UNIVERSITY OF NAIROBI

CAUSES OF THE HIGH TURNOVER OF BOARD OF GOVERNERS TEACHERS:
A CASE STUDY OF KITUI CENTRAL DISTRICT

BY

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REG No: L40/67032/2013

An Applied Research Project submitted in Partial Fulfillment of the Requirements for the Award of Post graduate Diploma in the education Department of University of Nairobi

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DECLARATION

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

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Date :

This applied research project has been submitted with my approval as the university supervisor.

Supervisor’s Name :

Supervisor’s signature :

Date :
DEDICATION

This research project is dedicated to my loving and caring parents Mr. and Mrs. Waweru my brother and sister for their spiritual and financial support. They taught me even the largest task can be accomplished if it is done one step at a time and above all to put God first in every thing.
ACKNOWLEDGEMENT

I would like to acknowledge the contribution made by the following during the research and project writing. To God Almighty for His love, care and protection throughout the entire project research.

Project supervisor for the guidance and assistance offered and all my friends and classmates. Secondly my warm gratitude goes to the management and leadership of the Nairobi University for ensuring the availability of learning materials. Last but not least I would like to thank the lecturers and close friends and everyone who have directly and indirectly contributed for the successful completion of this project report.
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ABSTRACT

This study focused on the causes of turnover amongst Board of Governors (BOG) teachers: a case study of public Secondary schools in Kitui Central District. There have been understaffing in the Kenyan Secondary schools and the situation worsened after the introduction of free secondary education. As a result of understaffing, schools employ BOG teachers on temporary basis to help the TSC teachers achieve the objectives of education. This study seeks to find out the causes of high turnover of BOG teachers in Kitui Central District as its general objective. The specific objectives of the study were to determine if poor working conditions and poor compensation are the main causes of the high turnover. Failure by the respondents to fully fill in the questionnaires was a limitation but the researcher did field-editing and requested the respondents to fill any missing information. The second chapter of the study focused on literature review; an introduction, theoretical framework and a review of what other researchers have written on turnover. Compensation, job security, job satisfaction and poor working conditions are the variables tested in this study. Chapter three of this study highlights the research design and methodology used in the study. Descriptive research was employed in the study which is a case study. The target population was thirty schools in Kitui Central District each with an average of six BOG teachers. Probability sampling techniques were used to sample the 100% school principals and 30% BOG teachers required for the study. Questionnaires and interviews were used as tools for data collection. A data analysis was aided by statistical methods and its presentation by pie-charts and bar-graphs. The analyzed provided useful information for decision making by the schools’ management, Ministry of Education and it will act as a building block for future researchers. The study embraced high ethical standards to ensure that the quality of the research conclusion is not compromised. Data was collected from 30 public secondary schools in Kitui Central District. 30 Principals were interviewed and their response was 100% as they all availed for the scheduled interviews. The BOG teachers were expected to be 54 but only 51 responded which is an average of 94.4%. Frequency tables and pie charts have been used to present the data. The conclusion of the study show that there is a very high turnover of BOG teachers in public secondary schools in Kitui Central District as 60% of Principals said that their BOG leave very often and 40% said they left often. This means that the BOG teachers in the area of study have minimal retention if any. The findings of the study show that the BOG teachers in the study area are dissatisfied with the compensation and the poor working conditions in the schools. They are also insecure working in the schools and as a result they are dissatisfied with their job. Poor working conditions, job insecurity and dissatisfaction with pay cause the BOG teachers to be dissatisfied with their job and intent to quit. The study findings necessitate the following recommendations to be made: The government through the TSC and Ministry of Education to come up with policies and standards that govern universal compensation of the BOG teachers. School principals should be encouraged to use participative leadership style in the school management and avoid threats and intimidation. This will enhance their job security and not to have security of their jobs at the mercies of the principals. The research suggests further studies on the area of study to test other variables like school characteristics and influence by colleagues on turnover of the BOG teachers. A similar study could also be carried out in private schools to find out if the findings vary or tally.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>B.O.G</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>BBSS</td>
<td>Boys’ Boarding Secondary School</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Funds</td>
</tr>
<tr>
<td>G.B.S.S</td>
<td>Girls’ Boarding Secondary School</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
</tr>
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<td>LR</td>
<td>Literature Review</td>
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<tr>
<td>M.D.S.S</td>
<td>Mixed Day Secondary School</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>NCTAF</td>
<td>National Commission on Teaching and America’s Future</td>
</tr>
<tr>
<td>SP</td>
<td>Sample population</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>TP</td>
<td>Total Population</td>
</tr>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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DEFINITION OF TERMS

BOG teachers : Teachers employed by the school on temporary basis and their salaries are paid by the school (Author, 2012)

Compensation : Mandy (2004) defines compensation as the sum of all reward given to employees in exchange for their services

Ethics : Norms or standards of behavior that guide moral choices about of behavior relationships with other (Coldwell and Herbest, 2004)

Equity : Treating employees fairly and justly by adopting an even handed approach (Armstrong, 2001)

Extrinsic motivation : What is done or for people to make them behave in a particular way (Armstrong 2001)

Intrinsic motivation : The self-generated factors that influence people to behave in particular way or to move in a particular way. (Armstrong, 2001)

Job satisfaction : Youssef (1997) defines job satisfaction as how people feel about their jobs and different aspects of their job.

Job security : Spector (1997) defines job security as the degree to which an organization provides a stable employment for employees.
<table>
<thead>
<tr>
<th>Leadership</th>
<th>The ability to persuade others willingly to behave differently (Weiss, 1999).</th>
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<tr>
<td>Norms</td>
<td>Unwritten rules of behavior (Hersey, 2001)</td>
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<tr>
<td>Standards</td>
<td>The perceived importance of implicit goals and performance (Torrington et al, 2008).</td>
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<tr>
<td>Turn over</td>
<td>Gobbler (2006) defines turnover as any permanent loss of employees from an organization that have been replaced.</td>
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CHAPTER ONE: INTRODUCTION AND BACKGROUND OF STUDY

1.1 Introduction

The maintenance of high achievement of students in any academic institution is achieved through the combined efforts of the management and other key team players who share a common goal. Management of human resources is a challenge as a result of culture and background diversity. The performance stability of an institution is highly affected by the high rates of turnover especially by BOG teachers (Armstrong, 2001). This turnover makes the students suffer for they go without the experienced teachers before replacement is done. In return the performance of the school in National examination deteriorates hence ruining the reputation of the school.

The turnover has economic implications on the schools financial position. Expenses are incurred on advertisement, recruitment and selection of teachers to replace the ones who quit. This extra burden heavily lies on the school’s limited finances hence causing stagnation in development for the money would have been used in other development projects. Employees should therefore be motivated their individual differences balanced and as a result stay in the institutions to aid in achievement of the institutions goals.

Leigh (2005) argues that there is duration of low productivity in an organization every time one joins or leaves the organization. Therefore, when a BOG teacher leaves an institution the performance of the students is negatively affected as a result of the time lost before replacement. The extra expenses on advertisement, recruitment and selection incurred on
replacement are exceedingly costly for the school in terms of money and time. The extra expenses reduce the efficiency and effectiveness of the academic institution.

A recent survey of academic institutions by the Ministry of Education and Teachers service Commission indicates that there is a shortage of sixty six thousand teachers in both primary and secondary schools. There is a shortage of 79,295 teachers in schools as shown by government statistics (Siringi, 2011). This necessitates employment of BOG teachers to help the TSC permanent teachers. The BOG has a high turnover as a result of working conditions, job security, job satisfaction and meager compensation (Torrington et al, 2008). The BOG teachers also seek recognition of their academic qualifications as their colleagues employed permanently by the TSC.

1.2 Background of the Study

Boards of Governors (BOG) teachers are the teachers who are employed by the school management on temporary terms to assist the permanent TSC teachers to achieve the objectives of the institution. Considering that all public secondary schools in the country are understaffed, employment of the BOG teachers is inevitable. These teachers though have the same qualifications with their TSC colleagues they are paid by the school management unlike the TSC teachers who are paid by the government. The TSC teachers are permanent and pensionable while the BOG teachers are temporary employees. Results of a recent survey shows that understaffing has become rampant in all academic institutions in Kenya (Siringi, 2011). There is a shortage of sixty six thousand teachers. As a result of inadequate permanent TSC teachers and the TSC interns, schools employee BOG teachers who are employed on temporary basis and paid their compensation by the school.
BOG teachers have a high rate of turnover, they move to other public schools, other jobs or private schools. Armstrong (2001) states that labor turnover is inevitable in an organization as it takes place naturally due to separation and new appointment among other reasons. However, high labor turnover ratio adds to high cost and leads to low productivity. Labor turnover should therefore be kept at minimal level as possible by analyzing the causes and initiating remedial measures to control it.

Labor turnover depends on many factors such as compensation, job satisfaction, job security, working conditions and the characteristics of the school (Torrington et al, 2008). Therefore the high rate of turnover of BOG teachers is a serious issue which managers need to address and this will go a long way in helping in the education sector which is a main pillar towards realization of the MDGs and vision 2030.

According to Omamo (1971), majority of teachers work in the rural areas in Kenya because 80% of the Kenyan Population lives there. The area of study is no exception; it is in a semi-arid part of Kenya. Due to aridity, payment of school fees is a major challenge to most parents who live below the poverty line. The school management therefore has trouble running the school and paying the BOG teachers. Poor compensation of the BOG teachers therefore becomes a major cause of the high rate of turnover (Murnane and Olsen, 1990). This means that the BOG teachers are paid meager salaries which are never paid on time and are not proportional to their workloads. This as a result causes dissatisfaction among the BOG teachers who feel that are qualified and deserve a better compensation. Employment of the BOG teachers on temporary basis cannot be avoided for it is necessitated by understaffing in the schools. For efficiency of the research; the research sought to establish the causes of turnover of BOG teachers in schools.
1.3 Statement of the Problem

Despite efforts by the government to train more teachers, the shortage of teachers remains a problem. This is aggravated by the problem – teacher wastage /turnover especially of secondary school teachers who move from teaching to join other sectors of the economy (mainly private sectors, and non-governmental organizations) for better remunerative offers. As a result one still finds a large number of untrained teachers in Kenya’s secondary school (Eshiwani, 1990).

The qualified teachers who are leaving the profession to take up non-teaching employment affect Kenya’s economic development, particularly in scientific, technological and professional sectors. Report from KNUT (2008) indicates that there is a high rate of teacher turnover in Kenya. For instance, Oyaro (2008), using data from KNUT reported that, between January to June 2008, six hundred teachers had left classroom in Kenyan schools for better paying jobs elsewhere. That is, about three teachers leaving the service every day. Oyaro (2008) notes that teachers leave classroom to work in a variety of fields – in the media, financial institutions private academies, NGOS, insurance companies and so on.

Many teachers are also leaving teaching frontline to jobs with MOE and Quality Assurance and standards, where terms of service are more lucrative than TSC offer. According to Hussein (2006), the TSC chairperson argues that this situation is compounded by the fact that there is an increase in school enrolment from 2003 due to introduction of free primary education and subsequently free secondary education. Although poor remuneration has often been given as a cause of low morale and turnover among teachers, literature shows that salary is not sufficient condition for job retention. Much of the studies that have been done on teacher turnover were
carried out in western countries which are developed. However, some researchers have recently tried to investigate factors leading to teacher turnover in Kenya for instance Oyaro (2008). However, there is limited literature on teacher turnover and its underlying factors in Kenya and more specifically the BOG teachers in Kitui Central District. The researcher therefore prompted to investigate the factors that influence teacher turnover in public secondary schools in Kitui Central District.

1.4 Purpose of the Study

The main purpose of the study was to establish the main causes of turnover of BOG teachers in secondary schools in the research area.

1.5 Objectives of the Study

1.5.1 General Objective

To establish the main causes of turn-over of BOG teachers in secondary school.

1.5.2 Specific Objectives

i. To determine whether job dissatisfaction causes turnover of BOG teachers.

ii. To find out whether poor working conditions cause turnover of BOG teachers.

iii. To establish whether job insecurity causes turnover of BOG teachers.

iv. To establish whether under compensation causes turnover of BOG teachers.

1.6 Research Questions

i. Does job dissatisfaction cause turnover of BOG teachers?
ii. Do poor working conditions cause turnover of BOG teachers?

iii. Does job insecurity cause turnover of BOG teachers?

iv. Does under compensation cause turnover of BOG teachers?

1.7 Scope of the Study

The study specifically focused on the factors leading to the turnover of BOG teachers in public secondary schools in Kitui Central District.

1.8 Limitations of the Study

The researcher came across respondents who were not willing to disclose the information on the situations. However to contain this, the researcher had to explain to them that the research was purely for academic purposes and all information was to be treated confidentially. Secondly, some respondents didn’t fully complete the questionnaires. To solve this, the researcher had to carry out field editing and kindly request the respondents to fill in any information that was missing in the respective cases.

1.9 Significance of the study

The skills and knowledge gained by the researcher during the research has and will have long term effects in the area of the study. It will also act as a building block for future researchers in a similar area of study. The analyzed information is and will be relevant and useful for decision- making by the institutions management for they will know their short comings and mitigate them. As a result maintenance of the achievement by the schools will be achieved as a result of reliable qualified personnel availability. The research is important as it attempts to
remedy the challenge of the turnover of the BOG teachers. This will ensure that no or minimal time is lost in replacement.

The institutions, ministry and other concerned bodies come up with clear standards, procedures and policies governing hiring and compensation of the BOG teachers. This will reduce turnover, curb economic instability and facilitate development. The area needed an urgent study to ensure that the problems are identified and remedies employed before the area is left out in the achievement of MDGs and vision 2030 considering that education falls under the Social pillar in the Vision 2030. The study being thorough and extensive, it also richly contributes to the existing pool of knowledge in the area of study; staff turnover.

1.10 Assumptions of the Study

The study assumed that information given by the respondents was reliable and useful to the research. It also assumed that the respondents accorded the researcher maximum cooperation during data collection. The results obtained after the study is assumed to be a true reflection of the actual situation. The actual results are therefore assumed to have no discrepancy with the situation on the ground. The information obtained is also assumed to be sufficient for relevant and reliable conclusions from the research.

1.11 Conceptual Framework

Joseph (2005) defines conceptual framework as visual or written product that explains graphically or in narrative form, the main things to be studied. Best and Kahn (2000) say that it is meant to describe key element, concepts, variables and their relationship in the study. Best and
Kahn (2000) further state that variables are the conditions or characteristics that the experiment manipulates controls or observes.

A dependent variable is also called Criterion variable according to Mugenda and Mugenda (2003). The changes which occur in the dependent variable are explained by the independent variable (Nachmias, 1996). In the study turnover is the dependent variable and the independent variables are job satisfaction, compensation, job security and working conditions. The following is a diagram showing the relationship between the variables.

**Figure 1.1 Source (Author, 2012)**

**Independent Variables**

- Job satisfaction
- Compensation/Reward
- Working conditions
- Job security

- Transfer to other public schools
- Transfer to private schools
- Motion to other jobs

**Source (Author, 2012)**

Job dissatisfaction, lack of job security, working conditions and poor compensation are variables tested to establish if they cause turnover of BOG teachers.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Holloway (1997) defines literature review as an overview of literature in the general topic. It shows the pool of knowledge built on what other researchers have done in the topic of study and enables the research establish the knowledge gap. This literature review covers an introduction, Theoretical review and Empirical review.

2.2 Literature Review

Over the years Ontario has seen an average of 4,500 teachers retiring annually – but another 12,000 new people are getting certified to teach. About 9,000 of the new teachers are graduates of education faculties at Ontario universities. Besides retirements, other circumstances also cause jobs to open up for most BOG teachers, but taking everything into account, each year at least 4,000 more new teachers are entering Ontario’s system looking for work than there are positions for them (Michael Sereda,2005).

The effect of an ever-growing pool of job seekers is reflected in a (2010 survey by the Ontario College of Teachers), the provincial body that licenses teachers. Most BOG teachers aren’t getting full-time jobs or anything close. In 2006, 30 percent of teachers in their first year after graduation were either unemployed or underemployed by the BOG. By 2010, that proportion had more than doubled, to 68 percent. Nearly one in four new teachers got no work at all, up from just three percent in 2006.

Meanwhile, things were opening up dramatically on the supply side. Lobbying by universities’ education faculties and the Ontario College of Teachers pushed the provincial government to
fund an extra 1,500 one-year teacher education spots, bringing the total number of those spaces – which make up the bulk of teacher education spaces – to 6,500 in 2003. That doesn’t include additional places contributed by the four- or five-year teacher-education programs or by three wholly new teacher-ed programs that were approved and opened at Ontario universities during the decade. When all was said and done, Ontario ended up with more than 9,000 spots for teacher-ed students in its education faculties in a given year.

Demand for those spots shot up, too, from fewer than 8,000 applicants in 1998 to about 15,000 by 2005. Those who didn’t make it into Ontario education faculties could turn to foreign universities and to the U.S. “border colleges,” which quickly developed or expanded their teacher training programs to fill the demand. Those colleges more than tripled their teacher-ed contingent to 1,700 graduates a year by 2006 (dropping since then to about 1,000). The Ontario government also allowed Australia’s Charles Sturt University to offer teacher education programs directly in Ontario, joining New York’s Niagara University, which already had been permitted to do so for many years. (John Wakeman, 2014)

A recent report released by the Ministry of Education on teacher shortage show that there is a shortage of 48,000 teachers in learning institutions (Siringi, 2011). The teacher shortage was 66,000 and 18,060 were employed by TSC on contract. This means that employment of BOG teachers is necessary to enable schools attain their academic strategic goals and objectives.

Allen (2002) explains that the turnover may be voluntary or involuntary. He further argues that voluntary turnover occurs when the BOG teachers quit on their own wish. Allen (2002) further explains that Involuntary occurs on rate cases especially as a result of indiscipline hence termination by the employer. Turnover whether voluntary or involuntary affects the learning
process in a school. Time is lost and money is spending for replacement. When compensation is not immediate more money is spend to pay for extra teaching to make up for the lost time. The rate of turnover in an academic institution erodes its image and makes the management of the school questionable.

2.3 Theoretical Review

2.3.1 Adams J. Stacy, Equity Theory

Equity theory explains how we interpret rewards in a social context and how this interpretation affects the maintenance of a given level of work effort (Bateman and Organ, 1986). The theory further explains that individuals seek social justice in how they are rewarded for their job performance. Inputs provided to the job are expected to be in some sense appropriate to the outputs. The output is also compared to the output of the others in the same context. The theory argues that the evaluation of equity/justice of outcomes is by a process of social comparison. An individual tries to bring the ratios into balance, either by having outcomes increased or reducing the inputs.

In context of this study, the BOG teachers quit because they feel undercompensated in comparison to their TSC counterparts or their counterparts in private sector. They have the same qualifications and workload yet their compensation is different. Even though the BOG may be well rewarded by intra-organizational standards, they feel that their pay is inferior to their TSC counterparts and the others in the private sector. Considering that performance is a function of motivation and ability, the BOG teachers though have the ability they quit (Organ and Bateman,
The BOG teachers have the same ability with their TSC counterparts but they are demotivated.

2.2.2 Motivation-Hygiene Theory, Frederick Herzberg

The theory states that people have two different categories of needs: hygiene factors and motivators. Hygiene factors are also referred to maintenance factors. When employees are dissatisfied with their jobs, they are concerned about the environment in which they work in (Hersey et al, 2001). On the other hand, when people feel good about their jobs, this feeling has to do with the job itself. Maintenance factors are never fully satisfied but the theory states that they should be continually maintained. Working conditions, status, money and security are not an intrinsic part of a job but they are related to the conditions under which a job is performed (Hersey et al, 2001). Motivators affect an individual’s ability to perform while hygiene factors affect an individual’s willingness.

This theory is important for this study. This is because the two categories of needs should be addressed if the turnover of BOG teachers is to be minimized. Their working conditions, compensation, security and status must be maintained if they are to be retained and their productivity improved and maintained. The school management should ensure that it provides a conducive environment for the teachers to work in if their productivity is to be maintained. Besides paying them well, the management should ensure that all the other conditions are taken care of.

The pay may be good but the teachers still quit if the working conditions are not favorable. They may have the ability to perform but they fail to if their hygiene factors which affect their
willingness are not maintained. The school managers should appreciate that performance of the BOG teachers’ is a function of ability and willingness (Hersey et al, 2001). As a result, they should ensure that the two sets of needs are taken care of for productivity to be maintained.

2.3 Factors Leading to the Turnover of BOG Teachers.

The turnover of BOG teachers is a great challenge to the achievement of strategic goals and objectives of the institution. The school incurs expenses/ costs of hiring, advertisement, recruitment, selection and eroded relationships with stakeholders when the BOG teachers leave. It is difficult to explain turnover by use of one single factor because turnover is multidimensional. This means that turnover is a function of many factors which vary from one situation to another. However, conclusions can be made after a study. According to Branham (2005), some of the factors leading to turnover include: Compensation, Lack of recognition, Job security and job satisfaction.

2.3.1 Job Satisfaction

According to Spector (1997), Job satisfaction is simply how people feel about their jobs and the different aspects of their job. The extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. There exists a relationship between job attributes and turnover in leavers and Stayers. Job satisfactions makes employees committed and want to stay in the organization while job dissatisfaction always makes employees want to leave. This is a clear indication that the most dissatisfied employees in an organization are likely to leave. Job satisfaction also promotes employee commitment Armstrong (2001) defines commitment as attachment and loyalty.
Any employee in an organization needs to find satisfaction for him to be motivated to continue working. Satisfaction could be as a result of appreciation, achievement, recognition or even advancement. According to Hassan (2010), factors such as poor organization policy, poor working environment and conditions, intimidation by supervisors could lead to dissatisfaction of employee. Employees who are satisfied by their jobs are attained to them and are proud to be associated with them. Such an attachment would make the employees not to quit the job. On the other hand dissatisfied employees have no attachment to their jobs and such negative feelings and attitude would make them quit.

Therefore employees who have low job satisfaction are more likely to leave the job environment (Kirshenbaum and Weisberg, 2002). Employees who are not satisfied with their job quit when the going gets tough in the school (Zimmerman, 2008). According to Rollinson (2008), job satisfaction makes employees want to stay because of intrinsic motivation. Rollinson (2008) further argues that intrinsic motivation and supervisory leadership emerge as predictors of employee intent to stay. Therefore if the BOG teachers in a school are motivated they will want to stay as a result of their loyalty and commitment to the school.

Where there is job satisfaction of high rate, labor turnover can be reduced but conclusion cannot be drawn that there exists a direct relationship between turnover and job satisfaction because turnover can be affected by other factors (Kakyom, 2010). Pamaki (2010) explains that, Job security, pay increase and salaries are extrinsic component of job satisfaction. The BOG teachers should therefore be provided with an environment that will make them love their job and stay.
2.3.2 Compensation

Mandy (2005) defines compensation as the sum of all rewards given to employees in exchange for their services. Employees should have compensation proportional to their services for them to be motivated. According to Fisher (2004), Employees are least satisfied with the compensation they are given in most cases. When a BOG teacher has unmet needs due to poor compensation, he has no morale of working hard towards achievement of the institutions strategic goals. An employee may not be willing to work towards achieving organizational goals when he feels his compensation is not equal to his worth.

Adjei (2008) explains that employees exhibit undesirable behavior as a result of lack of satisfaction with the salary (pay). Adjei (2008) further explains that BOG teachers when dissatisfied with pay have reduced job performance and regular chronic absenteeism. Teachers’ turnover is higher in schools characterized by high rates of poverty than in low rates of poverty. This is as a result of poor pay as a result of economic instability among parents who pay school fees. Compensation should be improved so as to retain the BOG teachers in the schools. Armstrong (2001) argues that money may in itself have no intrinsic meaning, but it acquires significant motivating power because it comes to symbolize so many intangible goals.

To avoid the long-term effects caused by the high turnover, institutions managers should ensure matters concerning compensation are discussed with the BOG teachers. The turnover affects the performance of the school in addition to the economic implication because extra expenses are incurred on advertisement and recruitment. Employees will offer specific behavior services wanted by the organization in exchange for many...
2.3.3 Working Conditions

BOG teachers are human and just like other employees would wish to work in conducive environment where they are accepted and appreciated. A working environment characterized by fear, threats and intimidation pose a great danger to the performance of the teachers. According to Kirshenbaum and Weisberg (2010), the poor working conditions can be caused by undesirable organization’s policy, the management and workmates. Teachers working in schools characterized by congestion and lack of teaching equipment are likely to leave than teachers working in well-equipped schools (Weiss, 1999). Perie and Baker (1997) state that teachers will not be comfortable working in congested classes and this is a common characteristic of the secondary schools in the area of study especially the day schools coming up after introduction of the Free Secondary Education. Taylor and Tashakkori (1994) argue that working conditions can reduce motivation of employees even if the other factors are appreciated. Kukia-Accra (2010) argues that newly employed teachers are highly influenced by workplace conditions unlike experienced teachers. Providing a conducive and favorable working environment is no guarantee that the BOG teachers will not leave. This is because their quitting is motivated by other factors besides the working conditions. Kukia-Accra (2010) argues that the working condition is just one of the many factors that affect their turnover.

2.3.4 Job Security

Every employee needs to feel secure in his job and have assurance of a future in the job. Youssef (1997) define Job Security as the degree to which an organization provides stable employment for employees. There exists a relationship between turnover among employees of an organization and job insecurity. Job security in any organization cannot be ignored because it influences performance of the employees. It determines employees’ job satisfaction, commitment, turnover,
retention and health according to Youssef (1997). According to King (2000), employee performance is negatively affected by lack of job security and as a result lack of organizational loyalty. BOG teachers work with great insecurity and fears that they may be replaced by permanent TSC teachers should the employment body decide to employ permanent teachers. This is worsened by lack of clear policies and procedures on hiring and firing the BOG teachers.

2.4 Summary of Literature Review

Turnover can be a hindrance to attainment of the strategic goals of an academic institution. The institution finds it’s necessary to fill the position left vacant by replacing the teacher who leaves. This leads to extra expenses on advertisement of the vacant position, recruitment/hiring and time is lost during induction and settling of the new teacher. Due to the financial status of the institutions lack of fund may delay the replacement process and as a result precious time is lost. This affects the performance of the school leading to loss of the institutions good will and strained relationships with stakeholders.

Garcia (2010) explains that the high rates of teacher turnover directly impact students’ achievement, teacher quality and school accountability and are a costly occurrence (NCTAF 2003). Garcia (2010) further explains that the high teacher turnover for whatever reason results to the schools management inability to sustain high students’ achievement. This is as a result of having to hire new teachers every time one leaves to fill the vacant position. This costs money and time which are limited resources.

2.5 Knowledge Gap

There have been many studies on teacher turnover but none has been specific on BOG teachers who have unique characteristics. Studies on turnover have also been done in developed Western countries but no Study so far known to the researcher covers the causes of turnover of BOG teachers and more specifically in the semi-arid area where her study is based in Kitui Central District. This study therefore sought to establish the causes of the high turnover of BOG teachers and provide recommendations to curb the problem.
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

A research cannot be complete without carrying out all the data collection. The collected data is analyzed to bring forth useful information relevant for decision making. The conclusion made after the research depends on the quality of information from the research. This chapter therefore focuses on the methods that the researcher used in the study to collect the required data relevant for attainment of the research objectives. The methodology used was reliable, complete, timely and accurate. The research design will be described in this chapter. Target population, sampling procedures, sample size, data collection procedures and analysis of data are brought into light in this chapter. Kerlinger (1970) defines research as the systematic controlled, empirical and critical investigation of hypothetical prepositions about presumed relations among natural phenomena.

This research is a case study. Best and Kahn (2000) describe a case study as a way of organizing social data for the purpose of viewing social reality. Best and Kahn (2000) explain that the case study is meant to probe and analyze interactions between the factors that explain present status. Mugenda and Mugenda (2003) define a case study as an in-depth investigation of an individual, group, institution or phenomenon. For the purpose of this study the definition by Best and Kahn was adopted.

3.2 Research Design

Nachmias (1996) defines research design as a program that guides the investigator in collecting, analyzing and interpreting data. This study employed descriptive research. Descriptive research deals with the relationships between variables (Best and Kahn, 2000). It involves events that have
already taken place and may be related to the present condition. Descriptive research seeks to find answers through the analysis of variables.

3.3 Research Site

Graveller (2009) defines a research site as an area which the researcher designs and tests in the sample. This study was carried out in Kitui Central District. The researcher carried out the study in public secondary schools in the district.

3.4 Target Population

Bryman and Bell (2007) define target population as the universe from which the sample is to be selected. According to Mugenda (2008), a researcher should therefore define the population size she chooses to generalize the results. Mugenda (2008) further explains that the researcher should identify all possible units in the target population. The target population was determined by use of purposive sampling technique. The sampling technique involves use of researcher’s knowledge of the population in regard to the goals of the research. Research’s judgment forms the basis for element selection in purposive sampling (Patrick, 2008).

The researcher made a choice of the District as an area of study because the researcher works in the area and had carried out a preliminary study on the topic in the area of study. The study targeted 30 schools each with an average of six BOG teachers (180 BOG teachers).

3.5 Sampling Procedures

The researcher used probability sampling techniques to select the individuals to participate in the research. The study involved 30 schools each with an average of six BOG teachers (180
The selected BOG teachers filled in the questionnaires. The researcher also purposively selected 100 percent of the school heads for interviews and 30 % of BOG teachers to fill in the questionnaires. The sample therefore constituted 54 BOG teachers and 30 school heads in the area of study. The actual respondents were 84.

Purposive Judgmental sampling enabled the researcher get all relevant information. The sample size was chosen on the basis of the target population in question. Both females and male BOG teachers were included to do away with gender related bias.

### 3.6 Sample Size

Donald (1995) defines sample as a part of the population that carefully selected to represent the target population. There is a sub-category of probability sampling referred to as random sampling which makes an assumption that all the elements in the population have an equal probability of inclusion in the sample. According to Mugenda and Mugenda (2003), Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected.

Mugenda and Mugenda (2003) further argue that Sample size selection is crucial for collection of sample size compromises the credibility of research conclusion. The sample size should be of considerable importance because it determines the precision with which population parameters can be estimated (Mugenda, 2008).

Mugenda and Mugenda (2003) states that 10% of the total population is representative and allows all members of the population to have an equal and unbiased chance of appearing in the sample. Population dictates the sample size; a small population requires a bigger sample size
than a large population. The researcher used 100% of the school Principals and 30% of the BOG teachers. This is because 10% was very small to represent the entire population and again the schools were within the reach of the researcher.

3.6.1 Sampling Frame

The following is a figure showing the sampling frame used in this study. It is impossible to use the entire population, the sampling frame therefore seeks to show how the sampling was done to ensure unbiased and a representative sampling.

Table 3.1 Sampling Frame

<table>
<thead>
<tr>
<th>Category</th>
<th>Total no.</th>
<th>Sample Size(Percentage)</th>
<th>No. of Actual Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>30</td>
<td>100%</td>
<td>30</td>
</tr>
<tr>
<td>BOG Teachers</td>
<td>180</td>
<td>30%</td>
<td>54</td>
</tr>
</tbody>
</table>

| Total        | 210       | -                       | 84                         |

Source (Author: 2012)

In the above figure, 100% of the school heads in the study area were interviewed for taking 10% would have been a very small sample to represent the 30 Principals. Considering that the BOG teachers were 180 in total, 30% were used and making 54. The total number of respondents was therefore 84.
3.7 Sources of Data

Mugenda and Mugenda (2003) define data as all the information a researcher gathers for her study. The sources of data are grouped into: primary and secondary data. Secondary data is the information that already exists collected for a specific purpose according to Crowther (2008). The data that is collected by the researcher to help her achieve the research objectives is referred to as primary data (Crowther, 2008). Secondary data was used by the researcher in literature review. The data was accessed from books and Journals in libraries and internet.

Primary data was collected through administering face-to-face interviews to enable the researcher seek clarification should need arise. Questionnaires were also employed by the researcher. The questionnaires were both open-ended and closed-ended. (Crowther, 2008) argues that, the open-ended questions permits a greater depth of response and give an insight into the respondents’ feelings and hidden motivation. The researcher delivered the questionnaire (Appendix 2) in person to the respondents and collected them later. As the researcher delivered the questionnaire she booked appointments for collection and interviews with the school heads. The researcher did a pilot study of the data collection tools and she incorporated the suggested viable changes.

3.8 Data Analysis and Presentation.

Burdick (2003) says that data analysis involves looking for patterns in the data, segmentation of data and critical scrutiny of the data to make conclusion from the data after comparison. The research in this study qualitatively and quantitatively analyzed the data. The analysis was done using statistical methods for quantitative data. Analysis of closed-ended questions was made easier by structuring and coding them. The qualitative data was also grouped and coded for
analysis. The relationship between turnover of BOG teachers and job satisfaction, compensation, job security and working conditions was sought by cross-tabulation. Frequencies and percentages were used. The variable with the highest percentage was taken to be the one with the highest influence. The numbers used for coding have no meaning and cannot be used to come up with coefficients.

Presentation of data is crucial in a research for it makes it more under stable, possible to make comparisons and conclusions. Elements are arranged in order, similar or dissimilar in a sequential and logical manner. The data is presented using s frequency tables and pie-charts.

3.9 Ethical Considerations.

Coldwell and Herbst (2004) define research as norms or standards of behavior that guide moral choices about our behavior and relationships with others. The study embraced high ethical standards by ensuring respondents participated in the study voluntarily and the information they gave was confidential. This study also ensured that there was no bias in selection of respondents. The study as well ensured that there was no use of force or unnecessary motivation to the respondents. It also did not manipulate or alter the information provided by the respondents.
4.0 Introduction

This chapter presents the analysis of the results of a study whose purpose was to find out causes of turnover of BOG teachers in public Secondary Schools in Kitui Central District. The analysis of the data is organized based on the four research questions and the presentation will be based on the administered questionnaires and conducted interviews. The analysis and presentation will be in line with the research objectives and questions.

4.1 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires filled and returned by the respondents out of the total number issued (Author, 2012). The actual respondents were expected to be 84; 30 Principals and 54 BOG teachers. Out of 54 BOG teachers, 51 returned the questionnaires (about 54%) and all the 30 Principals were available for the interview (100%). The total actual respondents were therefore 81 out of the expected 84 which makes about 96 %.

Data was collected in thirty public Secondary Schools in Kitui Central District. The table below shows the return rate of the data collection tools:

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target sample</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>30</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>54</td>
<td>51</td>
<td>94.4</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>81</td>
<td>96.4</td>
</tr>
</tbody>
</table>

4.2 Data Analysis
Data is organized based on the four research questions as follows:

### 4.2.1 Gender

The BOG teachers were asked to state their gender and the following results were obtained:

**Table 4.2 Gender**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>20</td>
<td>39.2</td>
</tr>
<tr>
<td>Male</td>
<td>31</td>
<td>60.8</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Out of the 51 BOG teachers who filled their questionnaires, 39% were Females while 61 were Males. This implies that most BOG teachers in the area of Study are Males who are flexible and can change working stations without much trouble.

The figure below 3.1 is a representation of the gender of the respondents in a diagram.

**Figure 3.1 Gender**
4.2.2 Presence of BOG teachers in the schools

School principals were asked about the presence of BOG teachers in their schools and the results are given in Table 4.3.

Table 4.3 Presence of BOG teachers in the schools

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

100% of the school Principals interviewed said that they have employed BOG teachers in their schools on temporary basis and their salaries are paid by the school unlike the TSC teachers whose salary is paid by the government and their terms of employment are permanent and pensionable. They were also asked about the number of BOG teachers in their schools. The results are shown in Table 4.4.

Table 4.4 Number of the bog teachers in the schools

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>6</td>
</tr>
<tr>
<td>Four</td>
<td>3</td>
</tr>
<tr>
<td>Five</td>
<td>6</td>
</tr>
<tr>
<td>Six</td>
<td>6</td>
</tr>
<tr>
<td>More than six</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>
The above table shows that 20% of the schools have three BOG teachers, 10% have four, 20% have five, 20% have six and 30% have more than six. The Principals’ said that employment of such a large number of BOG teachers is as a result of understaffing in our Secondary Schools which has been made worse by the introduction of Free Secondary Education.

The BOG teachers gave their experience as BOG teachers in other previous stations. The results are given in Table 4.5

<table>
<thead>
<tr>
<th>Table 4.5 Number of schools worked in before</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3</td>
<td>5.9</td>
</tr>
<tr>
<td>One to two</td>
<td>10</td>
<td>19.6</td>
</tr>
<tr>
<td>Three</td>
<td>16</td>
<td>31.4</td>
</tr>
<tr>
<td>More than three</td>
<td>22</td>
<td>43.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the above table, it is evident that the BOG teachers in the area of study have high turnover rates. About 43% of the BOG teachers who filled the questionnaires had worked in more than three other stations before their current work station. 31% had worked in three stations, about 20% in one or two stations and only about six% had not worked as a BOG teacher in any other station. The results of the study further indicate from the additional information that almost all the BOG teachers were fresh from colleges and had no intention of remaining in the teaching profession.

The above results imply that the BOG teachers in the area of study have moved from one station to another within a short period of time and this is a clear indication of high turnover rate.
The BOG teachers also gave the length of their service in the previous stations. The results are shown in Table 4.6

**Table 4.6 Length of service in the previous station**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a month</td>
<td>10</td>
</tr>
<tr>
<td>One to three months</td>
<td>19</td>
</tr>
<tr>
<td>4-6 months</td>
<td>9</td>
</tr>
<tr>
<td>7-11 months</td>
<td>5</td>
</tr>
<tr>
<td>More than a year</td>
<td>7</td>
</tr>
<tr>
<td>Not worked in another station</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

From the above table, it is evident that most BOG teachers in the area of study do not work for long in one station and this implies a high turnover rate. About 20% of the respondents had worked for less than a month in their previous station. About 37% of them had worked for a length of between one to three months which according to Kenya’s school calendar is barely a term. This implies that in one term the students are taught by more than one teacher if the replacement is promptly done and if it is not immediate valuable time is lost leading to poor academic performance of the students and compromises the quality of education they get. Those who had worked in their previous station for a period of four to six months constitute about 18%. As the length of service increases the percentage reduces, those who had served for a duration of seven to eleven months constitute about 10% and those who had not worked in another station make up 2%. Only about 14% had worked in their previous stations for more than a year.
4.2.3 Satisfaction with compensation

One of the variables which were to be tested in the study was compensation and the extent to which it causes turnover of BOG teachers in the area of study. Table 4.7 shows the results of compensation as a variable in the study.

Table 4.7 Level of satisfaction with pay package

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>3</td>
<td>5.9</td>
</tr>
<tr>
<td>Satisfied</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>23</td>
<td>45.1</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>24</td>
<td>47.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The above table shows the results which were presented in a four-point scale; Very satisfied, Satisfied, Dissatisfied and Very dissatisfied. Only about 8% of the BOG teachers expressed satisfaction with the pay they get; 2% said to be very satisfied while 2% said to be satisfied. This category of respondents claimed to get more pleasure and satisfaction from adding value to students and changing their future than in the pay. Most of them said to be in teaching as a call and not profession and their input in education could not be compensated by monetary value.

About 45% said to be dissatisfied with the pay and more so on when it is paid than the package itself. 47% said to be again very dissatisfied with the pay and its late payment. The interview results can also be compared with the results from the questionnaires as they will present a broader perspective on the issue. Figure 3.2 is a diagram representing level of satisfaction of the BOG teachers’ with pay.
Below is a table showing the sources of funds for paying the BOG teachers.

### 4.24 Funding BOG teachers’ salaries

The principals were asked the sources of funds for payment of the BOG teachers’ salaries. The results are shown in Table 4.8

#### 4.8 Sources of funds for salaries

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development funds</td>
<td>27</td>
<td>90.0</td>
</tr>
<tr>
<td>Motivation funds</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is evident from the table that there is no specific vote-head for paying the salaries of the BOG teachers in the schools in the area of study. 90% of the school Principals said that the salaries are paid from the development funds paid termly by the parents. Considering that the area of study is in the semi-arid Kitui County where most of the people live below the poverty line, payment of the money is a challenge and most of the time is not paid on time. This implies that the money is never enough to pay the salaries and carry out the other school projects. As a result, one has to be done at the expense of the other and most of the time it’s the salaries which are compromised hence demotivating the teachers. 10% of the salaries are also funded by the extra motivation fee charged on the parents which is hardly enough.

The principals also gave the dates the salaries are paid to the BOG teachers as indicated in Table 4.9

Table 4.9: Date salaries paid

<table>
<thead>
<tr>
<th>Date salaries paid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 28th – 31st</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Between 1st – 5th</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Between 6th – 10th</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>When funds are available</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The matter of dissatisfaction is made worse by the fact that the salaries are paid late. About 15% of them are paid between 28th -31st, about 7% paid between 1st -5th, 33% paid between 6th -10th and the majority which is about 47% paid when funds are available. If the teachers are not paid, it means that they have unmet needs and they cannot perform well in their job because they have...
no morale of working hard. This means that their productivity is reduced hence affecting the general performance of the school negatively. The BOG teachers could do with the pay package if it was promptly paid to enable them plan. The uncertainty of payment makes them dissatisfied the more.

The principals also gave the salaries paid as shown in Table 4.10

Table 4.10 Salaries paid

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 10,000</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Between 10,000-12,000</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Between 12,000-14,000</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Over 14,000</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

This table shows the salaries paid to the BOG teachers from the results of the interview.

The results indicate that 20% of the BOG teachers are paid less than 10,000, 27% are paid between 10,000 and 12,000, 30% are paid between 12,000 to 14,000 and only about 23% are paid over 14,000. According to equity theory people compare their salaries with the salaries of the other people in the same social status so when the BOG teachers compare their salaries with their TSC counterparts who earn more than double and as a result they feel undercompensated and this demotivates them. To balance this, the BOG teachers reduce their input to balance with their little output and this reduces their productivity.
Satisfaction with pay (Principals’ perspective)

The principals were asked of their opinion on the BOG teachers’ satisfaction with their pay. The results are shown in Table 4.11

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Satisfied</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The results of the interview on the extent to which the BOG teachers are satisfied with their pay show that they are dissatisfied with the compensation they get. 10% of the Principals stated that their BOG teachers are very satisfied with their pay while about 13% are satisfied with the compensation. About 43% of the BOG teachers are dissatisfied with their compensation and about 33% are very dissatisfied with their compensation.

In the view of the above analysis, both the BOG teachers and the school Principals agreed that there is great dissatisfaction with their compensation. Dissatisfaction with compensation by the BOG teachers implies that they would leave for another station with a more lucrative offer or even switch to another job which is well paying.
4.25 Teachers’ satisfaction with working conditions

The BOG teachers gave their level of satisfaction with the working conditions. The results are shown in Table 4.12.

Table 4.12 BOG teachers’ on level of satisfaction with working conditions

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>10</td>
<td>19.6</td>
</tr>
<tr>
<td>Poor</td>
<td>15</td>
<td>29.4</td>
</tr>
<tr>
<td>Very poor</td>
<td>26</td>
<td>51.0</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above table shows to what extent the BOG teachers are comfortable with the working conditions in their work stations. Only about 20% said they are comfortable with the working conditions which they said to be good. About 29% said that the working conditions were poor while 51% said that the working conditions are very poor in their work stations. The teachers cited inadequate teaching materials and equipment, overcrowded classes, threats and lack of support by the management and intimidation by the TSC teachers as their major causes of their discontent with their working conditions.

According to the results of the interview on the view of the heads of the contentment of the BOG teachers with their work environment, it is evident that the BOG teachers are dissatisfied with the working conditions in the schools. The table below shows the comparisons with the results from the interview with the principals’.
The principals also gave their opinion on satisfaction with working conditions and the results are given in Table 4.13

Table 4.13 Principals’ perspective on satisfaction with working conditions by the BOG teachers

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very comfortable</td>
<td>4</td>
</tr>
<tr>
<td>Comfortable</td>
<td>4</td>
</tr>
<tr>
<td>Uncomfortable</td>
<td>11</td>
</tr>
<tr>
<td>Very uncomfortable</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

From the table, only about 26% of the BOG teachers are comfortable with the working conditions with 13% stating to be very comfortable about 13% claiming to be comfortable. This group was made up of the teachers who believed in making the best out of what they have and liking what they have if they do not get what they like. About 37% said their BOG teachers were uncomfortable with the working conditions while about 37% were very uncomfortable.

The results of the interview with the school Principals indicate that the BOG teachers were threatened by the TSC teachers and disrespected by the students. Their work environment was also characterized by threats from the management and pressure to perform yet they get no appreciation and recognition. The principals stated that overcrowded classes makes the working conditions unfavorable especially to the BOG teachers because it means more work at a less pay. This is in line with Ingersoll (2001) who confirms that overcrowded classes, lack of teaching materials and equipment can lead to teachers’ labour turnover. According to Taylor and
Tashakkori (1994), poor working conditions can reduce motivation of employees even if all the other factors are favorable. This implies that the BOG teachers will not give their best towards attaining the schools’ strategic objectives in the area of study and in the long-term the Vision 2030 attainment will be delayed because Education is key in the Social Pillar of the Vision.

4.26 Job security

The BOG teachers’ gave their view on their level of security in their job. Results are shown in Table 4.14.

<table>
<thead>
<tr>
<th>Table 4.14 BOG teachers’ response on job security in work station</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>Very secure</td>
</tr>
<tr>
<td>Secure</td>
</tr>
<tr>
<td>Insecure</td>
</tr>
<tr>
<td>Very insecure</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

The above table shows the results of the questionnaires on job security of the BOG teachers;

Only 2% of the BOG teachers said to be very secure with their job and about 14% stating to be secure. 51% said to be very insecure while about 33% said to be very insecure. King (2000) argues that employee performance is negatively affected by lack of job security. The BOG teachers cited fear of replacement by a permanent TSC teacher to teach their subject combinations as their major source of insecurity. Lack of clear policies on their hiring and termination was also cited as a source of insecurity. From the results of the interview, it is clear that their services are terminated without a notice most of the time.
The principals gave their opinion on level of security of their BOG teachers’. Table 4.15 shows the results.

**Table 4.15 Principals’ perspective on teachers’ job security**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The school principals stated the following as the causes of insecurity among their BOG teachers. The principals were asked of the possible reasons for insecurity by the BOG teachers. Results are shown in Table 4.16.

**Table 4.16 Reasons for insecurity of the BOG teachers given by the principals**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intimidation by TSC teachers</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Disrespect by students</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Fear of replacement by TSC teachers</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Threats by the management</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The above table shows that the BOG teachers feel insecure in the work stations for varied reasons. The TSC teachers were said to be a source of insecurity by threatening 10% of the BOG teachers in the schools. Disrespect by students was cited to be a source of insecurity by 20% of
the teachers. The school principals also stated that about 47% of the teachers were made insecure by fear of replacement by a permanent TSC teacher to teach their subject combinations. About 23% of the principals’ cited that the BOG teachers are insecure as results by the management to terminate their employment mostly without a notice as evident from the figure below.

4.27 Notice before termination of employment

The principals were asked if they give notice before terminating the employment of a BOG teacher. The results are as shown in Table 4.17 below.

Table 4.17 Notice before termination of employment

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The tables above shows that only about 23% give notice to the BOG teachers before terminating their employment and about 77% have their employment terminated without a notice. This means that the teachers work with fear that their employment could be terminated any time and without a notice and as a result their productivity is reduced by such insecurity. The insecurity of the teachers is also shown by the results of the interview; Only about 37% of the school Principals said their BOG teachers had job security with 63% stating that their BOG were insecure in their jobs. The figure below is a representative of termination of the BOG teachers’ employment before termination.
4.28 Job satisfaction

Table 4.18 Teachers’ perspective on level of job satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>10</td>
<td>19.6</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>16</td>
<td>31.4</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>25</td>
<td>49.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The above table presents the results on the level of satisfaction with their job by BOG teachers. The results show that only 20% of the BOG teachers are satisfied with their job, 31% are dissatisfied while 49% are very dissatisfied with their job. Job dissatisfaction among the BOG teachers makes them lack attachment and loyalty hence developing a care-free attitude. Poor working conditions and job insecurity are constituents of job dissatisfaction. Job dissatisfaction makes the BOG teachers want to quit their job due to lack of commitment (Armstrong, 2001).
The above results imply that the BOG teachers in the area of study are dissatisfied with their jobs and as a result intend to leave if they get other jobs where they are satisfied.

The results of the interview on the teachers’ level of satisfaction with their job are presented by the Table below 4.19.

**Table 4.19 Principals’ perspective on teachers’ level of job satisfaction**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results show that only about 37% of the BOG teachers are satisfied with their current job while 63% are dissatisfied with their job. Such a high level of dissatisfaction means a high rate of turnover of the BOG teachers in the area of study. This is because dissatisfied employees are more likely to leave the job (Allan, 2010). The implication of the above results therefore is that the BOG teachers will have a high rate of turnover as a result of dissatisfaction with their job.

**4.29 Comparison of the four variables on causing turnover of BOG teachers’**.

A comparison was made on the four variables from the BOG teachers’ perspective on the extent to which each causes turnover. The results are shown in Table 4.20
The above table presents a comparison of the four variables and the extent to which it causes turnover of BOG teachers in the area of the high turnover is job insecurity with 63% of the respondents strongly agreeing. The second cause is job dissatisfaction which has 57% strongly agreeing, third is poor working condition which has 51% of the respondents strongly agreeing and last is compensation which has only 39% strongly agreeing. These results clearly show that the most important aspect of a job and retention of employees is how secure they are in the job. Therefore secure BOG teachers will work for little pay in a station than work for much money in an insecure station. Satisfied teachers in a school will facilitate school-based innovation and reforms which are beneficial to students’ learning and development. Malusi (2009) states that the quality of teaching is not only governed by the qualification, knowledge and skill competence of the teachers but also their dedication and enthusiasm in teaching. This implies that for retention of the BOG teachers in the schools, job satisfaction should be key in the school along other motivating factors. However that does not mean that compensation, working conditions and job security should not be considered important for retention of the BOG teachers.
4.30 More on causes of turnover of BOG teachers’

The BOG teachers’ in the additional information gave more on causes of turnover as shown in Table 4.21

Table 4.21 More on causes of turnover

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intimidation by TSC teachers</td>
<td>5</td>
<td>9.8</td>
</tr>
<tr>
<td>Disrespect by students</td>
<td>6</td>
<td>11.8</td>
</tr>
<tr>
<td>Threats by management</td>
<td>11</td>
<td>21.6</td>
</tr>
<tr>
<td>No response</td>
<td>29</td>
<td>56.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The above table gives more information on the causes of turnover of BOG teachers from the BOG teachers’ perspective. About 10% stated that they would not work in a station where the TSC teachers threaten them and give them extra workload because their terms of employment are not clearly defined and their jobs are at the mercy of the principals. About 12% stated that students’ disrespect them and always tell them their parents’ pay their salaries and if they do not they will starve. This reduces their motivation and commitment hence intention to quit the job in such a station.

4.31 Frequency of leaving

The principals gave the frequency of leaving by the BOG teachers’ as shown in Table 4.22.
Table 4.22 Frequency at which the BOG teachers leave

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>18</td>
</tr>
<tr>
<td>Often</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

From the above table on the frequency of the leaving of the BOG teachers, it is clear that their turnover is very high with 60% of the Principals interviewed stating that the BOG teachers leave very often and 40% stating that they leave often. Turnover is inevitable in any given organization but when it is very high it affects the productivity of an institution. Turnover in an organization should be kept at minimal levels to ensure that it does not affect the performance of the institution negatively.

4.32 Intent to remain a teacher or switch to another job

Most of the teachers expressed dissatisfaction with teaching and stated that they would opt for other jobs rather than taking up teaching as a permanent job as shown by the Table 4.23.

Table 4.23 Intent to remain a teacher or switch to another job

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remain a teacher</td>
<td>11</td>
</tr>
<tr>
<td>Opt for another job</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
</tr>
</tbody>
</table>
The above clearly shows that there is continued turnover of teachers and a worse situation of switching to other jobs by trained teachers where they find the pay more lucrative. About only 22% of the BOG teachers expressed interest in remaining in teaching as a profession. This cadre of teachers claimed that teaching to them is a call and not a profession and their pleasure was in adding value to the students and they got satisfaction from producing useful people. About 78% of teachers expressed intentions of switching to other jobs as shown in Figure 3.4

**Figure 3.4 Intent to remain a teacher or opt for another job**
CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the Study findings, conclusions and recommendations arrived at after the Study. It also provides suggestions for related studies that could be carried out in future.

The purpose of the Study was to establish the causes of turnover of BOG teachers in public Secondary Schools in Kitui Central District. Data was collected from 30 public Secondary Schools in Kitui Central District. 54 BOG teachers were expected to fill in the questionnaires out of which 51 did and returned the questionnaires. 30 Principals were available for the interview. The actual respondents for the study were therefore 81.

5.2 Summary of the Study Findings.

The Study established that the BOG teachers in the area of Study have a high turnover. The results indicate that 60% leave very often and the remaining percentage of 40% are not retained as they leave often. This means that even the BOG teachers working in the area of study have high intentions of turnover.

5.2.1 Job dissatisfaction

The first objective of the study was to establish whether job dissatisfaction causes turnover of BOG teachers in the area of the study. The study findings indicate that 57% of the BOG teachers strongly agree that they are dissatisfied with their job, 29% agreed to be dissatisfied and only 12% claimed to be satisfied.
5.2.2 Working Conditions

The second objective of the study was to find out whether working conditions cause turnover of BOG teachers. The findings of the study show that only about 20% of the BOG teachers are comfortable with the working conditions which they said were good. About 29% said that the working conditions were poor while the remaining 51% claimed the working conditions were very poor at their stations. The teachers cited overcrowded classes, inadequate teaching materials and equipment, threats and lack of support by the management and the intimidation by the TSC teachers as the major causes of their discontent with the working conditions.

5.2.3 Job Insecurity

The third objective of the study was to establish whether job security causes turnover of BOG teachers. The study findings show that job insecurity causes turnover of BOG teachers. From the results, only 2% of BOG teachers claimed to be very secure and 14% said to be securing with their jobs. 51% claimed to be insecure while about 33% confessed to be very insecure. The BOG teachers cited fear of replacement by a permanent TSC teacher and termination of their employment without a notice as their major reasons of insecurity.

5.2.4 Under-compensation

The fourth objective of the study was to establish whether under compensation causes turnover of BOG teachers. The study findings revealed that only about 6% are very satisfied with the pay while 2% claimed to be satisfied. About 92% expressed their dissatisfaction with pay. The results of the study further show that the schools in the area of study have no specific vote-
head for payment of BOG teachers’ salaries. This implies that the salaries are only payable when the funds are available making the teachers more dissatisfied with the mode of payment.

5.3 Conclusion of the Study

The Study established that the BOG teachers in public Secondary Schools in Kitui Central District intend not only their current schools for others but also switch to other better paying jobs. About 78% of the BOG teachers who responded stated that even if the TSC gave them permanent and pensionable jobs they will not take them but will opt for other jobs. This implies that only 22% of trained teachers will remain in teaching as a profession. The factors that cause the high turnover of BOG teachers in the area of Study include: job insecurity, job dissatisfaction, poor working conditions and under compensation in order of the extent in which they cause the high turnover.

In the view of the above, the Study concludes that unless measures are taken to curb the issue of high turnover of BOG teachers in public Secondary Schools in Kitui Central District; the problem will persist hence leaving the area behind in achieving the MDGs and the Vision 2030. There is therefore urgent need for combined efforts by the government, TSC and the school management to come up with clear policies and standards on employment of the BOG teachers and retention strategies for the teachers to be retained in the schools and in the teaching profession in general.

5.4 Recommendations

Based on the Study finding, the Researcher makes the following suggestions:
The government through the TSC and Ministry of Education to come up with policies and standards that govern universal compensation of the BOG teachers. This will curb turnover from one public school to another since the pay package will be standard.

The government should make sure that all public secondary schools have sufficient teaching and learning facilities. This could be done through CDF allocations to aid development projects in schools.

School principals should be encouraged to use participative leadership style in the school management and avoid threats and intimidation. This is because involving the BOG teachers in decision-making will enhance their commitment thus lower the turnover rates.

The government should come up with clear policies on employment of the BOG teachers as well as their termination. This will enhance their job security and not to have security of their jobs at the mercies of the principals.

The government through MOE should include the years of service as a BOG teacher in permanent and pensionable terms upon employment by the TSC.

5.5 Suggestions for Further Studies

A similar study could be carried out in private secondary schools since the focus of this study was on public secondary schools. This will aid comparison of the variables to see if they vary or tally.

The study focused on four variables: compensation, working conditions, job security and job satisfaction. A similar study could be carried out to test other variables for instance school characteristics and colleagues’ influence among others on the BOG teachers’ turnover.
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Organ, Dennis and Bateman, Thomas. (1986). Organizational Behaviour; An applied Psychological approach. 3rd Ed. Texas: Business Publications.


Pamaki, Georgia and others. (2010). When the going gets tough: ‘Direct, buffering and indirect effects of social support on turnover intention: Teaching and Teacher Education’. Vol. 26 Issue 6


APPENDIX 1: QUESTIONNAIRES

1.0 Questionnaires for the BOG Teachers

1. Gender (Tick as appropriate)
   
   i. Female (   )
   
   ii. Male    (   )

2. Indicate the number of other schools you had worked in before joining your current working station
   
   i. None (   )
   
   ii. One -Two (   )
   
   iii. Three (   )
   
   iv. More than three (   )

3. For how long had you worked in your previous station
   
   i. Less than one month (   )
   
   ii. 1 – 3 months (   )
   
   iii. 4 – 6 months (   )
   
   iv. 7 -11 months (   )
v. More than one year  

vi. Not worked 

4. How satisfied are you with the compensation?

i. Satisfied

ii. Very satisfied

iii. Dissatisfied

iv. Very satisfied

5. How are the working conditions in your work station?

i. Excellent

ii. Good

iii. Poor

iv. Very poor

6. How secure are you with your job in the work station?

i. Very secure

ii. Secure

iii. Insecure
iv. Very insecure

7. To what extent are you satisfied with your job?

i. Very satisfied

ii. Satisfied

iii. Dissatisfied

iv. Very dissatisfied

8. Fill the following table that shows the extent to which the stated factors cause turnover of teachers in the institution. Tick where applicable.

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. If given a permanent job by TSC, would you remain a teacher or would you opt to get another job?

Take it ( )  Opt for another job ( )

10. Give any other additional information on the table causes of high turnover of BOG teachers
APPENDIX 2

INTERVIEW SCHEDULE.

Greetings.

You have been selected randomly to participate in this study which seeks to establish the causes of the high rate of turnover of BOG teachers in the District. The study is purely for academic purposes and all information provided will be treated confidentially.

Kindly provide the researcher with the information.

1. Do you have BOG teachers in your school? If the answer is yes how many?

2. How do you finance payment of their salaries?

3. When do you pay their salaries?
4. How often do the BOG teachers leave the school?

5. How much money do you pay the BOG teachers?

6. To what extend do you think they are satisfied with the pay?

7. Do you give them a notice before termination of employment?

8. Do you think the teachers are satisfied with their job?

9. Do the teachers feel secure working in the institution? If ‘NO’ give reasons for their insecurity.

10. To what extend do you think the teachers are comfortable with the working conditions in the institution?

Thank you for taking your time off your very busy schedule to answer the questions. Be abundantly blessed.
APPENDIX 3: THE SCHOOLS IN KITUI CENTRAL DISTRICT.

1. Kitui School
2. St. Ursula Girls’
3. St. Charles Lwanga Boys’
4. Engineer Ngilu Mixed School
5. Mutulu Mixed
6. Mulango Girls’
7. St. Angela’s Girls’
8. Changwithya Boys’
9. Yumbisy Sec. School
10. Mulutu Girls’
11. Wii Sec School
12. Mbusyani Sec School
13. Ngiluni Sec. School
14. Kwa-Mulungu Sec. School
15. Usiani9 Sec. School
16. St. Patrick’s Sec. School, Kasyala
17. Ivaini Sec. School
18. Kabaa Day Sec School
19. Kyangunga mixed sec. school
20. Kyambiti sec. school
21. Maliku Girls School
22. Kwa-Ukungu Sec. School
23. Katulani Mixed School
24. Itoleka Girls School
25. Tiva Mixed Sec. School
26. St. Lukes Yatta Boys’ Sec School
27. Syomunyu Girls School
28. Kanyangi Boys’ Sec School
29. Kawongo Mixed Day Sec School
### BUDGET

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel costs</td>
<td>14,000</td>
</tr>
<tr>
<td>Stationery</td>
<td>3,500</td>
</tr>
<tr>
<td>Data analyst</td>
<td>4,000</td>
</tr>
<tr>
<td>Accommodation</td>
<td></td>
</tr>
<tr>
<td>Researcher 16 days x 400</td>
<td>6400</td>
</tr>
<tr>
<td>Miscellaneous Expenses</td>
<td>3000</td>
</tr>
</tbody>
</table>

**Estimated total cost**  
**Kshs.30,900**