that influence secondary school teachers’ job satisfaction in Ndeiya Division, Limuru district.

2.3 Boards’ Provision of autonomy and teachers job satisfaction

Heery and Noon (2001) define autonomy at work as the extent to which employees are allowed to work independent of close supervision and to use their own discretion in undertaking their work. High autonomy means that employees are likely to be able to alter the pace of their work, how they perform the tasks, and the quality and quantity of their output.

High autonomy is typically a feature of professional and managerial work while low autonomy is typically a feature of scientific management. Heery and Noon (2001) further argue that responsible autonomy is more likely to enlist commitment from employees, but does not guarantee compliance with management wishes. Responsible autonomy should especially be used for highly skill/ qualified core employees in scarce supply.

According to Applegate (2013) most employees crave communication, involvement and autonomy. Immonje (1990) found out that the job satisfiers in public secondary school included the medium of instruction, relationship with other teachers and the Autonomy/ freedom to select resources. The job dissatisfiers included pay, status of teachers and opportunity for development. The researcher intended to investigate whether autonomy was practiced in secondary schools in Ndeiya division, Limuru district.

2.4 Boards' consultation of teachers and job satisfaction

Consultation of employees on a regular basis is a non-financial reward. According to Koontz (2009) people are motivated by being consulted on actions affecting them by being “in the act”. Most people at the centre of an operation have knowledge both of problems and solution to them. The right kind of participation yields both motivation and knowledge both of which are valuable for the enterprise success (Koontz, 2009). Participation is also a means of recognition since it appeals to the need for affiliation and acceptance. It gives people a sense

of accomplishment. Consultation leads to job enrichment. The researcher investigated whether consultation as a management variable was exercised by secondary school Governors in Ndeiya division, Limuru district.

2.5 Boards' provision of conducive working conditions and teachers' job satisfaction

According to Graham and Bennet (1998) working conditions include considerations like illumination. Is the employee's place of work well illuminated? The working conditions contribute to the job satisfaction or dissatisfaction. A poor fit between employees and their jobs will increase the search for alternative jobs (Nzuve, 2010). The physical environment, for example, availability of facilities like well stocked library, adequate class-rooms and well-equipped laboratories will result into job satisfaction. Aesthetics, for instance, flower gardens will also add to the staffs' job satisfaction. There should be adequate working facilities/ tools of work, the buildings should be safe in order to avoid chances of accidents/ insecurity.

According to Mboga (2010), the science laboratories should be safe for both the students and the teachers. There should be safety devices like fire extinguishers and gas chambers for harmful chemicals. Teachers should be provided with laboratory coats and gas-masks while undertaking practical lessons. The school Board of Management should utilize ergonomics, that is, the working environment and working procedures should promote both the well-being of

employees and the effectiveness of the process. The worker should not be taken as an adjunct to the machine but as part of human/ machine production unit.

Herzberg (1966) observed that the feeling of unhappiness at work may not be due to the job itself but the conditions that surround the doing of the job. He referred to these conditions as hygiene factors. In schools, these conditions include good toilets, subsidized meals, television set, comfortable furniture and newspapers. Working conditions also include psychological environment with supportive members of staff and cooperative students. The working conditions should be comfortable and satisfying if positive results are to be realized (Musila, 2010).

2.6 Boards' provision of incentives and teachers' job satisfaction

An incentive is a cash reward or some other reward that is offered to employees conditioned on improvement in performance. The purpose of an incentive is to induce motivation (Heery & Noon, 2001). According to Nzube (2010) non-financial incentives psychologically influence the behavior and attitude of workers toward their work, colleagues and the organization. Nzube (2010) further notes that incentives provide lucrative conditions and terms of employment. Examples of incentives used to motivate teachers include tokens of appreciation and school trips. According to Applegate (2013) knowing how to reward employees without spending a lot is crucial. The researcher intended to investigate whether incentives as a management variable was being utilized by secondary school governors in Ndeiya division, Limuru.

2.7 Recognition of teachers by the Board and job satisfaction

Recognition is an essentially positive feedback that made employees know they are valued and appreciated by their co-workers and the organization/ institution.

To have the greatest impact in the workplace, recognition activities should also reinforce and encourage work that enhances employees' and institution's goals and values. Employee recognition is fundamentally about relationships.

Employees want their contributions and efforts to be acknowledged by those they work with on a day-to-day basis, including managers and peers. Recognition takes many forms including being offered thanks, praise, respect, awards, training opportunities, right tools for the job. According to Koontz (2009) jobs should be enriched. This implies making the job challenging and meaningful. This is related to Herzberg's theory of motivation in which factors like challenge, achievement, recognition and responsibility are seen as the real motivators (Koontz, 2009).

While a hearty pat on the back always feels good, extra attention and a sense of ownership feels even better. Taking an interest in your employees also means investing in their future. That is why training and development opportunities are energizing perks (Applegate, 2013). Managers and peers can provide ongoing, internal recognition on a regular basis at no cost by simply providing the type of feedback through email, at meetings, or even on a sticky note.

<http://www.hrweb.mit.edu> (20-08-2013).

The researcher intended to investigate the extent to which employee recognition as a management variable was being applied in Ndeiya Division secondary schools.

2.8 Summary on literature review

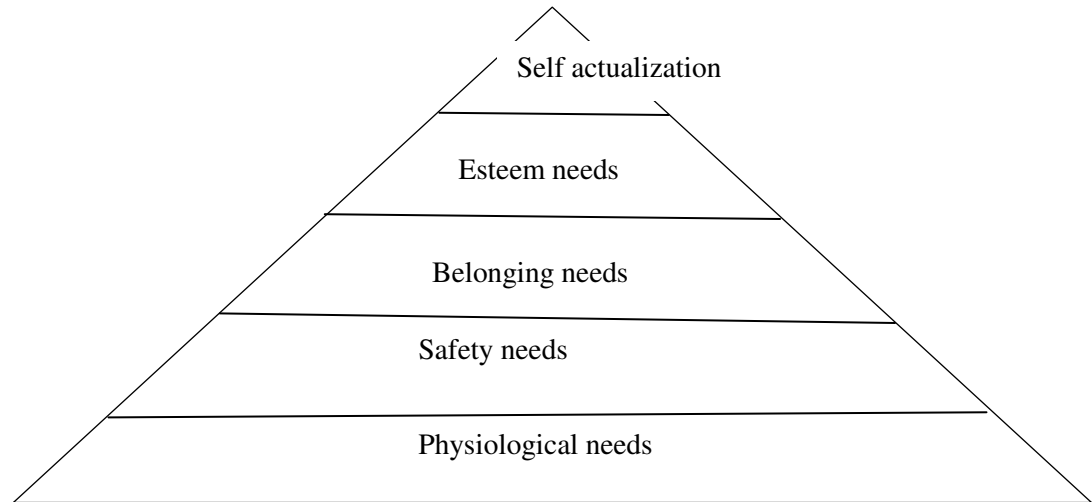
From the foregoing literature review, it was evident that teachers needed to be highly motivated so that they could perform their duties to the best of their ability. Most studies (Okumbe, 1992; Njue, 2003; Musila, 2010) attribute teachers' job satisfaction to the school- principals' leadership styles. This study, however, appreciates the fact that the school principal could not achieve much without the support of the school management, that is, the Board of Management. The study, therefore, sought to investigate the extent to which Ndeiya Division's Boards of Management (BoM) has made teaching in secondary schools satisfying.

2.9 Theoretical framework

The study was guided by Maslow's Hierarchy of Needs theory. The theory was relevant to the study since it identified all the research variables presented in the research objectives, that is, the five governance practices that influence secondary school teachers' job satisfaction. Maslow (1963) suggested that human needs operate at a number of different levels, from basic physiological needs, for example, hunger to higher level needs like self-development and self-fulfillment. Maslow's general argument was that, other things being equal, people tend to

satisfy their lowest level of felt need before moving to higher-level needs (Cole, 2002).

Figure 2.1: Maslow's hierarchy of needs



(Source: Koontz, 2009)

Koontz (2009) classifies the physiological needs as the basic needs for sustaining human life itself. They include water, warmth, shelter and food. Maslow took the position that unless these needs are satisfied to the degree necessary to maintain life, other needs will not motivate people. The security/ safety needs imply that people must be free from physical danger and fear of losing a job, property, food and shelter. Affiliation / acceptance needs imply that since people are social beings, they need to belong, to be accepted by others. Institutions and other organizations should thus allow people to form unions and welfare clubs in order to improve their affiliation needs.

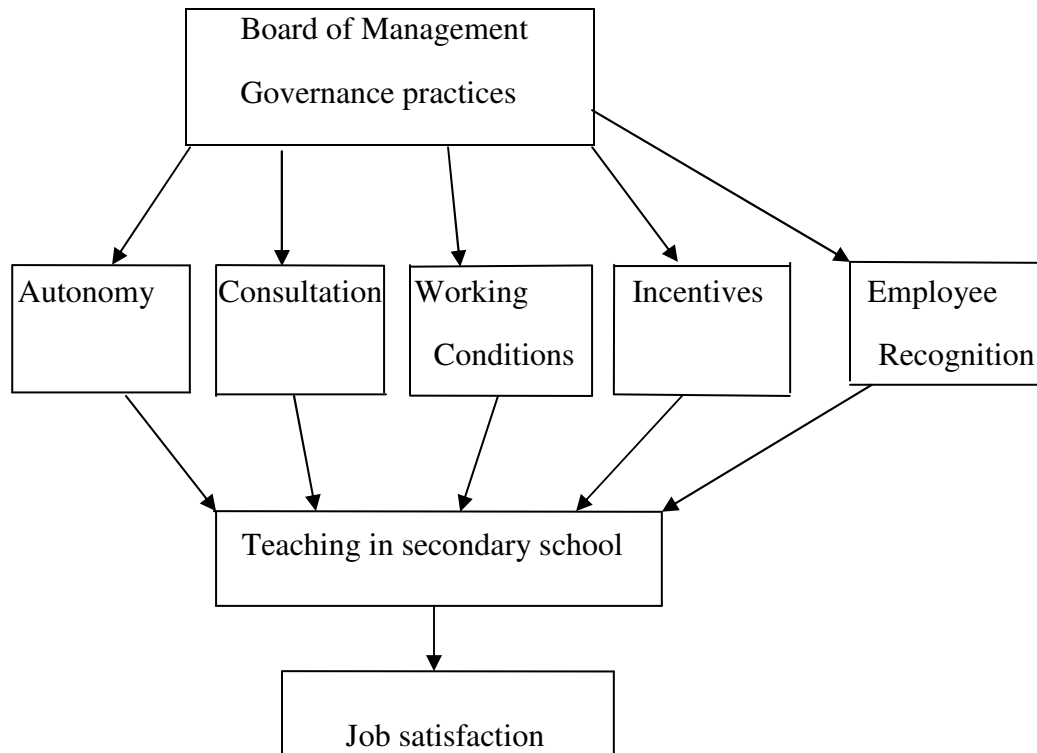
Esteem needs mean that after people have satisfied the other low-level needs; they tend to want to be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige, and status and self-acceptance (Koontz, 2009). Self-actualization is regarded as the highest need in his hierarchy. It is the desire to become what one is capable of becoming, that is, to maximize one's potential and to accomplish something. According to Maslow's hierarchy of needs theory, the low order needs like shelter and food should be fulfilled before going to the higher order needs. As such, the school governors should have a priority-list that conforms to Maslow's hierarchy of needs theory.

The main difficulty associated with this model lies in its apparent rigidity. Whilst few people would deny that there are lower- level and higher-level needs, many would dispute that people do tend to satisfy their needs in a relatively systematic way from the bottom to the top (Cole, 2002). There is little evidence from researches done to support Maslow's argument that human needs form a hierarchy. It has, however been noted that people's needs change with their job status. The needs may also change with change of environment, for instance, if a person is put at an insecure environment, then the need for security may outweigh any other need.

2.10 Conceptual framework

The conceptual frame-work in Figure 2.2 summarizes the governance practices necessary for teachers' job satisfaction.

Figure 2.2: Conceptual framework on Governance Practices that influence teachers' job satisfaction



The Board of Management would create a conducive learning atmosphere by providing teachers with autonomy in decision-making, involving teachers in decision-making, creating conducive working conditions for the teachers, providing incentives to teachers and recognizing the teachers' efforts. The conceptual framework above illustrates that when the school Board of Management provide teachers with the above inputs, (job-satisfiers), then teachers enjoy their job and hence their respective schools post good results in

both normative and summative examinations like the KCSE. Likewise, if the Board of Management fails to provide the identified inputs, then this results in dissatisfied teachers who consequently are demotivated in their job. Therefore their schools perform poorly in both internal and external examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that the researcher used in the study. The chapter was composed of the research design, the target population, sample size and sampling procedure, research instruments, instruments' validity, instruments' reliability, data collection procedure and data analysis techniques.

3.2 Research design

The study made use of the descriptive survey design. According to Kothari (2004) the main purpose of descriptive survey design is to describe the state of affairs as it exists at present. Survey design was appropriate for this study since it was based on the assumption that the sample shares similar characteristics with the whole population from where it is drawn (Rukwaru, 2007).

3.3 Target population

Target population implies the specific group relevant to a particular case (Sapsford, 2007). The study focused on the 150 teachers who were currently teaching in public secondary schools within Ndeiya Division. The study also made use of key informants, that is, the 126 members of the area secondary schools' Boards of Management.

3.4 Sample size and sampling procedure

According to Kothari (2004), a sample population of 10 percent is representative for purposes of drawing conclusions. Thus, all the nine chairmen of Boards and the nine principals/ Secretaries to the Boards of Management in the area secondary schools were purposively sampled as key informants. This translated to 14 percent of the total number of Board members in the area schools since each school had 14 members of the Board of Management.

According to Best and Kahn (2006), an ideal sample should be large enough to serve as an adequate representation about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability and expense in both time and money. In order to improve data reliability, all the 9 schools from the area under study were sampled. The schools were categorized into 3 groups depending on whether they were day or boarding schools, that is, partially day and boarding schools, full boarding schools and full day secondary schools. The study used 70 percent of the area's 150 secondary school teachers. This translated to 105 teachers. Proportional allocation of teachers using 70 percent of the teachers per school category was used to select the teachers from each secondary school in the area. This ensured equitable distribution as shown in Table 3.1:

Table 3.1: Proportional sample size of the teachers per school

School category	No. of schools	No. of teachers (n)	Sample size per category	Total (70% of n)
Day school	6	78	9	54
Boarding school	2	42	15	30
Day and boarding sch.	1	30	21	21
Total	9	150		105

In order to identify the specific teachers to be included in the study, the researcher used simple-random sampling using the blind-folding system. Small papers were prepared bearing “YES “equal to the required sample size and “NO” papers for the other teachers. The papers were then folded and thoroughly shuffled in a bowl. Then each teacher was kindly requested to randomly pick one paper. Those with “YES” papers made the sample for the study.

3.5 Research instruments

The commonest instruments of data collection in descriptive survey design are the questionnaire and the interview guide (Orodho, 2003). Both the close ended questions and open- ended questions were used in the study. The researcher made use of Okumbe's (1992) Job Satisfaction Measurement Instrument (JSMI) in preparing the questionnaire with slight modifications to make it fit the study. The questionnaire were administered through pick and drop method in order to avoid chances of data manipulation.

The questionnaire was divided into several sections. Section one had questions on demographic factors of the respondents like age, gender, years of service and teaching subjects. The researcher categorized age into different levels like: youthful-age (35 years and below), early-middle age (36-45 years), late-middle age (46-55 years) and old (56 years and above). The other sections of the questionnaire concentrated on the reasons that teachers consider as satisfiers and dissatisfiers in their work stations. The information collected formed the basis of the study conclusions on the influence of Board of Management's governance practices on secondary school teachers' job satisfaction.

3.5.1 Instrument's validity

Validity implies the extent to which the data constitute accurate measurements of what is supposed to be measured (Sapsford, 2007). The researcher pre-tested the questionnaire before administering it to the target population. Piloting was undertaken in order to determine the effectiveness and validity of the questionnaire. The researcher made use of five teachers picked at random from Gitithia secondary school in Lari District in order to eliminate bias. The pilot data was analyzed and the results used to modify and improve the questionnaire before rolling it out to the sampled population. The researcher also sought for experts' assistance in order to improve on content validity.

3.5.2 Instrument's reliability

Reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The researcher adopted the internal consistency technique by including several survey items dealing with a similar aspect but stated differently. Pearson's coefficient correlation formula below was used in the Test-Retest of the instrument.

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

Where: r= Pearson's coefficient of reliability

N = number of subjects

Σ = the sum of

x = scores on one test

y = scores on the other test

In both times, each case was treated separately and the results were generated in percentages. A comparison between the percentage responses per item was then made in order to check whether the responses were consistent. According to Kasomo (2006), there are 5 categories of relationships between the variables, namely:

i, Very high; $r = 0.8$ to 1

ii, Substantially high; $r = 0.6$ to 0.79

iii, Moderately high (moderate/ average); $r = 0.4$ to 0.59

iv, Slight (low); $r = 0.2$ to 0.39

v, Negligible (by chance); $r = 0$ to 0.19

The researcher obtained a reliability coefficient of 0.71 after correlating the split half scores of the two tests. This was deemed to be substantially high (Kasomo, 2006). Data received from the open ended and close ended questionnaires was deemed valid since they yielded similar results. The questionnaires for the teachers and the Board members also gave similar results thus validating the

collected data. Multiple questionnaires for the teachers enhanced instrument's triangulation and reliability.

3.6 Data collection procedure

The researcher applied for a permit to carry out the study from National Commission for Science, Technology and Innovation (NACOSTI). The permit was then presented to the Kiambu County Commissioner to request for his/ her permission to carry out the research in Ndeiya Division. The researcher then presented introduction letters to all the principals of the area schools in order to be permitted to undertake the study. For the schools that were far from all-weather roads, the researcher made use of a motor-bike. The researcher dropped and then picked the questionnaires within a day in order to minimize chances of manipulation the data. Hand-delivered questionnaires have a higher response-rate than mailed questionnaires (Rukwaru, 2007). The researcher interviewed all the nine chairmen and the nine Principals/ Secretaries of the Boards of Management in the area's nine secondary schools. This was intended at corroborating the responses received from the area teachers. The study also made use of a questionnaire administered to a sample population of 105 public secondary school teachers in Ndeiya Division.

3.7 Data analysis techniques

Data analysis entails categorizing, ordering, manipulating and summarizing raw data to obtain answers to the research questions (Kerlinger, 1973). The researcher first inspected the data collected for unanswered questions and wrongly responded to questions. The data was then coded for easy processing. The study generated both quantitative and qualitative data. Descriptive statistical tools, for instance, frequencies tables, percentages, bar graphs and pie charts were used in data analysis. In addition, the researcher made use of the Statistical Package for Social Sciences (SPSS) in data analysis. The researcher also made use of content analysis in terms of themes based on the study objectives to analyze qualitative data which were presented in prose form. The findings for quantitative data were presented using descriptive statistics tools like pie charts, frequency tables, bar graphs and percentages.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the research findings. The purpose of the study was to investigate the influence of Boards of Management's governance practices on secondary school teachers' job satisfaction in Ndeiya Division, Limuru District. The findings of the study were based on five research questions, namely:

- a) To what extent does provision of autonomy by the Boards of Management influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district?
- b) To what extent does involvement of teachers in decision making by Boards of Management influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district?
- c) To what extent does the provision of conducive working conditions to teachers by Boards of Management influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district?

- d) To what extent does the provision of incentives to teachers by Boards of Management affect secondary school teachers' job satisfaction in Ndeiya division, Limuru district?
- e) To what extent does recognition of teachers by Boards of Management influence secondary school teachers' job satisfaction in Ndeiya division, Limuru district?

4.2 Questionnaire return rate

Response rate is the proportion of the sample that participated in all the research procedures. According to Mugenda and Mugenda (2003), a 50 percent response rate is adequate, 60 percent response rate is good and above 70 percent response rate very good. Table 4.1 gives a summary of the response rate:

Table 4.1: Response rate

Target respondents	Sample size	Response	Return rate
Teachers	105	92	87.6
Board members	18	14	77.8
Totals	123	106	86.2

The data analyzed in this chapter was collected from 92 teachers and 18 members of the Boards of Management from nine secondary schools in Ndeiya Division as

shown in Table 4.1. The teachers' response rate was rated very good in line with Mugenda and Mugenda (2003) criterion explained earlier. The response rate from the Boards of Management was considered to be high especially when one bore in mind that most Chairmen of school Boards were busy professionals who at times had tight schedules. Also, most school principals who were also the Secretaries to the school Boards were very busy with the admission of form one students.

4.3 Demographic information

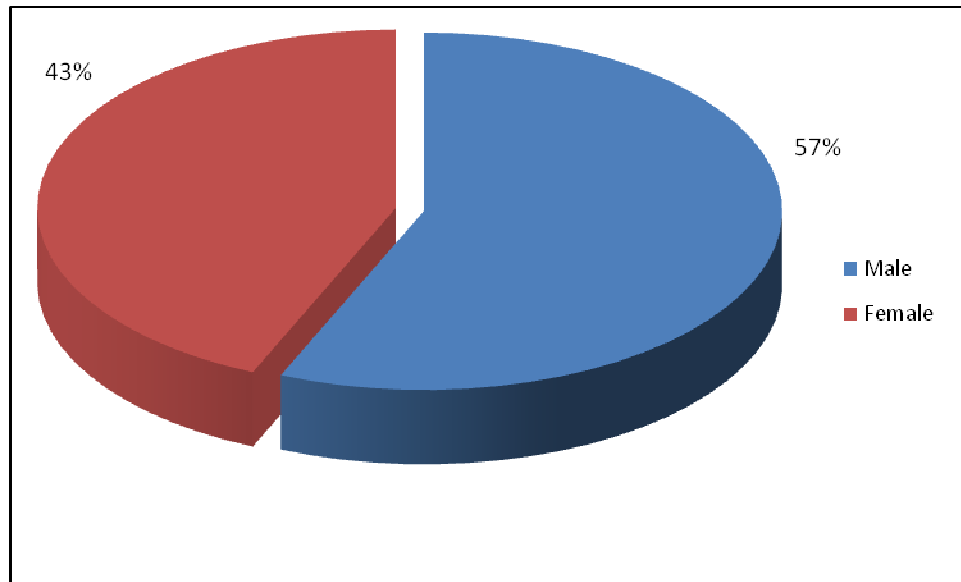
This section presents the demographic information of the respondents in the study. It provides a summary on gender, age, marital status, and teaching experience, teaching subjects, level of education, school category and housing of teachers.

4.3.1 Distribution of respondents by gender

Gender of the respondents was considered in order to highlight the ratio of male and female teachers working in the area under study. Previous research by Tasnim (2006) portrays varying levels of job satisfaction between male and female workers with female teachers less satisfied with the social environment than male teachers. In another study carried out in Nyahururu District by Njuguna (2010), a great gender disparity was noted whereby the male teachers were more than double the female teachers. The disparity was attributed to female teachers' job dissatisfaction. This study would thus assist the researcher to establish whether

there was such gender disparity in Ndeiya Division and whether marital status had any effect on the teachers' job satisfaction. The gender distribution of the teachers is shown in Figure 4.1:

Figure 4.1: Distribution of teachers by gender



The figure above shows that majority (57%) of the teachers were male while females were the minority. Though there were more male teachers than the female teachers; the Kenya Constitution (2010) rule of a third of either gender had been achieved. Also, the female teachers may be finding working in Ndeiya Division quite challenging since the area lacked all-weather roads and other social amenities like quality schools for their children. The findings were similar to Mghana (2013) who found that 61 percent of the teachers working in Voi District were male and 39 percent were female. The finding also compared well with

Ndogo (2013) who found out that majority of the teachers working in Kiambaa Division, Kiambu County were male while the least number of teachers were female.

The researcher also sought to find out the gender composition of the Boards of Management members. Table 4.2 shows the findings:

Table 4.2: Gender composition of the Board members

Gender	f	%
Male	4	29.0
Female	10	71.0
Total	14	100.0

The table shows that majority of the Board members in Ndeiya location were male while the minority were female. This is contrary to the Kenya constitution (2010) that stipulates that there must be a third of each gender at any public institution/ organization. The findings were, however, in agreement with Mkongo (2013) who did his research in Taita- Taveta County and Kimeu (2013) who did his research in Kathonzwi District.

4.3.2 Respondents' age distribution

According to Nzuve (1999), as people mature and gain more experience, they become more willing and ready to assume higher responsibilities and deal with complex tasks. Young employees give high expectations and aspirations which may not be met by the organization, this automatically translates to low levels of job satisfaction among the youthful employees (Okumbe, 1992). Thus, the researcher sought to determine the age distribution of the teachers and the Board members since this would affect their job competence due to the level of experience. Table 4.3 indicates the findings:

Table 4.3: Teachers and Board members' age distribution

Age category (In years)	Teachers		Board members	
	f	%	f	%
Below 35	20	21.7	0	0
36- 45	44	47.8	2	14.3
46- 55	24	26.1	7	50
Above 56	4	4.4	5	35.7
Total	92	100	14	100.0

The table shows that a minority of the teachers were in the youthful age while most teachers were middle-aged. A few teachers were within the 46- 55 years. Only a dismal number of teachers were above 56 years and therefore preparing for retirement. The table shows that majority of the teachers were energetic enough to offer quality service to the students. A study carried out among Turkish special school teachers showed that more experienced teachers had less job satisfaction than their less- experienced colleagues (Sari, 2004).

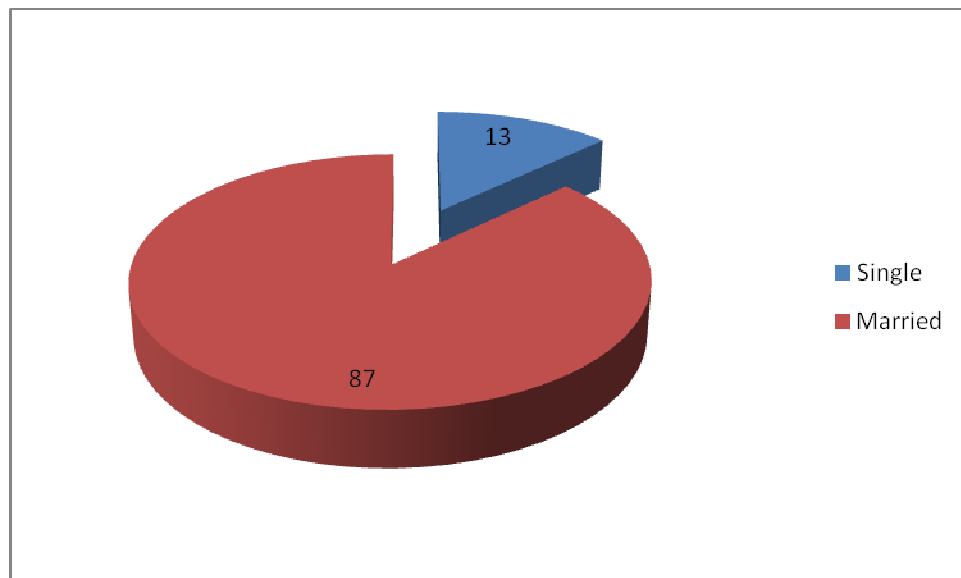
It was found that no Board member was within the age bracket of the youths, that is, below 35 years. This was attributed to the provisions of the law. However, the finding meant that the interests of youthful teachers were not well catered for. It was also worth noting that majority of secondary school students belonged to the teen- years thus calling for age- representation in the school Board. Most Board members were in the age bracket 46- 55 years and above. Bearing in mind that most workers retire after 55 years, it is implied that a good number of the Board members were already retired from active work engagement. The finding meant that the given members of the Board were highly experienced and thus suited for the management role in secondary schools.

4.3.3 Teachers' marital status

In a study carried out on job satisfaction among female teachers in Bangladesh by Tasnim (2006) it was observed that female teachers were more dissatisfied with unfavourable working conditions than the male teachers. Also, it was noted that

majority of the female teachers were working in urban centres since they wanted to take their children to good schools. The researcher thus wished to find out the actual scenario in Ndeiya Division. Figure 4.2 contains a summary of the findings:

Figure 4.2: Teachers' marital status



From the figure above, majority of the respondents indicated that they were married with a few teachers indicating that they were single. According to Cole (2002), married employees are more stable in their jobs than young employees who keep on looking for greener pastures. This is attributed to the fact that married workers have family responsibilities like providing food, paying school fees and clothing their children unlike young employees most of whom do not have responsibilities outside themselves.

4.3.4 Respondents' working experience

Since work experience has a significant impact on workers' job satisfaction, the researcher sought to find out how many years the teachers had worked in Ndeiya Division. Table 4.4 presents a summary:

Table 4.4: Teachers' working experience

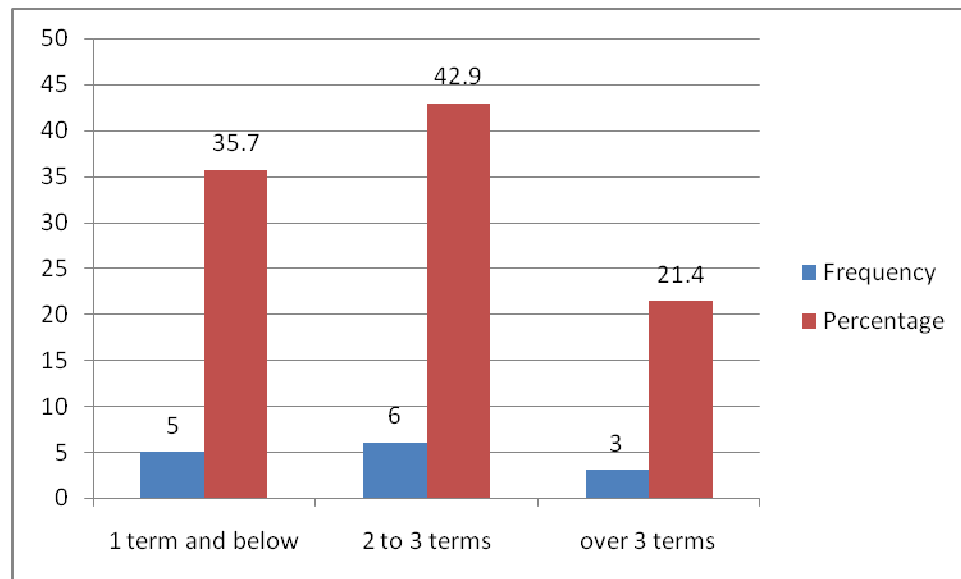
Teaching experience	f	%
Below 5 years	40	43.5
6- 10 years	32	34.8
11- 20 years	20	21.7
Over 21 years	0	0
Total	92	100.0

From the table-above, most teachers had been working in Ndeiya Division for less than 5 years. The findings showed that majority of teachers were new in the Division and could probably be unsettled, thus unable to handle their job tasks well. Also, it may imply high turn-over of teachers in the Division. Teachers with an experience of between 6 to 10 years made a third of the teachers' population. Less than a quarter of the teachers had a teaching experience of between 11 to 20

years. These were the teachers who had substantial working experience necessary for effective performance of the demanding teaching job.

Figure 4.3 indicates the Board members years of experience as managers in secondary schools within Ndeiya Division:

Figure 4.3: Board members' working experience



From the figure above, about a third of the Board members in Ndeiya Division had a secondary school management experience of one term and below. Those Board members with an experience of between two to three terms comprised of almost half of the Board members. Those were the members who could be said to have had adequate experience in the management of secondary schools. The Board members with over three terms experience were the least. While it is valuable to have an adequate experience as a manager, too long experience may

make one look down upon managers with less experience. Also too much experience may make a manager fall victim to what Mkongo (2013) calls intellectual bankruptcy of ideas. Kimeu (2013) advocates for a fixed five-years term in order to ensure that Board members do not sleep on their job.

4.3.5 Teachers' positions and weekly workload

The researcher sought to know the weekly workload for each teacher in relation to the position held. This would assist the researcher in determining whether the area schools were over-staffed or under-staffed. Over-worked staff may be dissatisfied with their job due to fatigue. The results are indicated in the table 4.5:

Table 4.5: Teachers' position and weekly workload

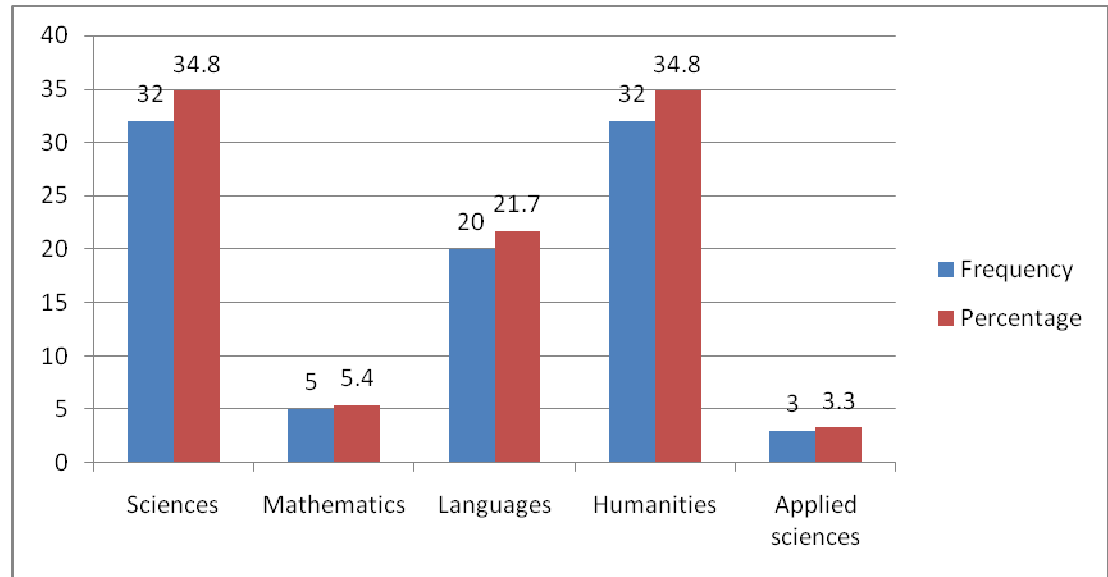
Number of lessons per week	Subject Teachers		HoDs		Deputy	
	f	%	f	%	f	%
15 lessons and below	11	12.0	6	33.3	3	75.0
16- 20 lessons	17	18.4	8	44.5	1	25.0
21- 25 lessons	34	37.0	4	22.2	0	0.0
26 lessons and above	30	32.6	0	0.0	0	0.0
Total	92	100.0	18	100.0	4	100.0

The table above indicates that the least number of teachers had a weekly workload of 15 lessons and below. This was in line to the TSC guidelines that teachers should be fully utilized. The teachers with 16 to 20 lessons made a small percentage while majority of the teachers had a weekly workload of 21 to 25 lessons and above per week. The teachers with over 26 lessons per week were highly overworked and may be demoralized due to very strenuous workload. Such teachers could also suffer from work fatigue and could also lack time to undertake other important tasks like assessing, marking and giving students appropriate feedback. Most of the Heads of Departments had 16 to 20 lessons per week. This was contrary to the provisions of the TSC which stipulated that Heads of Department should have a maximum of 18 lessons per week in order to undertake their administrative duties effectively. A significant proportion of the deputy-principals had 15 lessons and below. No deputy-principal had lessons exceeding 20 per week. This was in line with the TSC provisions that stipulated a maximum of 15 lessons for deputy- principals who officially deputized the principals with the school administration.

4.3.6 Distribution of teachers by departments

The researcher sought to find out the departments that the respondents belonged to. The findings would be important in determining over-staffed departments and the understaffed ones. The results are shown in figure 4.4:

Figure 4.4: Distribution of teachers by departments



The above-figure indicates that just over a third of Ndeiya Division teachers worked in the sciences department. This tied with the teachers working in the Humanities department. The Mathematics teachers were less than 10 percent of the area teachers. The number was inadequate bearing in mind that mathematics was a compulsory and daily subject in every class. The teachers who worked in the Languages department were less than a quarter of all the area teachers. The Applied sciences had the least number of teachers. The inadequate number of Applied sciences teachers could indicate that some schools denied the students a chance to study Applied sciences due to lack of qualified teachers in the Department. From the findings, it was evident that the area lacked adequate teachers to match the high number of students.

4.3.7: Respondents' level of education

The researcher sought to find out the respondents' level of education since this affected employees' job satisfaction (Olando, 2003). Also, the Board members should have academic qualifications that allow them to interpret parliamentary Acts like the Basic Education Act (2013) and other educational policies that include the TSC Act, the Children's Act and the Board of Management's code of management. Table 4.6 indicates the findings:

Table 4.6: Respondents' level of education

Level of education	Teachers		Board members	
	f	%	f	%
Certificate	0	0	2	14.3
Diploma	29	31.5	2	14.3
Bachelor's	52	56.5	6	42.9
Master's	11	12.0	3	21.4
Doctorate	0	0	1	7.1
Total	92	100.0	14	100.0

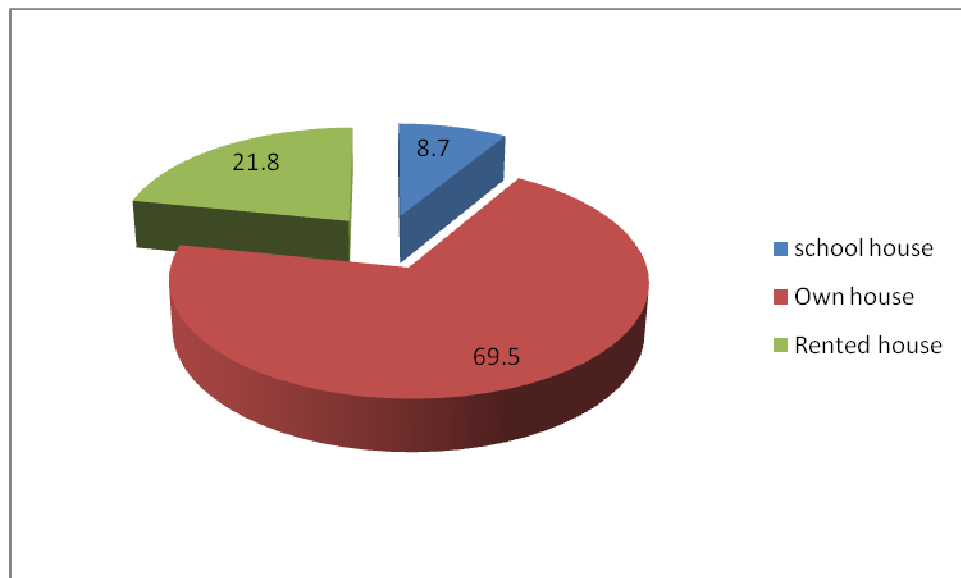
The table indicates that the least education qualification for secondary school teachers was a diploma in education. According to the TSC, a diploma in

education was the least qualification required for one to teach in the secondary a school. Majority of the teachers (56.5%) had a bachelor's degree. Teachers who had a master's degree made the least percentage while no teacher had a doctorate degree. The findings imply that the area teachers were not well motivated to undertake higher education. This may be as a result of the area's poor road network which adversely affected the teachers' mobility to major towns where institutions of higher learning were located. As concern the Board members, it is noteworthy that a small proportion possessed a certificate as their highest level of education which is contrary to Kimeu (2013) who found out that majority of the Board members possessed only a certificate. Almost an equal number of Board members possessed diploma as their highest education level, while most of the members of the Board had a bachelor's degree. The Board members with a master's degree comprised of less than a quarter of all the Board members while those with a doctorate degree were the least. Since most of the Boards of Management members were graduates as well as professionals, it was assumed that they had the relevant experience and exposure to manage secondary schools effectively and efficiently. The Basic Education Act (2013) is categorical that the minimum academic qualification for a Board chairman is a university degree and KCSE certificate for the Board members.

4.3.8 Teachers' housing

The researcher sought to find out how the teachers in Ndeiya Division were housed since this contributed to an employees' job satisfaction. Findings from previous studies (Mghana, 2013; Sogomo, 1993), showed that majority of teachers were not satisfied with the provision of housing in their respective schools. The research findings are shown in Figure 4.5:

Figure 4.5: Teachers' housing



From the figure-above, majority of the teachers working in Ndeiya Division, were self- housed. When the researcher probed those teachers further, he found out that most of them commuted from areas outside Ndeiya Division. Only a very small proportion of the area teachers were housed within the schools. This finding is similar to Matheka (2004) who noted that the teachers' working conditions in

rural areas were relatively poor and not the conducive for the best performance of the teachers who happen to have trained in universities located in urban areas. The finding implied that most schools in Ndeiya Division lacked staff houses. The researcher also found out that majority of the teachers rented houses outside Ndeiya Division due to inadequate houses, houses of low quality and lack of essential amenities like quality schools and all-weather roads in the area. According to Njuguna (2010), most of the teachers in Kenya work in the rural areas where they lack basic amenities like electricity and clean water.

4.4 Governance practices that promote teachers' job satisfaction

In this section, the researcher presents data on the Boards of Management's governance practices that influence teachers' job satisfaction. This was guided by the research questions that touched on the following: provision of autonomy to the teachers by the Board, teachers' consultation by the Board, provision of conducive working conditions to the teachers by the Board, recognition of teachers by the Board and provision of incentives to the teachers by the Board. The researcher made use of Okumbe (1992) Job Satisfaction Measurement Instrument (JSMI) scale with a rank of one to five points as illustrated below:

- | | |
|--------------------------------|---------------------------------|
| 1- Extremely satisfied (ES) | 4- Moderately dissatisfied (MD) |
| 2 -Moderately satisfied (MS) | 5- Not applicable (NA) |
| 3 -Extremely dissatisfied (ED) | |

4.4.1 Boards' provision of autonomy to the teachers and job satisfaction

The researcher sought to know whether the Boards of Management in Ndeiya Division provided teachers with autonomy to undertake their work without undue interference. According to Armstrong (2009), autonomy is an example of non-financial reward that arises from work itself. Also, a manager should have the willingness to permit employees to participate in decision-making process (Nzuve, 1999). Table 4.7 shows the teachers' responses.

Table 4.7: Provision of autonomy to the teachers by the Board

Autonomy in:	ES		MS		ED		MD		NA	
	f	%	f	%	f	%	f	%	f	%
Classroom teaching	32	34.8	60	65.2	0	0.0	0	0.0	0	0.0
Students' admission	8	8.7	44	47.8	24	26.1	12	13.0	4	4.4
Guidance & counseling	16	17.4	60	65.2	4	4.4	12	13.0	0	0.0
Students' discipline	13	14.1	52	56.5	12	13.0	11	12.0	4	4.4
Subject targets	12	13.0	56	60.9	8	8.7	16	17.4	0	0.0

Asked whether the Board gave the teachers autonomy to work freely in the classrooms, a convincing majority of the teachers reported that they were

moderately satisfied while about a third of the teachers were extremely satisfied. Asked whether the teachers were being given autonomy during the admission of students, a significant proportion of teachers were moderately satisfied while just a few were extremely satisfied. Concerning the freedom to guide and counsel the students, a convincing majority of teachers were moderately while less than a quarter were extremely satisfied.

Concerning the autonomy to deal with the students' discipline, majority of the teachers were moderately satisfied with just a few teachers being extremely satisfied. Those who were extremely dissatisfied and moderately dissatisfied made a small percentage. The least number of the teachers thought that autonomy to discipline students was not an issue of the Board. As pertains to the autonomy in setting subject targets, a convincing majority of the teachers indicated that they were moderately satisfied with just few teachers being extremely satisfied.

When asked if the Board gave teachers the autonomy to undertake their duties, majority of the Board members indicated that they did. They however noted that freedom must go with the responsibility it deserves. As such, the Board members decried those teachers who undermined the school management by inciting the students to go on strike on flimsy grounds. It was also reported that some teachers were not realistic and usually set very low targets. On students' admission, the Boards reported that they received directives from the Ministry of Education on the KCPE marks to be admitted.

4.4.2 Boards' consultation of teachers and job satisfaction

According to Koontz (2009), people are motivated by being consulted on action affecting them, that is, by being “in the act”. A manager can increase power by sharing it with subordinates since a person who receives something from another usually wants to give something in return (Nzuve, 1999). The researcher therefore sought to investigate the extent to which the Boards of Management in Ndeiya Division consulted the teachers before making major decisions that touched on the running of the area schools. Table 4.8 indicates the teachers' responses:

Table 4.8: Teachers' consultation by the Board

Consultation	ES		MS		ED		MD		NA	
	f	%	f	%	f	%	f	%	f	%
Entry mark	4	4.4	28	30.4	24	26.1	28	30.4	8	8.7
Class size	19	20.7	36	39.1	12	13.0	21	22.8	4	4.4
Meetings	4	4.4	40	43.5	28	30.4	20	21.8	0	0.0
Infrastructure	20	21.8	28	30.4	32	34.8	12	13.0	0	0.0
School targets	8	8.7	56	60.9	20	21.7	8	8.7	0	0.0
Strategic plan	8	8.7	44	47.8	16	17.4	24	26.1	0	0.0

From the above-table almost a third of the teachers indicated that they were moderately satisfied with the Boards' consultation when setting the school schools' entry mark. An equal proportion of teachers were moderately dissatisfied with the Boards' consultation on the issue of the entry mark. The teachers who felt extremely dissatisfied with the Boards' consultation on the issue of entry mark made a quarter of the teachers. It is therefore evident that majority of the teachers felt that the Board does not consult them when setting the schools' entry mark. As concerns the class size, majority of the teachers indicated that they were satisfied with the Boards' consultation, with more than a third indicating that they were moderately satisfied while less than a quarter of the teachers were extremely satisfied. The teachers who indicated that they were extremely dissatisfied comprised the least proportion.

On the issue of meetings with the Board, most of the teachers indicated that they were moderately satisfied. Less than a third of the teachers were extremely dissatisfied. The least proportion of teachers indicated that they were extremely satisfied with consultations during Board meetings. As pertains to teachers' consultation by the Board on the school infrastructure, about a third of the teachers indicated that they were extremely dissatisfied while the least number of teachers were moderately dissatisfied. Those who indicated that they were extremely satisfied and moderately satisfied made less than a third of all the teachers.

On the issue of consultations by the Board when setting the school targets, most of the teachers indicated that they were moderately satisfied while less than a quarter were extremely dissatisfied. Those teachers who indicated that they were extremely satisfied made a small proportion. They were equal to the ones who were moderately dissatisfied. Most of the teachers were moderately satisfied with the Boards' consultation while setting the schools' strategic plan while the teachers who were extremely satisfied made the least proportion. The teachers who indicated to be extremely dissatisfied comprised of a small proportion. The Board members reported that they involved the teachers in decision making on most of the areas discussed above. They however, complained about time constraints and tight deadlines. The Board reported that at times, consulting the teachers took a lot of time thereby resulting in the school being unable to meet the deadlines set by the Ministry of Education.

4.4.3 Boards' provision of conducive working conditions to the teachers and job satisfaction

According to Herzberg (1965), conducive working conditions are maintenance or hygiene factors and thus dissatisfiers, that is, their absence result in job dissatisfaction. An enabling, supportive and inspirational work environment creates experiences that impact on engagement by influencing how people regard their roles and carry them (Armstrong, 2009). The researcher thus sought to investigate whether the Board of Management in Ndeiya Division provided

conducive working conditions to their teachers in order to motivate them to work harder. Table 4.9 shows the results:

Table 4.9: Provision of conducive working conditions to the teachers

Working conditions	ES		MS		ED		MD		NA	
	f	%	f	%	f	%	f	%	f	%
Offices	12	13.0	32	34.8	24	26.1	24	26.1	0	0.0
Toilets	16	17.4	32	34.8	28	30.4	16	17.4	0	0.0
Furniture	11	12.0	36	39.1	28	30.4	13	14.1	4	4.4
Laboratories	20	21.8	36	39.1	28	30.4	8	8.7	0	0.0
Teaching materials	32	34.8	36	39.1	16	17.4	8	8.7	0	0.0
Classrooms size	24	26.1	36	39.1	20	21.8	12	13.0	0	0.0

When asked whether the Board provided conducive working conditions in the offices, about a third of the teachers were moderately satisfied while the teachers who were extremely satisfied made the least proportion. Majority of the teachers expressed their dissatisfaction with the conditions of the offices/ staffrooms. The finding is similar to Mghana (2013) who found that majority of the teachers were not satisfied with the conditions of staffrooms in Voi District. Majority of the respondents were satisfied with the conditions of the toilets. Majority of the

teachers were satisfied with the conditions of the furniture provided by the Board. As pertains to the teaching/ learning materials, majority of the respondents were satisfied. Those who were dissatisfied comprised of just over a quarter of the respondents. A majority of the teachers were satisfied with the conditions of the classrooms contrary to Mghana (2013) finding which showed teachers not satisfied with the classrooms' conditions. In a study carried out by Matheka (2004) on factors contributing to lack of motivation and job satisfaction among teachers in public secondary schools in Machakos District, it was noted that one clean way of attracting the best brains into the teaching profession was by offering better services especially remuneration and better working conditions. The Boards of Management reported that they were involved in improving the teachers' working conditions through consulting the teaching force on their considered priority areas that needed urgent address. Such areas included building and equipping science laboratories, libraries and school offices. The Board also reported that lack of adequate funds negatively affected putting up of such essential school infrastructure.

4.4.4 Boards' recognition of teachers and job satisfaction

Herzberg (1965) classifies recognition among the satisfiers and thus job motivators, that is, its existence yields feelings of job satisfaction. According to a study done by Mollo (2013), recognition influenced the job satisfaction of secondary school teachers in Voi District since it affected their job satisfaction

and motivated them. The researcher therefore sought to find out whether the Boards made use of recognition in appreciating the teachers' efforts. Table 4.10 contains the findings:

4.10: Recognition of teachers by the Board and job satisfaction

Recognition through:	ES		MS		ED		MD		NA	
	f	%	f	%	f	%	f	%	f	%
Training opportunities	5	5.4	16	17.4	36	39.1	32	34.8	3	3.3
Thank you cards	0	0.0	8	8.7	40	43.4	24	26.1	20	21.8
Prizes	11	12.0	36	39.1	24	26.1	13	14.1	8	8.7
Free meals	12	13.0	20	21.8	28	30.4	28	30.4	4	4.4
Challenging tasks	16	17.4	28	30.4	32	34.8	12	13.0	4	4.4

Concerning recognition of teachers through training opportunities, majority of the respondents indicated that they were dissatisfied. The least proportion of teachers indicated that they were satisfied. A majority of the teachers were dissatisfied with the Boards' use of thank you cards. The least proportion of teachers indicated that they were satisfied. It is worth noting that almost a quarter of the respondents indicated that recognition by the Board through the use of thank you cards by the Board was not applicable in their schools. Concerning the provision of prizes to the teachers by the Board, majority of the respondents were satisfied with less than half of the respondents being dissatisfied. As Mwololo (2014)

notes, winning managers know how to mentor and acknowledge the accomplishments of their own team member. This helps to keep them motivated, involved and on track to meet the business goals of the company/ institution.

As concern provision of challenging tasks to the teachers by the Board, less than half of the respondents were satisfied. The Boards of Management indicated that lack of enough funds contributed to their failure to recognize the teachers' efforts. Concerning provision of challenging tasks to the teachers, the Board members reported that some teachers were not adequately responsible and kept on neglecting the duties/ tasks given to them.

4.4.5 Boards' provision of incentives to the teachers and job satisfaction

As noted by Koontz (2009), people like to feel that their managers are truly concerned with their welfare. Previous research on determinants of job satisfaction suggests that satisfaction is influenced by the reward a person receives (Matheka, 2004). The Provision of incentives to performing employees is one way of recognizing such efforts. The researcher therefore sought to find out whether the Boards of Management in Ndeiya Division provided incentives to the teachers in the area secondary schools. Table 4.11 contains the findings:

Table 4.11: Provision of incentives to the teachers and job satisfaction

Type of Incentive	ES		MS		ED		MD		NA	
	f	%	f	%	f	%	f	%	f	%
Monetary	4	4.4	20	21.7	32	34.8	28	30.4	8	8.7
Trips	8	8.7	20	21.7	20	21.7	24	26.1	20	21.8
Parties	12	13.0	24	26.1	28	30.4	20	21.8	8	8.7
Free transport	4	4.4	4	4.4	32	34.8	8	8.7	44	47.7
Certificates	4	4.4	4	4.4	40	43.4	12	13.0	32	34.8

The respondents who indicated that they were dissatisfied with the use of monetary incentives by the Board constituted the major proportion of all the respondents. The respondents who indicated that they were satisfied comprised of just a quarter of the sample. According to a study carried by Mollo (2013) in Rachuonyo South District, majority of the respondents agreed that use of monetary incentives was effective in improving academic performance of the students. Most of the respondents were dissatisfied with the use of trips as an incentive to the teachers. It is worth noting that almost a quarter of the respondents indicated that school trips were not applicable in their schools as an incentive from the Board. In a study carried out in Bondo District, Siaya County by Akinyi (2013) on governance practices influencing students' performance in

KCSE, it was found out that schools with regular academic trips performed better than those who did not have such trips. Majority of the teachers were dissatisfied with the use of parties as an incentive from the Board. The respondents who indicated to be dissatisfied with the use of recognition letters by the Board as an incentive made the major proportion. On the provision of free transport by the Board to the teachers, it is worth noting that most of the respondents indicated that this was not applicable in their schools while majority of the respondents indicated that they were dissatisfied.

Most of the teachers indicated that they were dissatisfied with the use of certificates as an incentive from the Board. It is noteworthy that a significant proportion of the respondents indicated that use of certificates in their schools as incentives was not applicable. The Boards of Management reported that lack of funds militated against the use of adequate and diverse incentives to motivate teachers. They also claimed to run the schools on a shoe-string budget.

4.5 Activities that contribute to teachers' job satisfaction

For the open ended questions, the teachers prioritized better remuneration and prompt promotions as the most important job motivation activities as shown in Table 4.12.

Table 4.12: Teachers' most important job motivation activities

Job motivator	f	%
Better remuneration	40	43.5
Prompt promotions	22	23.9
Involvement of teachers	15	16.3
Provision of teaching resources	11	12.0
Students' entry behaviour	4	4.3
Totals	92	100.0

The findings showed that better remuneration was prioritized by all the teachers as the greatest source of job satisfaction. This was in agreement to a study carried out by Akinyi (2013), which found that majority of the teachers (54.0 %) were highly motivated by monetary rewards. The teachers reported that if the identified job motivators were implemented, then the teaching profession would be more satisfying.

4.6 Factors contributing to overall teachers' job dissatisfaction

The researcher asked the respondents to indicate the major factors that contributed to overall teachers' job dissatisfaction. Table 4.13 contains the findings.

Table 4.13: Factors contributing to teachers' job dissatisfaction

Job dissatisfier	f	%
Poor remuneration	30	32.6
Poor working conditions	20	21.7
Lack of autonomy	14	15.2
Job group stagnation	11	12.0
Huge workload	8	8.7
Totals	92	100.0

The study findings were similar to a comparative study by Immonje (1990) on factors that contributed to job satisfaction or dissatisfaction between teachers in private and public schools in Nairobi's Kilimanjaro zone. The major job dissatisfiers identified included poor pay, poor working conditions and lack of job autonomy. The study findings were also similar to a related study done by Njue (2003) among secondary school teachers in Nairobi province which showed that teachers were highly demotivated by job factors like working conditions, the teachers felt uncomfortable with most staffrooms since they were not comfortable and spacious enough. It was noted that if the above job dissatisfiers were replaced with the job satisfiers identified in Table 4.12, then the teaching profession would be made more satisfying.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the entire study and then presents the conclusions. The recommendations on the findings are discussed after which areas of further research are suggested.

5.2 Summary of the study

The purpose of the study was to investigate the influence of Boards of Management's governance practices that influence secondary school teachers' job satisfaction in Ndeiya Division, Limuru District. A questionnaire for the teachers and an interview guide for the members of secondary schools' Boards of Management guided the study. The questionnaire was validated through consultations with the supervisors and other educational research experts. The study was conducted using the descriptive survey design. The study targeted all the nine public secondary schools in Ndeiya Division. A sample size of 92 teachers and 18 members of the school Boards were selected for the study.

Findings on the first research question on the provision of autonomy to the teachers by the Board revealed that all the teachers were satisfied with classroom autonomy. The number of teachers satisfied with autonomy in exam grading was

82.6 percent while those satisfied with autonomy during students' admission stood at 56.5 percent. Majority (82.6%) were satisfied with the autonomy provided by the Board in guidance and counseling while those who were satisfied with autonomy in disciplining the students stood at 70.6 percent. The teachers satisfied with the autonomy given by the Board in setting subject targets and setting the school strategic plan comprised of 73.9 percent and 56.5 percent respectively. Thus, the autonomy given by the Board to the teachers in Ndeiya Division was above-average.

Findings on the second research question on consultation of teachers by the Board revealed that majority of the teachers felt dissatisfied with the Board's consultation while setting the students' entry mark while majority of the teachers expressed their satisfaction with the Boards' consultation on class size. A majority (52.1%) of the teachers expressed their dissatisfaction with the Board's consultation by use of meetings. As pertains to consultation on issues touching on the school infrastructure, a majority (52.2%) of the teachers were satisfied against a minority of 47.8 percent who were dissatisfied. It is in this context that the study concluded that with improved consultation of teachers by the Board, the teachers' morale to work harder and post good examinations' results could be realized.

Findings on the third research question that sought to establish the extent to which the Board provided conducive working conditions to the teachers revealed that a majority of the teachers were dissatisfied with the condition of the offices.

Concerning the conditions of toilets in schools, 52.2 percent of the teachers were satisfied while 44.8 percent were dissatisfied. The teachers satisfied with the school furniture comprised of 51.1 percent. Majority of teachers were satisfied with the provision of teaching materials and the conditions of the classrooms. The study revealed that the schools' Boards of Management needed to work harder in providing conducive conditions of work to the teachers. Also from the demographic information, it was evident that most schools in Ndeiya Division needed to put up staff houses for the teachers in order to motivate them to work harder in their respective areas.

Findings on the fourth research question which sought to establish the extent to which the Board of Management in Ndeiya Division recognized the teachers revealed that the majority of teachers (73.9%) were dissatisfied with recognition through training opportunities. This implied that there were very few opportunities for improving teachers' skills of work. The teachers satisfied with recognition by use of thank you cards were a dismal 8.7 percent. The teachers who felt that recognition through provision of training opportunities made a significant proportion. Concerning the recognition of teachers by way of prizes, a majority of the teachers (51.1%) were satisfied. Those who were dissatisfied with recognition through provision of free meals comprised of a whopping 60.8 percent while those dissatisfied with recognition through being given challenging tasks constituted of 47.8 percent. Karanja (1984) noted that lack of recognition for

work well done by the teachers resulted in dissatisfaction making some of the teachers to resign from the profession.

Findings on the fifth research question that sought to establish the extent to which teachers were provided with incentives by the Board indicated that a minority of teachers (26.1%) were satisfied with use of monetary incentives by the Board. A majority (65.2%) of the teachers were dissatisfied. Concerning use of school trips by the Board to motivate teachers, most of the teachers (47.8) were dissatisfied while 21.8 percent indicated that school trips were not applicable in their schools. The teachers who were dissatisfied with the Boards' use of parties as a motivation for teachers were 52.2 percent while those dissatisfied with use of letters stood at 56.5 percent. Most of the participants (47.7%) indicated that free transport was not applicable in their schools. Also, 34.8 percent of the teachers indicated that they were extremely dissatisfied with provision of certificates as a motivator while a majority (56.4%) of the teachers was dissatisfied. This could be attributed to the fact that most schools in Ndeiya Division were day schools that lacked school bus.

Findings from the open-ended questions showed that majority of the teachers rated better remuneration, prompt promotions and involvement in decision making as priority areas. Teachers also considered poor pay, lack of consultation by the school Board of Management and students indiscipline as the main job dissatisfiers. As concern the changes necessary in the teaching profession,

teachers prioritized improved salaries, manageable syllabus , automatic promotions and improved students' entry behaviour

5.3 Conclusion

After careful analysis of the Boards of Management governance practices influencing teachers' job satisfaction in Ndeiya Division, Limuru District, the study concluded that there were various governance practices that related to teachers' autonomy, teachers' consultation by the Board, provision of conducive working conditions, recognition of teachers by the Board and provision of incentives to the teachers by the Board that influenced the teachers' job satisfaction. It was found out that the Boards' governance practices had far-reaching effects on teachers' job satisfaction. It was evident that teachers work better in a free environment devoid of regular pushing and shoving from the school management. Therefore, there is need to accord teachers adequate autonomy to undertake their work without much interference from the school management. This would allow the teachers to be innovative thereby resulting in a positive impact on the students' performance.

Since recent educational policies in Kenya and other developing countries were focused more on measurable targets, the Boards of Management ought to strive at regular consultations with the teachers since this would make the teachers own the targets set and therefore work towards achieving them. Employees' engagement is enhanced if their voice is listened to. This enables them to feed their ideas

upwards and feel that they are making important contributions (Armstrong, 2009). A situation where the Board alone sets the school targets without incorporating the other important stakeholders especially the teachers, results in poor academic performance by the students since the teachers fail to identify themselves with the set-targets. As Mwololo (2014) notes, good leaders have the capacity to achieve success through others since they do not work alone, rather they bring on board people who are smarter than they are and delegate duties to these smart individuals. According to Armstrong (2009), Employees require conducive working conditions in order for them to deliver. Likewise, the Board of Management need to ensure that the schools not only have facilities like adequate and comfortable offices, classrooms, toilets, laboratories, libraries among other essential working conditions but also that such facilities are a source of motivation due to their quality.

Teachers, need to constantly be recognized by the management in order to register improved performance of duty. The study found out that lack of adequate and relevant teachers' recognition by the Board resulted in poor teachers' job satisfaction and consequently poor academic performance by the students in Ndeiya Division. The study found out that teachers needed to be recognized with such things like training opportunities, appreciation cards, free meals and being given challenging tasks. It was also found out that incentives like school trips, money, parties and free transport come in handy as teachers' motivators. Most of

the mentioned incentives were either inadequate or lacking in most secondary schools in Ndeiya Division.

5.4 Recommendations

Following the research findings and conclusions, the researcher made the following recommendations:

- i. The Government of Kenya through the Ministry of Education (MoE) should zero-rate school construction materials in order to ensure that majority of the schools' afford to put up quality and spacious structures/ offices that would make the teachers work in a comfortable environment.
- ii. Boards of Management in Ndeiya Division should build more staff houses in order to house most of the teachers within the schools. This would alleviate the problem of teachers commuting from far flung areas outside the Divisions. Most of the commuting teachers were already tired by the time they reached their working stations thus having low motivation to work hard.
- iii. The Boards of Management in Ndeiya should recruit qualified personnel in order for them to bring forth a wide variety of expertise and experiences. The recruitment should adhere to the Kenya Constitution (2010) and the Basic Education Act (2013) provisions on gender, age and level of education. This would result in representative management where all persons' interests would be catered for.

- iv. The TSC which is mandated by law to cater for the remuneration, promotion and transfer of teachers should devise a water tight mechanism of delivering on the given mandate promptly and fairly. It should ensure that teachers receive competitive pay in line with their qualification and experience, promote teachers without too much red tape bureaucracy and also fairly consider teachers' requests for transfer.

- v. The study also recommends that the Board of Management in Ndeiya Division should develop and nurture a cordial working relationship with the area teachers in order to improve their job satisfaction. This would in effect result in better performance by the students in both the formative and summative examinations. Consultations should be applied especially when dealing with the form one students entry behavior and setting subject/ school targets. The area school Boards should also device a mechanism of rewarding both the teachers and the students whenever they register good grades in the KCSE in order to ensure competitive spirit across the whole Division's secondary schools.

- vi. The Division's secondary school Boards of Management should encourage and fund school trips for both the teachers and the students. This would raise the teachers' work morale. Likewise, students would get opportunities to exploit the relevant academic opportunities which would result into improved performance in the Kenya Certificate of Secondary Education.

5.5 Suggestions for further research

The study found out that teachers working in Ndeiya Division had not been adequately motivated to work hard in their teaching job. The Division's Boards of Management need to work closely with the teachers in order to devise ways of raising the teachers' levels of job satisfaction. Further research need to be carried out in the following areas:

- a) Since the study was carried out in one Division only, more studies should be replicated in the other Divisions of Kiambu County.
- b) There is need for further research on other governance practices' variables that influence secondary school teachers' job satisfaction other than the five identified in this research.
- c) Further research ought to be carried out on the Boards of Management's Governance practices that influence private secondary school teachers' job satisfaction. This could be done using a larger sample that even incorporates the students.
- d) Studies may also be done on the Boards of Managements governance practices using other research instruments other than a questionnaire and an interview guide.

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APPENDICES

Appendix A: Introduction letter for the school Principals

University of Nairobi,
P.O. Box 30197-00100,
Nairobi.

The Principal,
..... Secondary school,
Ndeiya, Limuru.

Dear Sir/ Madam,

RE: Questionnaire on the BOMs' governance practices influencing teachers' job satisfaction

I am a postgraduate student at the University of Nairobi currently carrying out a research on the **influence of Boards of Management Governance practices on secondary school teachers' job satisfaction in Ndeiya Division, Limuru District**. Your school has been selected to take part in the study. I am therefore humbly requesting for your permission to gather the required information at your school. The responses are strictly meant for the study and your school's identity will be treated with utmost confidentiality. Thank you in advance.

Yours faithfully,

Joseph Njoroge.

Appendix B: Key informant's interview guide (Chairman and Secretary of the Board of Management)

This interview is meant to obtain information on the governance practices that influence secondary school teachers' job satisfaction in Ndeiya Division, Limuru District. Kindly respond to the questions honestly and to the best of your knowledge.

1. What is your age?
2. What is your level of education?
3. What is your occupation?
4. How many terms have you served as a Board member in this school?
5. According to your sincere judgement, are the teachers given autonomy to undertake their work by the school Board?
6. How does your Board involve teachers in decision making?
7. How is your Board involved in improving the teachers' working conditions?
8. Do you give incentives to the teachers who register good grades in their subject? If yes, please give examples of the incentives given.
9. How does your Board recognize teachers who excel in their work?
10. How else does your school Board of Management recognize the teachers' effort?
11. Please give any other comment that concerns teachers' job satisfaction.

Appendix C: Teacher's questionnaire guide

You are politely requested to fill this questionnaire that seeks to find out the governance practices that influence job satisfaction among secondary school teachers. The information obtained is strictly for research purpose and will be treated with confidentiality. For each of the item, tick (✓) the appropriate box that indicates your correct details.

Section I: Background information

1. What is your gender? Male () Female ()
2. What is your age (in years)? Below 35 years () 36-45 years ()
46- 55 years () 56 years and above ()
3. What is your marital status? Single () Married () Any other
..... Please specify
4. For how long have you worked in Ndeiya Division under the TSC?
Below 5 years () 6-10 years () 11-20 years () over 21 years ()
5. What is your weekly teaching workload? 15 lessons and below () 16- 20
lessons () 21-25 lessons () 26 lessons and above ()
6. What are your teaching subjects? Sciences () Mathematics ()
Languages () Humanities () Applied sciences ()
7. What position do you hold in the school? Subject-teacher () Class-
teacher () Head of Department () Deputy Principal ()
8. What is your level of education? Certificate () Diploma () Bachelors
degree () Masters () Doctorate ()

9. How and where are you housed? School house () Own house ()
 Rental house ()

Section II: This section provides you with items related to your work. The items are divided into sub-items. Please indicate your level of job satisfaction in each sub-item by putting a tick in the number that represents your feelings. The key to the scale is provided below:

- 1- Extremely satisfied (ES) 4- Moderately dissatisfied (MD)
 2- Moderately satisfied (MS) 5- Not applicable (NA)
 3- Extremely dissatisfied (ED)

Provision of autonomy to teachers by the Board of Management

Please indicate the extent to which you are satisfied with:	ES	MS	ED	MD	NA
a) Classroom teaching					
b) Students' admission					
c) Guidance and counseling					
d) Disciplining students.					
e) Setting subject/ school targets.					

2. Teacher's consultation by the Board of Management

Please indicate the extent to which you are satisfied with:	ES	MS	ED	MD	NA
a) Students' entry mark					
b) Class size/ population					
c) Teachers meetings with the Board.					
d) Putting up of infrastructure e.g. toilets, classrooms libraries, offices,					
e) Setting subject targets.					
f) Preparing school's strategic plan.					

3. Provision of conducive working conditions to the teachers

Please indicate the extent to which you are satisfied with:	ES	MS	ED	MD	NA
a) Staffroom/ office space.					
b)Toilets					
c) Comfortable furniture					
d) Teaching/learning materials.					
e) Classrooms size					

4. Teacher's recognition by the Board of Management

To what extent you are satisfied with:	ES	MS	ED	MD	NA
a) Training opportunities.					
b) Thank you cards.					
c) Prizes during prize-giving days					
d) Free meals					
e) Challenging responsibilities					

5. Provision of incentives to teachers by the Board of Management

How satisfied are you with:	ES	MS	ED	MD	NA
A) Monetary incentives					
b) School trips.					
c) Goat eating/ Parties					
d) Recognition letters					
e) Free transport (to and from school)					

Section III

The following questions are designed to reflect the feelings that you have about your teaching job. Please answer the questions as truthfully as possible.

a)What do you consider as the most essential activities /events that contribute to teachers job satisfaction?

i,

ii,

iii,

b) What do you consider as the most important factors that contribute to overall teachers' job dissatisfaction?

i,

ii,

iii,

c) Kindly give suggestions regarding the changes that you would like to be made in your job as secondary school teacher. Please give achievable changes.

i,

ii,

iii,

Thank you for your co-operation.

Appendix D: NACOSTI Research authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@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

Ref. No.

Date:

10th January, 2013

NACOSTI/P/13/3509/439

Joseph Njoroge Njeri
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Board of Management governance practices in secondary school teachers job satisfaction in Ndeiya Division, Limuru District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **31st March, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu 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.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Kiambu County.

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

Appendix E: Kiambu County Research authorization letter



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER, KIAMBU

Telegraphic address: "Rais"
Telephone: +254-66-2022709
Fax: +254-66-2022644
E-mail: countycommkiambu@yahoo.com
When replying please quote

P.O. Box 32-00900
KIAMBU

Ref. No.ED.12/1/VOL 1/134
and date

..... 20.....
17th January 2014


Joseph Njoroge Njeri
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter Ref. No. NCOSTI/P/13/3509/439 of 10th November 2013.

You have been authorized to conduct research on "**Influence of Board of management governance practices in secondary school teachers job satisfaction in Ndeiya Division, Limuru District, Kenya**" for a period ending 31st March 2014.

You are requested to share your finding with the County Education Office upon completion of your research.


COUNTY COMMISSIONER
KIAMBU
ESTHER MAINA
COUNTY COMMISSIONER
KIAMBU COUNTY

Cc County Director of Education
Kiambu County

National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
Nairobi

"Our Youth our Future. Join us for a Drug and Substance free County".

Page 1