

**INFLUENCE OF BOARDS OF MANAGEMENT GOVERNANCE
PRACTICES ON TEACHERS' JOB SATISFACTION IN SECONDARY
SCHOOLS IN TANA RIVER COUNTY, KENYA**

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of the Requirements for the Award of the Degree of Master of Education**

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DECLARATION

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

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DEDICATION

I dedicate this work to my parents Kiilu, Phyllis, Agnes Kavuu and my husband Henry. I also dedicate the study to my children John and Sharlyne.

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ABBREVIATIONS AND ACRONYMS

ANOVA Analysis of Variance

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

CDF Constituency Development Fund

JSMI Job Satisfaction Measurement Instrument

MoE Ministry of Education

SPSS Statistical Package for the Social Science

TSC Teachers Service Commission

NACOSTI National Commission for Science, Technology and Innovation

KNUT Kenya National Union of Teachers

ABSTRACT

The purpose of this study was to investigate the influence of the Boards of Management's Governance Practices on teachers and job satisfaction in secondary schools in Tana River County. The study sought to determine the extent to which the Boards of management provision of autonomy to the teachers, involvement in decision making, recognitions and provision of conducive working environment influence secondary schools teachers job satisfaction. The target population consisted of all 308 Board members in the 22 public secondary schools and all 286 TSC teachers working in Tana River County. Stratified sampling was used to sample 143 teachers since it ensured equal chances for all schools. The study sampled 154 BoM members among them school's Board chairpersons and secretaries. The study used descriptive survey design whereby teachers responded to a questionnaire while the Board of management responded to an interview. The two research instruments were picked due to their convenience and low cost. The questionnaire return rate was 84.17 percent. Data was analyzed by use of descriptive statistics and presented by means of pie charts, bar graphs and frequency tables. The study found that 80 percent teachers were satisfied with the autonomy provided by the Board during classroom teaching. On whether the Boards consulted the teachers before making decisions, 38.3 percent teachers were disgruntled with teachers' involvement in setting school and subject targets while 65 percent of the respondents were also displeased with school infrastructure. On provision of conducive working conditions by the board, majority of teachers, 55 percent were disappointed with the conditions of the offices and staffrooms. On housing, only 12.5 percent teachers were housed in the area schools. Most of the teachers were thus forced to commute for long distances outside the schools. Concerning recognition of teachers by the Board, majority 66.7 percent teachers were unhappy with monetary tokens by the Boards for work well done. Most of the teachers 84.1 percent were discontented with training opportunities provided by the BoM. Majority of the teachers, 51.6 percent indicated their disappointment with out of school treats. The study concluded that the Boards of Governance practices played a major role in teachers' job satisfaction and should build more staff houses in order to house most of the teachers within the school to alleviate the problem of teachers' commuting from far areas outside the schools. The study recommends that the Board of management should assess the safety and sanitation situation and address not only infrastructure but also policies and guidelines to ensure the safety and hygiene of both teachers and students in Tana River County.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Job satisfaction is one of the major areas of interest in the fields of organizational behavior and human resource management practices. It reflects employees' attitude towards their job and commitment to the organization (Armstrong, 2009). Managers are thus compelled to consider the motivational levels of their subordinates. Managers have a moral responsibility and obligation to provide the employees with a satisfying and conducive work environment. The aim should be to satisfy workers so that they can make positive contributions in terms of higher productivity, quality of products, services and less wastage to the organization (Njoroge, 2014).

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. He found out that 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.

In a study carried out by Njue (2003) on job satisfaction among secondary school teachers in Nairobi Province, Kenya, teachers were found to be highly

demotivated in their jobs due to work environment and working conditions. The teachers felt uncomfortable in most staffrooms because they were not spacious enough. Facilities like toilets, adequate classrooms, spacious and well-furnished staffrooms should be provided by the institution's management.

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. Moche (2013) recommends that, to enhance corporate governance there must be an all-inclusive approach to governance that recognizes and protect the rights of all members and all stakeholders. Good governance practices aims at achieving fairness, responsibility, accountability and transparency in the governance of institutions and organizations.

Developing countries are now increasingly embracing the concept of corporate governance knowing that it leads to sustainable economic growth (World Bank, 2002). Corporate governance has become an issue of worldwide importance in private sector corporate Governance Trust (PSCGT, 2002). It is the engine of growth internationally and increasingly responsible for providing employment and public services and good infrastructure (PSCGT, 2002). Corporate governance is now an international topic due to globalization of business. It is acknowledged to play a major role in management of organizations in both developed and developing countries.

England has experienced a lot of difficulties in attracting competent school governors to take part in day to day school governance. Other than that, competitively getting and retaining qualified school principals has also been another nightmare especially in private secondary schools (Harry, 2007). 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 and providing for the wellbeing of all other stakeholders and entire society (Vinten, 2002).

In a study carried out by Orina (2008) among mathematics teachers in Nyamira Division, working conditions were found to be sensitive factors that needed to be addressed in order to be realized. Okumbe (1992) also carried out s research on levels of job satisfaction among graduate teachers in secondary schools in Siaya 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 and the work environment.

As it is in Vinten (2002) prompt feedback is a must to employee motivation and job satisfaction. Usually employees thrive in an environment that channels timely feedback to them. To be effective, feedback should be objective and considering actual performance of the employee.

A company's physical working environment and design affects employees'

behavior and job satisfaction. According to (Harry, 2007) there is more to the physical working environment than safety and cleanliness. An innovative work place design facilitates the flow of information, improves communication and boost productivity. A badly designed work environment leads to frustration and hurts job satisfaction.

According to Okumbe (1992) most teachers in secondary schools and higher education institutions, have met their basic needs, and therefore education managers should focus on creating a work environment that satisfies the growth or higher order needs. Clean and attractive surroundings tend to make workers happy when doing their work thus increasing job satisfaction. The converse is true, that poor working conditions such as inadequate space, noisy and uncomfortable surrounding will make the workers dissatisfied with their work.

In study done by Sogomo (1993) a significant relationship between job satisfaction of teachers and the school environment was found in his study done in Rift Valley province. He proposed that the working environment in the school should be such that it enhances teachers' sense of professionalism and in turn decrease their dissatisfaction.

According to Njoroge (2014), teachers with greater autonomy show greater level of job satisfaction than teachers who feel they have less autonomy. Board of governance support on student behavior, and feelings of control are consistently shown to be associated with teacher job satisfaction.

Researches by Applegate (2013) ; Njue (2003) and Heery and Noon (2001) have shown that when employees are given the freedom associated with autonomy, job satisfaction rises as measured in terms of reduced absenteeism rates and reduced turnover rates. It's theorized that increased level of job satisfaction in employees stems from a feeling of a greater responsibility for the quality of their work. Autonomy in a working environment has also been shown to increase motivation and happiness, along with decreasing employee turnover working in such a cooperative and enriching environment can have positive impact on job satisfaction. Other studies have also attempted to exclaim workers' job satisfaction as a function of the individual's personal characteristics and characteristics of the job itself.

According to Nzube (1999), a work environment that rewards good performance and genuine employee efforts improves job satisfaction. Employees have different needs and will respond to monetary or non-monetary rewards which boost employee's self-esteem. According to Mghana (2013) praise and recognition are effective in motivating employees, hence producing job satisfaction. Koontz & Weihrich (2009) indicated that employees have a need for recognition, which contributes to a state of a meaningful job. This entails credit for work done, which can be supported by management through verbal praise of excellent work and public recognition through rewards (Mboga, 2010).

Nzube (1999) proposes that a manager can motivate his employees by

recognizing their achievement through praising individual, team's success, and also by regularly holding meetings to monitor and counsel on the individuals and the organization's progress. Praise and recognition have been used extensively to influence job performance. Some of the recognition awards are certificates and pledges which sometimes accompany gifts and cash awards. The effects of recognition rewards on teacher job satisfaction depend primarily on whether the rewards are based on performance. A hardworking worker expects a greater recognition award than non-performing worker (Mollo, 2013).

Akinyi (2013) one of the topical issues in education in Zimbabwe is the question of teacher involvement in decision making. Teachers are more critical of the traditional bureaucratic and authoritative top-down method of administering and managing schools. Teachers like other citizens, are becoming more and more aware of their rights. As such, teachers are demanding that they be involved in decision making process not only in their schools but in national educational issues as well as Press reports have also shown the general dissatisfaction by the teachers, schools' heads and the general public on issues of school management, and decision making (Harry, 2007).

Koontz & Weihrich (2009) involvement of sub-ordinates by the board of management has attracted major advocacy in modern day management at the same time, involvement in decision making is viewed as a major component of democracy. As such, many questions have been raised on the extent to which

teachers can be involved in decision making, not only at school level but even on national education issues (Heery & Noon, 2001). A number of theories have been advanced to explain decision making in school management, within the context of shared decision making, the process of decision making itself which revolves around issues of participation in problem solving and decision making. Participation is viewed as contributing to the achievement of the organizational course (Kimeu, 2013). According to Kasomo (2006) decision making is the problem that confronts the human beings throughout life. Therefore there is need to develop the trait of a decision maker at an early stage in life, and this is according to (Koontz & Weihrich 2009) where it can be done in a democratic school environment. Kimeu (2013), concurred that, involvement of sub-ordinates in decision making increase productivity and reduces resistance to change.

In secondary schools governance practices describe the framework that guides the school Boards of management in fulfilling its mandate in the management of schools. The Kenya government established the Board of Management under the education Act Cap. 211 in 1968 which is currently the Basic Education Act (2013). According to Education Act Cap 211, the Board of management has specific powers in the task of managing secondary schools. The BoMs has a common seal and may use or be used in its corporate name. The Board of Management governs secondary schools according to stipulation of the TSC Act. They also manage the school according to the 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 Board delegates most of its functions to committees; academic standards committee, quality and environment committee, discipline, ethics and integrity committees, Audit committees and human rights and students welfare committees. 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 interest of the institution and to ensure its development.

According to Moche (2013), Boards 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 managers are vested with the role of deciding which projects are to be undertaken in a given year, it is paramount for the Board to consult the teaching force in order to agree on common priority projects in the institutions.

1.2 Statement of the Problem

Many studies have been done on governance practices and their influence either on teachers' job satisfaction or student performance in KCSE in other counties. Such studies include Njoroge (2014), Mghana (2013), Akinyi (2013) and Mollo

(2013). The purpose of this study was to determine the influence of the Board of management governance practices on teachers' job satisfaction in secondary schools in Tana River County, Kenya where the study has not been done before. This study was aimed at exploring governance practices employed by BoMs in secondary schools in Tana River County to reveal their influence on teachers' job satisfaction. Do BOMs in Tana River County recognize the effort of their teachers as they serve in the schools? Are teachers in Tana River involved in making major decisions that affect their daily life in the schools? Do BoMs provide teachers with adequate autonomy as they execute their teaching and administrative duties? Do BOMs provide conducive working environment for teachers in their schools? Do the Board of management practices; recognition of teachers, involvement of teachers in decision making, provision of autonomy to the teachers and provision of conducive working environment influence secondary school teachers' job satisfaction in Tana River?

The study examined the extent to which the objectives can reduce the rate of teachers' turnover in Tana River County which had been widespread due to tribal clashes and insecurity in the recent past. According to Armstrong (2009) high employee turnover is a mark of low job satisfaction. Most teachers working in the coastal region are from other counties. Teachers working in Tana River, Lamu and the neighboring Garissa Counties are dissatisfied as compared to other counties in the coastal region like Kilifi, Mombasa, Taita Taveta, and Kwale

counties resulting to falling educational standards. Tana River County is the most affected. Tana River being a hardship county faces many challenges resulting to poor performance and though most of the area secondary schools hold annual prize giving days during which teachers are recognized in hope of motivating them to work harder and post better results. For the last five years the county had been scoring a mean score of D as shown in table 1.1

Table 1.1 Tana River county KCSE Results from 2010 – 2014

Year	Entry	Mean Score	Mean Grade
2010	882	2.888	D
2011	890	2.953	D
2012	952	2.911	D
2013	780	3.0	D
2014	1152	3.35	D

(Source: Tana River County Education Office, 2015)

The poor performance was a major concern to parents, teachers, political leaders, the county government and the national government of Kenya. One of the causes of poor performance was identified as chronic absenteeism and low morale of teachers and job dissatisfaction among teachers (KNEC, 2002). Through the Constituency Development Fund (CDF) and County government, the schools in the region were funded to ensure that they improve in terms of infrastructure as most of them lacked basic facilities like library rooms, adequate classrooms and

staff offices.

According to the Basic Education Act No. 14 of 2013 it is evident that the Board of management is mandated with specific powers in the management of education in secondary schools. The study was to investigate whether the Boards of Management in the county contribute mostly to job dissatisfaction among teachers in Tana River County as they execute their functions.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of Boards of managements' governance practices on secondary school teachers' job satisfaction in Tana River County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives.

- a) To determine the influence of recognition of teachers' efforts by BoMs on teachers' job satisfaction in secondary schools in Tana River County.
- b) To establish the influence of teachers' involvement in decision making by BoMs on teachers' job satisfaction in secondary schools in Tana River County.
- c) To determine the influence of the BoMs' provision of autonomy to the teachers on their job satisfaction in Tana River County.

- d) To examine the influence of the provision of conducive working environment by the BoMs on teachers' job satisfaction in Tana River County, Kenya.

1.5 Research Questions

The study was based on the following research questions:-

- a) To what extent does recognition of teachers' effort by the BoMs influence secondary school teachers' job satisfaction in Tana River County?
- b) What influence does involvement of teachers in decision making by the BoMs has on secondary school teachers' job satisfaction in Tana River County?
- c) How does provision of autonomy by the BoMs influence secondary school teachers' job satisfaction in Tana River County?
- d) To what extent does provision of conducive working environment to the teachers by the BoMs promote secondary school teachers' job satisfaction in Tana River County?

1.6 Significance of the Study

The study on BoM practices on teachers' job satisfaction in Tana River County may be of great emphasis on factors that cause job satisfaction and job dissatisfaction in secondary school teachers in the County. The BoMs may use the findings to improve the terms and working environment for the teachers in the schools in order to increase their job satisfaction. The study may also be immensely contributed to the strategies that would help to cope with management

challenges faced by BoMs. 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.

1.7 Limitations of the study

The study posed a limitation since the data to be captured would be applicable at that particular moment only (Mollo, 2013). The distance between the schools in the area under study can pose a challenge especially because of the poor road network. The researcher will make use of the motorbikes in order to reach all the targeted schools.

1.8 Delimitation of the study

The study was conducted among teachers and members of Boards of management in public secondary schools in Tana River County. The study focused on Board members governance practices in relation to teachers job satisfaction. The study covered the public secondary schools since it was assumed that the private secondary schools had different governance structures and most of them may lack Boards of Management.

1.9 Basic Assumptions of the Study

The researcher had the following assumptions in the course of the study

- i. That the respondents would give honest and truthful responses to the questions in the study.
- ii. That the respondents would have time, willingness and ability to read and respond to the questionnaires.
- iii. 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 refer to freedom or power given to teachers by BoMs in decision making during classroom teaching, student's admission, counselling of students, disciplining and setting of subject targets.

Board of management refer to a body corporate mandated by the Basic Education Act (2013) to govern secondary schools.

Conducive working environment refer to an appropriate teaching atmosphere such as comfortable seats, spacious offices and classrooms, and availability of teaching materials.

Governance practices imply the management activities that the BoM engages in, in order to ensure effective and efficient management of schools as reflected in the research objectives.

Involvement in decision making refers to the teachers' participation in critical decisions that directly affect their work and involve issues related to

budget, teachers' selection, and scheduling and curriculum delivery.

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 –refers to post primary institutions that are developed and maintained by public funds from the government.

Recognition refers to giving teacher 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.

1.11 Organization of the study

The study contains five chapters. Chapter one includes background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, delimitation of the study, assumption of the study, definition of significant terms and the organization of the study. Chapter two includes the introduction, literature review of the variables, summary on literature review, theoretical framework and conceptual framework. Chapter three contains introduction of the chapter, research design, target population, sample size and sampling procedure, research instruments, instruments validity, instruments reliability, data collection procedure and data analysis. Chapter four further contains data analysis and discussion of the findings, while chapter five finally covers a summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

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

2.2 Concept of Corporate Governance and Teachers' Job Satisfaction

According to Harry (2007) describes governance as the proper function of institutions and their acceptance by the public. Corporate governance implies the practice of accountability, transparency and efficiency in management of public organizations/institutions. Vinten (2002), recommend that to enhance corporate governance, there must be an all-inclusive approach to governance that recognizes and protects the right of all members and all stakeholders-internal and external. In addition, the institution must be governed and managed in accordance with the mandate granted to it and lastly the institutional governance framework should provide an enabling environment within which human resources can contribute and bring to bear their full creative powers towards findings innovative solutions to shared problems.

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, should be involved in the management of schools appropriately. Job satisfaction and dissatisfaction not only depends on the nature of the job, it also depends on the expectation and what the job supply to an employee (Muindi, 2011). Mboga (2010) 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 Tana River County. Job satisfaction is influenced by the factors like salary, working environment, autonomy, communication and organizational commitment (Heery & Noon, 2001).

2.3 Recognition of teachers by the board and job satisfaction

According to Moche (2013), recognition is an essentially positive feedback that makes employees know they are valued and appreciated by their co-workers and the organization or institution. To have the greatest impact in the workplace, recognition activities should also reinforce and encourage work that enhances employees and institutions 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 praise, respect, awards, training opportunities and right tools for the job.

According to Koontz & Weihrich (2009) jobs should be enriched to make them 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. 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 e-mail, at meetings or even on the sticky notes (<http://www.hrweb.mit.edu>, 20-08-2013). The study intended to investigate the extent to which employee recognition through; training opportunities, prizes, challenging responsibilities and certificates as a management variable is being applied in secondary schools in Tana River County. According to Mollo (2013), employees who get recognized tend to have higher esteem, more confidence, more willingness to take new challenges and more eagerness to be innovative.

2.4 Board's involvement in decision making and Job satisfaction

Involvement of employees in decision making on a regular basis is a non-financial reward. According to Harry (2007) people are motivated by being consulted on action affecting them by being "in the act". Most people at the Centre of an

operation have knowledge both of problem and solution to them. The right kind of participation yield both motivation and knowledge both of which are valuable for the enterprise success (Knootz & Weihrich, 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 (Njue, 2013). Consultation leads to job enrichment. The researcher investigated whether involvement in decision making as a management variable is exercised by secondary schools boards of management in Tana River County.

2.5 Board's provision of autonomy and teachers' satisfaction

Pearson & Moomaw (2005) posts that autonomy is a common link that appears when examining teachers motivation, job satisfaction, stress, professionalism and empowerment, and ranges from school management to autonomy in the classroom. Best & Kahn (2006) reported that teachers need more space and freedom and class control from the employer in attempt to keep education at a higher level and also keep the teachers satisfied.

There should be dialogue between teachers and managers to make teachers more satisfied with their job and keep them interested in the teaching profession.

Njue (2013) in his research shows that when employees are given the freedom associated with autonomy, job satisfaction rises. It's theorized that this increased level of job satisfaction in employees stems from a feeling of greater responsibility for the quality of their work. Autonomy has also been shown to

increase motivation and happiness along with decreasing employee turnover. However, having too much autonomy can backfire. The culture of the organization will play a large role in how successful autonomy can be. For example some employees work better with little oversight, while others need extra direction. Too little direction can be confused with disorganization, instead of freedom (Heery & Noon, 2001). Teachers with greater autonomy shows greater level of job satisfaction than teachers who feel they have less autonomy (Mghana, 2013).

Imonje (1990) found out that the job satisfiers in public secondary schools included the medium of instruction, relationship with other teachers and autonomy/freedom to select resources. The job dissatisfiers included pay, status of teachers and opportunity for development. The researcher intended to investigate whether autonomy is practiced in the management of secondary schools in Tana River County.

2.6 Board's provision of conducive working environment and job satisfaction

According to Best & Kahn (2006), work environment is defined as an employer's workplace, work instrument, the work itself, organizational policy and organization rules. The working environment contributes 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 classrooms and well

equipped laboratories will result into job satisfaction. Aesthetics, for instance, flower gardens will also add to the staff's job satisfaction. There should be adequate working facilities or tools of work and the buildings should be safe in order to avoid chances of accidents or insecurity.

According to Mboga (2010), the science laboratories should be safe for both the students and teachers. Teachers should be provided with coats and gas masks while undertaking practical lessons. There should be safety devices like fire extinguishers and gas chambers for harmful chemicals. The school boards of management should utilize ergonomics that is, the working environment and working procedures should promote both the wellbeing of employees and effectiveness of the process. Heizberg (1965) 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 these conditions as hygiene factors. In schools these conditions include good toilets, subsidized meals, television set, comfortable furniture and newspapers. Working environment also include physiological environment with supportive members of staff and cooperative students. According to Kimeu (2013) the working environment should be comfortable and satisfying if positive results are to be realized

2.7 Summary of Literature Review

In the literature review it was evident that Njoroge (2014) and Mughana (2013) in their studies showed that, teachers could be slightly satisfied with working

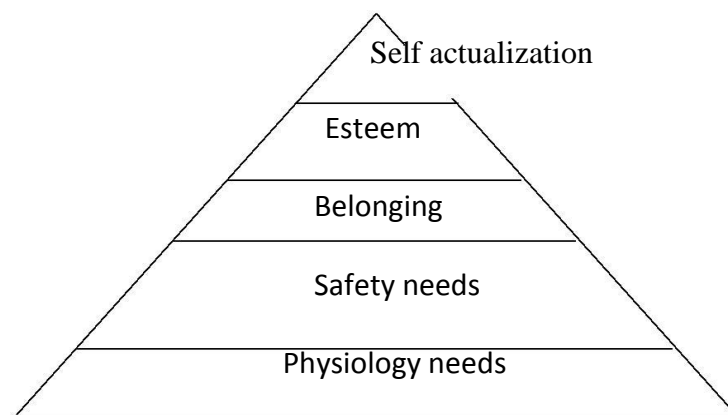
environment, security, work content and supervision in counties like Nairobi and Taita Taveta unlike to other counties such as, Lamu and mostly Tana River and Garissa counties. In Kenya the problem of teacher`s job satisfaction had been addressed in various forums such as trade unions meetings, seminars and public educations commissions. More so salary increase and improved working conditions for the teachers have been recommended by some of these commissions (Republic of Kenya 1985). Akinyi (2013) observed that graduates teachers were dissatisfied by remuneration and promotion, but slightly satisfied with working conditions, working environment, security, work content, supervision that could be a dissatisfying situation when compared to Tana River. The study therefore established the extent to which good governance by BOMs provision of conducive working environment, recognition of teachers` efforts, involvement of teachers in decision making, influenced teacher`s job satisfaction of secondary schools in Tana River County.

2.8 Theoretical Framework

According to Matheka (2004), motivation and satisfaction are often explained using the same theories. This study was based on the need-based theories of motivation which explain that several factors influence a person`s desire to work or behave in a certain way. The need-based theories explain that motivation and job satisfaction are aspects that occur intrinsically or within an individual and that a satisfied employee is a motivated employee.

The study was guided by Maslow's Hierarchy of needs theory. The theory was relevant to the study since it contained the entire research variables presented in the research objectives, that was, the five governance practices that influence secondary school teachers' job satisfactory. According to Maslow (1970) there are certain minimum requirements that are essential to a decent standard of living. These are known as psychological needs and include food, shelter, health and clothing. These are primary needs and have to be catered for before other needs such as security and shelter, sense of belonging and affection, love esteem and finally self-actualization are pursued. Maslow's general arguments 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 hierarchy of needs



Source: Koontz, 2009

The security or safety needs imply that people must be free from physical danger and fear of losing a job. Affiliation or acceptance implies the need to belong and to be accepted by others. Institutions and other organizations should thus allow

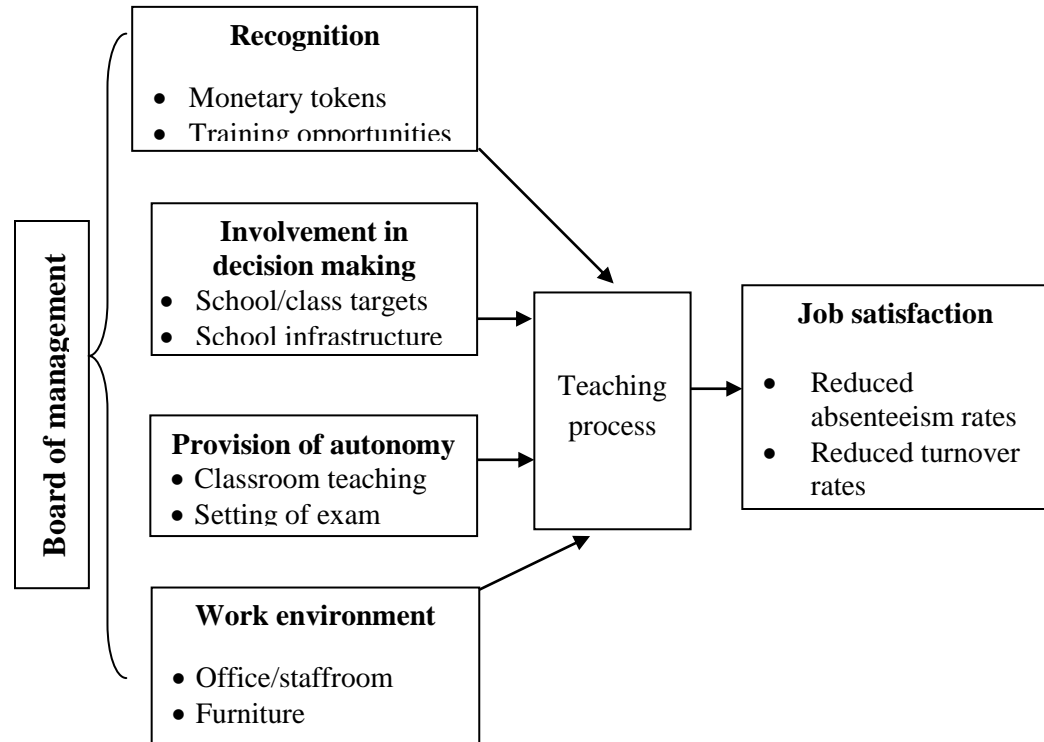
employees to form unions and welfare clubs in order to improve the affiliation needs. Esteem needs means that after people have satisfied the other low level needs; they tend to want to be held in esteem by themselves and by others. This kind of need produces such satisfaction as power, prestige, and status and self-acceptance (Koontz & Wehrich, 2009).

Self-actualization is regarded as the highest need in his hierarchy. According to Maslow's hierarchy of needs theory, the low order needs like shelter and food to be fulfilled before going to the higher order needs. As such, the school managers should have a priority list that conforms to Maslow's hierarchy of need. This will go along to enable schools to sustain a highly motivated and satisfied workforce; teaching and non-teaching staff.

2.9 Conceptual framework

The conceptual framework in figure 2.2 summarizes the governance practices necessary for teachers' job satisfaction. It shows the interaction between the independent variables; recognition, involvement in decision making, autonomy and conducive work environment, and the dependent variable which is teachers' job satisfaction.

Figure 2.2: Conceptual framework on governance practices that influence teachers' job satisfaction



The Board of management will create a conducive learning atmosphere by recognizing the teachers' effort, involving teachers in decision making providing teachers with autonomy, and creating conducive working environment. When the school Board of management provide teachers with above inputs (Job satisfiers) then teachers enjoy their job and hence their respective schools post good results in both normative and summative evaluation like the KCSE. Likewise, if the Board of management fails to provide the identified inputs, then this results in demotivated teachers in their job. Therefore their schools perform poorly in both internal and external examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methodology that the researcher used in the study. The section is composed of the research design, the target population, sample size and sampling procedure, research instruments, instrument's 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 (2013) the main purpose of descriptive survey design is to describe the state of affairs as it exists at present. Descriptive 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

According to Mugenda and Mugenda (2003) a target population is the entire group of individuals, events or objects having a common observable characteristic. The target population of this study was 286 employed teachers by TSC in all the 22 secondary schools in Tana River County. The study also made use of key informants 308 who included 14 members of the BOMs of the 22 secondary schools in the same county. Thus target population will be 594

respondents who include teachers and board members in all the 22 public schools in the county. Source: (TSC and Education offices Tana River County, 2015).

3.4 Sample size and sampling procedure

According to Mugenda and Mugenda (2003) a sample is a representative proportion of the target population and must be able to accurately represent the population characteristic which is under investigation.

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, the sample size was 50 percent of the target population. That was 50 percent of 286 which was 143 teachers and 50 percent of 308 board members which translated to sample size of 154 board members since each school had 14 members in all the 22 schools from the area under study were sampled. Also the schools were categorized into 3 groups depending on whether they are day or boarding schools, that is, partially day and boarding schools, full boarding schools and full day secondary schools. The study targeted sample size of 50percent of the areas' 286 teachers. Proportional allocation of teachers using 50percent of the teachers per school category was used to select the teachers from each secondary school in the area. The total sample size of the target population of teachers is 143 In order to identify the specific teachers to be included in the

study, the researcher used random sampling. The researcher used 50 percent of 308 of Board members in the area secondary schools were purposively sampled as key informants. This ensured equitable distribution of teachers as shown in the table below 3.4

Table 3.1 Proportional sample size of teachers per school

School Strategy	No. of schools	No. of teachers (n)	50% Sample size per category
Day School	13	169	85
Boarding Schools	4	52	26
Day & Boarding Schools	5	65	32
TOTAL	22	286	143

3.5 Research Instruments

The researcher used questionnaires to gather data from the sampled teachers whereas interview guides was used on the key informants; Boards members and secretaries. The commonest instrument of data collection in descriptive survey design is the questionnaire (Orodho, 2003). The researcher made use of Okumbe's (1992) Job Satisfaction Measurement instrument in preparing the questionnaire with slight modifications to make it fit the study. The questionnaire

was divided into two sections. Section one had questions on demographic factors of the respondents like age, gender, years of service and teaching subjects. The other section of the questionnaire concentrated on the reasons that teachers considered as satisfiers and dissatisfies 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 in Tana River County.

3.6 Instruments' Validity

According to Sapford (2007) content validity implies is the extent to which the data constitute accurate measurements of what is supposed to be measured. Best and Kahn, (2004) states, that validity is determined by expert judgment. The researcher sought the supervisor's expert judgment to determine the content validity of the questionnaire. The researcher also made use of the 4 teachers picked at random from Hola Secondary School in Tana River County in order to eliminate bias. The pilot data was analyzed and the results were used to modify and improve the questionnaire before rolling it out to the sampled population.

3.7 Instruments' Reliability

Reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials (Mugenda & Mugenda 2003). This study used the test retest reliability where the same instrument was administered twice in a

period of two weeks and then the scored outcomes were correlated. 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 scores

Σ = the sum of

x = first set of the scores

y = Second set of the scores

Σxy = Sum of the product of first and second sets of scores

Σx = Sum of the first set of scores

Σy = Sum of the second set of scores

Σx² = Sum of squares of the first set of scores

Σy² = Sum of squares of the second set of scores

In both times, each case was be treated separately and the results were be generated into percentage. A comparison between the percentages responses per item was then be made in order to check whether the responses were consistent.

3.8 Data Collection procedures

After the project approval at the university by the department of Education Administration and Planning, the researcher applied for a permit to carry out the study from National Commission for Science, Technology and Innovation (NACOSTI). The permit was presented to the Tana River County Commissioner

to request for permission to carry out the research in Tana River County, Kenya. The researcher presented introduction letters to all the principals of the area schools in order to be permitted to undertake the study. The researcher dropped and picked the questionnaires within two days in order to minimize chances of manipulation of data. Hand delivered questionnaire will have higher response-rate than mailed questionnaires (Rukwaru, 2007). The interview guide was administered to all the 143 board members inclusive of the board secretaries of the Boards of management in the area 22 secondary schools for the purpose of corroborating the response received from the area teachers.

3.9 Data analysis techniques

Data analysis entails categorizing, ordering, manipulating and summarizing raw data to obtain answers to the research questions (Kothari, 2004). The researcher inspected the data collected for unanswered questions and wrongly responded questions. The data was then coded for easy processing. The study generated both quantitative and qualitative data. Descriptive statistical tools, for instance, frequency tables, percentages 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 was presented in prose form. The findings for the quantitative data were presented using descriptive statistics tools like pie charts, frequency tables and percentages.

3.10 Ethical issues in data collections

According to Kombo and Tromp (2006), a researcher must obtain informed consent from any subjects used in the study and must ensure that all subjects participate voluntarily. The researcher also maintained confidentiality at all times. Only certain people who conducted the research knew the identity of the participants therefore the researcher took all reasonable measures to protect subjects physically and psychologically considering the contact and giving attention to all the ethical issues associated with the carrying of research

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of research findings. The purpose of the study was to investigate the influence of Boards of Management's governance practices on secondary school teacher's job satisfaction in Tana River County, Kenya. The findings of the study were based on four research questions, namely:-

- a) To what extent does the Board of Managements' recognition of teachers' effort influence secondary school teachers' job satisfaction in Tana River County?
- b) What influence does involvement of teachers in decision making, by the BoMs have on secondary school teachers' job satisfaction in Tana River County?
- c) How does provision of autonomy by the board of management influence secondary school teachers' job satisfaction in Tana River County?
- d) To what extent does provision of conducive working environment to the teachers by the BoMs' promote secondary school teachers' job satisfaction in Tana River County?

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 70 percent response rate very good.

Table 4.1 Summary of the response rate

Target respondents	Sample size	Response	Return rate %
Teachers	143	120	83.91
Board members	154	130	84.41
Totals	297	250	84.17

The response rate was 84.17 percent. This reasonable response rate was made a reality after the researcher made personal calls and visits to remind the respondents to fill-in and return the questionnaires. The teachers response rate was rated very good in line with Mugenda and Mugenda (2003) criterion explained earlier. The response rate from the Board was exemplary especially when one considered that most of them were busy professionals who at times had tight schedules. Also, most school principals who are also the secretaries to the school's BoMs were very busy with the administration of their respective schools.

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 subject, levels of education, school category and housing of the teachers.

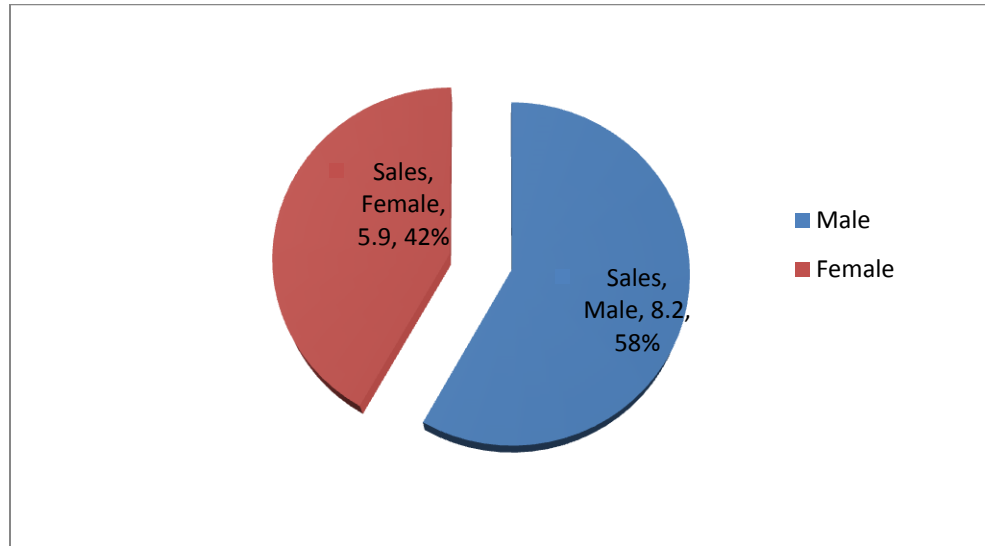
4.3.1 Distribution of respondents by gender

Gender of the respondents was considered in order to highlight the ratio of male and female teachers working in the area under study. In a 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.

Acker (2006) observed that gender equality was a very important as a trait, as it can be used to improve performance of all staff involved. He argued that it fosters teamwork and also creates a sense of unity and an aspect of working together for a common goal with every individual effort whether male or female being important to the attainment of the overall objectives. A gender sensitive firm provides a conducive environment where a staff or a manager is supposed to interact with other colleagues of the opposite gender in pursuit of excellence and achievement of set targets. The study would thus assist the researcher to establish whether there was such gender disparity in Tana River County.

The gender distribution of the teachers is shown in figure 4.2.

Figure 4.2 Distribution of respondents by gender



Of the 120 respondents who participated in the study 70 were male while the rest 50 were female. This could be as a result of high turnover and hardship in the area. The figures 4.2 above show that majority 58.4 percent of the teachers were male while female were the minority. The findings were similar with Mghana (2013) who found that 61 percent of the teachers working in Voi District were male and 39 percent were female. This findings also compared well with Njeri (2014) who found out that majority of the teachers working in Ndeiya Division , Kiambu County were male while the least number of teachers were female.

In a study carried out on job satisfaction among female teachers in Bangladesh by Tasmin (2006) it was observed that female teachers were more dissatisfied with unfavorable working condition than the male teachers and can be seen as the case in Tana River County. According to Kithaka (2013) research findings on TSC

employees in Nairobi observed that majority of the respondents were male which represented 51 percent while 49 percent were female. According to this finding TSC shows is a body which encourages and allows women to join their husbands at their places of work. This could be the reason why the gender is almost equal at TSC headquarters Nairobi, Kenya.

The female teachers may be finding working in Tana River County quite a challenge since the area lacked all-weather roads, other social amenities like quality schools for their children and also fear of insecurity and tribal clashes that comes up due to attacks of time to time from al-shabaab in the neighboring areas like Garissa and Lamu Counties.

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

Table 4.2: Gender composition of the board members

Gender	f	percent
Male	104	80
Female	26	20
Total	130	100.0

The table shows that majority of the board members in Tana River county 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 in any public institution. The findings were in agreement with Kimeu (2013) who did his research in Kathonzweni district and Njoroge(2014) who did her research in Kiambu.

4.3.2 Respondents' age distribution

The researcher sought to determine the age distribution of the teachers and Board members since this would affect their job competence due to the level of experience. 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. The distribution of respondents' age is as shown in table 4.3.

Table 4.3: Teachers and Board members age distribution

Age category (in years)	Teachers		Board members	
	f	%	f	%
Below 35	28	23.3	0	0
36-45	75	62.5	14	10.7
46-55	12	10.0	86	66.2
Above 56	5	4.2	30	23.1
Total	120	100.0	130	100.0

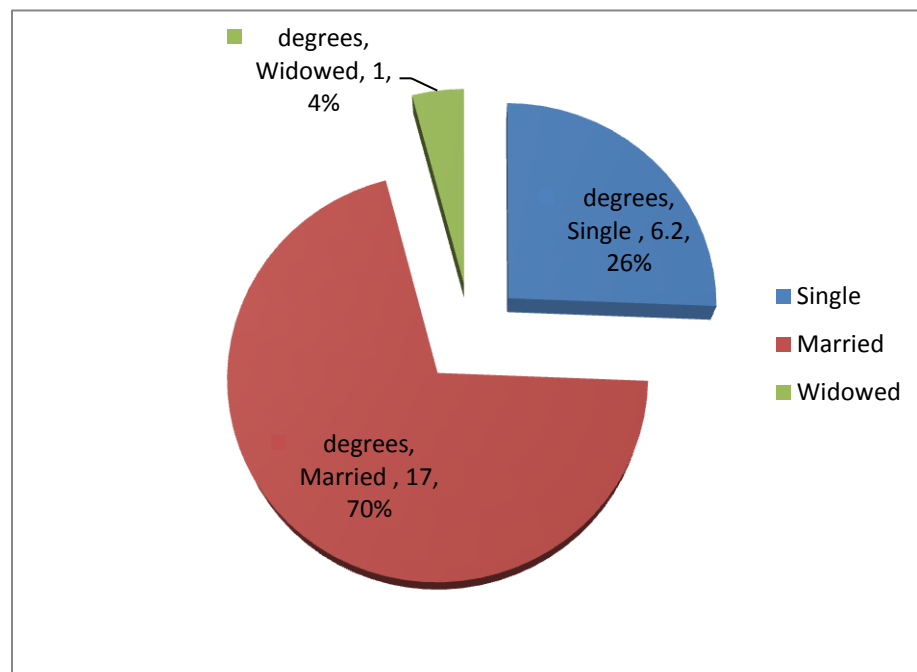
The table shows that a minority 23.3percent of the teachers were in the youthful age while most 62.5percent were middle aged. A few teachers (10 percent) were within the 46 – 55 years. Only a dismal number 4.2percent of teachers were above 56 years. The table shows that majority of the teachers were energetic enough to offer quality service to the students. A study carried out by Okumbe (1992) shows that young employees give high expectations and aspiration which may not be met by the organization, this automatically translates to low levels of job satisfaction among the youthful employees.

It was also found that, no Board member was within the age bracket of the youths, which is below 35 years. However, the finding meant that the interest of youthful teachers was 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 of the Boards were highly experienced and thus suited for management role in secondary schools. The research shows 23.1percent of the board members were above 56 years implying that a good number was already retired from active work engagement. The findings meant that the given members of board could be highly experienced and thus suited for the management role in secondary schools.

4.3.3 Distribution of respondents by their 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 unfavorable working conditions than the male teachers. This study sought to establish the actual scenario in Tana River County. Figure 4.3 contains a summary of the findings of the respondents' marital status.

Figure 4.3 Respondent's 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

Akinyi (2013), states that work experience has a significant impact on workers job satisfaction, the researcher sought to find out how many years the teachers had worked in Tana River County. Table 4.4 present a summary.

Table 4.4: Teachers working experience

Teaching experience	f	%
Below 5 years	46	38.3
6 – 10 years	40	33.3
11 – 15 years	26	21.7
Over 16 years	8	6.7
Total	120	100.0

Table 4.4, most teachers have been working in Tana River County for less than 5 years. The findings showed that 38.8 percent of teachers were new in the county and could probably be unsettled, thus unable to handle their job tasks well. Also,

it may imply high-turn-over of teachers in the county. Teachers with an experience of between 6 to 10 years made a third of teachers’ population while 21.7 percent of the teachers had a teaching experience of between 11 – 15 years. These were the teachers who had substantial working experience necessary for effective performance of the demanding teaching job. Kimeu (2013), in a study on the relationship between teaching profession and human capital, found that teaching profession depends highly on the governance practices of which she indicated that the skills can be acquired through experience.

4.3.5 Teacher’s workload

The researcher sought to know the weekly workload for each teacher. 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’ workload

Workload	f	%
Below 16 lessons	8	6.7
16 -20 lessons	12	10
21-25 lessons	66	55
26 and above lessons	34	28.3
Totals	120	100.0

Table 4.5 indicates that the least number of teachers had a weekly workload of 15 lessons and below. This was in line with the TSC guidelines that teachers should be fully utilized. The teachers with 16 -20 lessons made a small percentage while majority of the teachers had a weekly workload of 21-25 lessons and quite a number with above 26 lessons 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, preparing and giving student appropriate feedback. This is an indication of the understaffing situation in Tana River County.

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 under-staffed ones. The results are shown in table 4.6

Table 4.6: Distribution of teachers by departments

Subject area	f	%
Mathematics	12	10
Sciences	40	33.3
Languages	42	35
Humanities	21	17.5
Applied sciences	5	4.2
Total	120	100.0

The teaching subjects were grouped into categories and the researcher sought to know the area of specialization of the respondents. It was observed that some teachers taught in more than one area of specialization. Table 4.6 indicates that just over a third of Tana River teachers worked in the science department. The teachers working in the humanities department accounted for 17.5percent. The mathematics teachers were a meager 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 language department were the majority of the area teachers. The applied sciences had the least number of the teachers. The inadequate number of the applied sciences 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 demand in their subject areas.

4.3.7. Distribution of teachers' by their responsibilities

The researcher sought to know the responsibilities of teachers other than teaching. This would assist in determining if the extra duties interfere with their performance hence dissatisfaction or they present challenging responsibilities which would otherwise promote teachers' job satisfaction. The results are shown in figure 4.7.

Figure 4.7: Distribution of teachers by responsibility

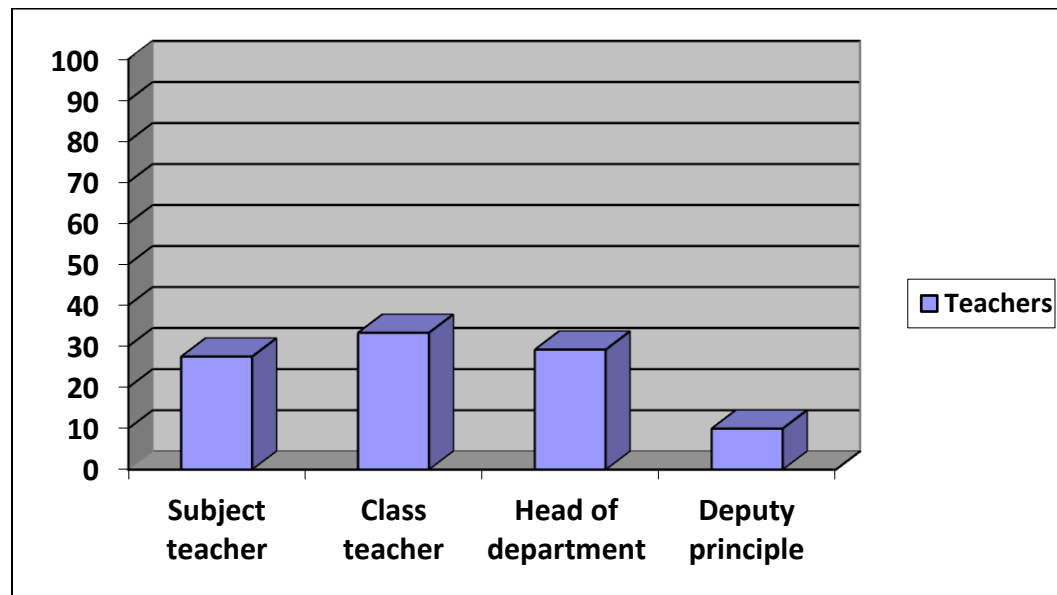


Figure 4.7 indicates that a reasonable number of the respondents were subject teachers and no other responsibilities. A third of the respondents were class teachers while more than quarter were heads of departments and deputy principals. However, it was noted that most of the teachers were engaged in more than one administrative duties of the school other than teaching. Although teachers are administrators, there is need to employ more teachers to cushion those with responsibilities which may improve their job satisfaction.

4.3.8 Respondents level of education

The study sought to find out the respondents' level of education since this affected employees' job satisfaction (Olando, 2003). For the BoMs academic qualification would enable 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 Board of management's code of management. The results are shown in figure / figure 4.8

Figure: 4.8 Respondents level of education

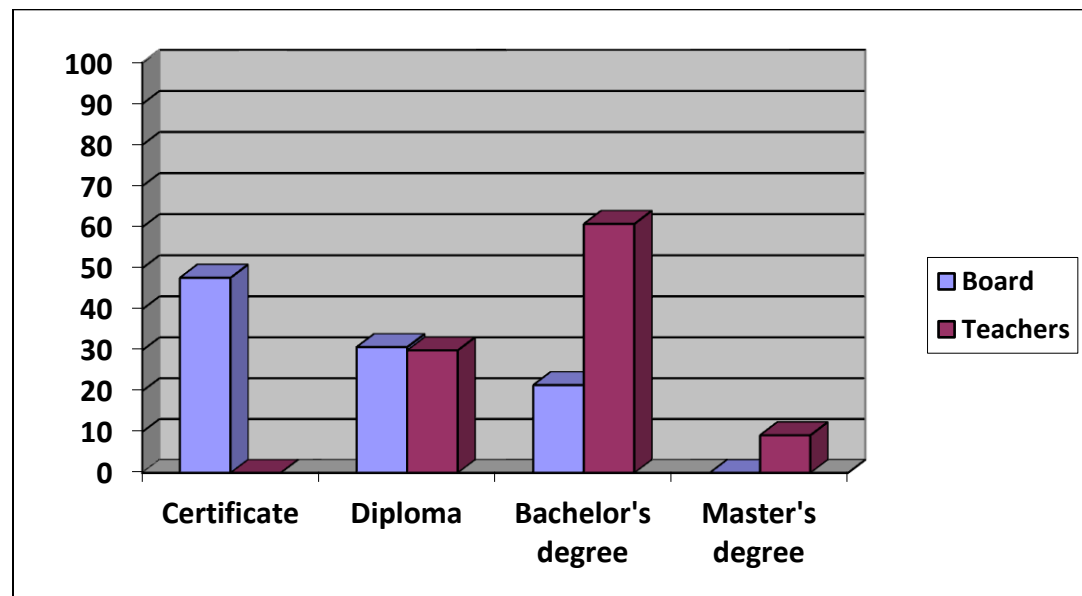


Figure 4.8 indicates that the least education qualification for secondary school teachers was a diploma in education. According to the TSC, a diploma in education was the least qualification required for one to teach in the secondary school. Majority of teachers had a bachelor's degree. Teachers who had Masters'

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 teacher's mobility to major towns where institutions of higher learning were located.

Majority of the BoMs had a certificate while BoMs who had a bachelor degrees made the least and no BoM had a master's degree that was in concussion to Kimeu (2013) who found out that majority of the BoMs possessed only a certificate. Almost one third of Board members possessed diploma as their highest educational level, while the least members of the Board had a bachelor's degree.

Since most of the boards of management members were 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 Board chairman is a university degree and KCSE certificate for the Board members. The BoMs level of education is paramount since they make most of the decisions affecting teachers which may increase or decrease the teachers' levels of job satisfaction.

4.3.9 Distribution of teachers by places of residence

The researcher sought to find out how the teachers in Tana River county were housed since this contributed to an employee's job satisfaction. The research findings are shown in table 4.9.

Table 4.9: Teachers housing

Category of staff housing	f	%
School house	15	12.5
Own house	24	20
Rental house	81	67.5
Total	120	100.0

Table 4.9, shows that majority of the respondents were living in rental houses while the rest either lived in their own houses or were housed by the school. This indicate that most of the teachers commuted from areas outside Tana River county like Malindi and Garissa counties, as only a very small proportion of the area teachers were housed within the schools. The study found that, this was due to inadequate houses and also houses of low quality that lacked essential amenities like quality schools and all-weather roads in the area. This finding was similar to Matheka (2004), who noted that the teachers' working conditions in rural areas were relatively poor and not conducive for the best performance of the teachers who happen to have trained in university located in urban areas.

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. Findings from previous studies (Mghana, 2013; Sogomo 1993; Njoroge, 2014), showed that majority of teachers were not satisfied with the provision of housing in their respective schools.

4.3.10 Distribution of teachers by school type

The researcher sought to know the relationship between the school category of the teacher and their job satisfaction. This is because there may be marked difference in certain characteristics in the target population that may influence the study outcome. The respondents who participated in this study were from different schools stratified by gender and whether or not they had boarding facilities as indicated in table 4.10.

Table 4.10: Distribution of teacher by school type

Category of school	F	%
Day school	13	59.1
Partially day/boarding	5	22.7
Full boarding	4	18.2
Total	22	100.0

It is evident from table 4.10 that most of the schools in Tana River County are day schools while the rest are either pure boarding or mixed day schools. This is clear indicator of the infrastructural disparity existing in the schools which may satisfy or dissatisfy teacher working in those schools.

4.4 Governance practices that influence 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 recognition of teachers' effort by BoM, teacher's involvement in decision making by the BoM, provision of autonomy to the teacher by BoM and provision of conducive working environment by BoM. The researcher made use of the following key:

1. Extremely satisfied (ES)
2. Moderately satisfied (MS)
3. Satisfied (ST)
4. Extremely dissatisfied (ED)
5. Moderately dissatisfied (MD)
6. Dissatisfied (DT)

4.4.1 Extent to which recognition of teachers efforts in execution of their duties by BoMs influence teachers' job satisfaction.

Objective one sought to determine the extent to which recognition of teachers' job satisfaction. The researcher therefore sought to find out whether the BoMs made use of recognition in appreciating the teachers' efforts in secondary schools in Tana River County. Table 4.11 contains the findings.

Table 4.11: Recognition of teachers by the Board and job satisfaction

	ES		MS		ST		ED		MD		DT	
	f	%	F	%	f	%	f	%	f	%	f	%
Monetary Tokens	0	0	4	3.3	8	6.7	13	10.8	15	12.5	80	66.7
Training Opportunity	4	3.3	6	5	59	7.5	25	20.8	30	25	46	38.3
Challenging Opportunity	5	4.2	11	9.2	24	20	12	10	29	24.2	39	32.5
Prize giving day	6	5	17	14.2	33	27.5	20	16.7	18	15	26	21.7
School treats	0	0.0	20	16.7	38	31.7	11	9.2	19	15.8	32	26.7

The key informants reported that they gave recognition to teachers who registered good grades in their subject in KCSE exams. The rewards they gave included prices such as wall clocks and utensils such as thermos flasks. Other incentives included issuing of certificates of merit and recommendation letters, lunches and trips as well as monetary rewards.

Among the key aspects investigated included monetary rewards to the teachers. The majority of the respondents' 66.7% were displeased with the monetary token they got from their respective schools. An overwhelming majority 84.1% were disgruntled with the availability of training opportunities compared to 15.9

percent who had varying levels of satisfaction. The respondents 33.3 percent were contented with BoMs' recognition of teachers' efforts through assigning them challenging opportunities. However, 66.7 percent respondents were unhappy with the same. Respondents 53.4 percent were displeased with the prizes awarded during price-giving events while 46.6 percent respondents had some satisfaction with the same. Another way of recognizing teachers' efforts is through facilitating them for an out of school treats. Partly 48.4 percent of the respondents were gratified with the out of school events. Similarly, 51.6 percent of the respondents were disgrantled with the out of school treats.

From the above discussion it is obvious that most of the recognitions efforts seem to be working hence a very disappointed teaching fraternity in Tana River County. 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 Mghana (2013), recognition influenced the job satisfaction of secondary schools teachers in Voi District since it affected their job satisfaction and motivated them.

4.4.2 Teachers' involvement in decision making by BoM and job satisfaction.

Objective two sought to investigate the extent to which teachers are involved in decision making by BoM's influence teachers' job satisfaction. In a study carried out by Wyer and Masin (1991), found that lack of employee involvement in decision making influence job satisfaction is a much obstacle in developing business. So the researcher sought opinion of the respondents on the extent of teachers' involvement by BoM in making critical decisions on the running of the schools in Tana River County. Table 4.12 shows the teachers respondents.

Table 4.12: Teachers' involvement in decision making

	ES		MS		ST		ED		MD		DT	
	F	%	f	%	f	%	f	%	f	%	f	%
School infrastructure	6	5	16	13.3	20	16.7	18	15	24	20	36	30
School/ class target	12	10	20	16.7	42	35	10	8.3	15	12.5	21	17.5
Class size	11	9.2	18	15	24	20	16	13.3	20	16.7	31	25.8
School budget	22	18.3	20	16.7	18	15	15	12.5	19	15.8	26	21.7

The key informants reported that the BoM involve teachers in decision making through open forums where teachers express their concerns. In addition the teachers are represented in BoM meetings by the deputy principals and the heads of academic departments. At times the BoM and teachers have a common lunch during which issues affecting the school are discussed.

One of the areas where teachers were investigated was teacher involvement in decision making on infrastructure. The respondents 65 percent were discontented, while 35 percent were contented with the involvement in decision making. Further, the researcher sought to investigate the extent of teachers' involvement in setting school and subject targets 38.3 percent of the respondents were unhappy

with the involvement of teachers while setting school and subject targets as compared to 61.7 percent who were gratified.

The respondents 55.8 percent were unhappy with teachers' involvement in decision making on class size while 44.2 percent of them were comfortable. There were equal number of respondents 50 percent who were pleased with teachers' involvement in decision making in budget and schedules as compared to those who were displeased. From the above finding, is clear that a good number of teachers were contented with the extent to which BoMs involved teachers in decision making that influence job satisfaction.

According to Nzuve (1999), a manager can increase power by sharing it with subordinates since a person who receive something from another usually want to give something in return. This shows that it is imperative for teachers to be involved in making decision that affect them as they work if they are to own and implement the same objectives.

Moche (2013), suggests that employee involvement in decision making is important in success of any institution. In relation to this findings as compared to Kitheka (2014) states that, as employees are more powered their job stress decreases; lack of employee involvement and high turnover rates impact the organization; when the employees feel unsatisfied and unappreciated they leave the organization, and high staff turn-over due to dissatisfaction puts higher

workloads and stress to those who remain ultimately thus further driving down job satisfaction.

4.4.3 BoMs provision of autonomy to the teachers and job satisfaction

In objective three sought to establish the extent to which provision of autonomy to teacher by BoM influence teachers' job satisfaction in secondary schools in Tana River County. To address the objective the respondents were asked to indicate their level of job satisfaction in relation to provision of autonomy in such aspect like classroom teaching, disciplining students, setting of exams and subject targets. The findings are as shown in the table 4.13

Table 4.13 Autonomy to the teachers and job satisfaction

	ES		MS		ST		ED		MD		DT	
	f	%	f	%	f	%	F	%	f	%	f	%
Classroom teaching	18	15	22	18.3	56	46.7	5	4.2	7	5.8	12	10
Guidance & counseling	10	8.3	18	15	20	16.7	14	11.7	24	20	34	28.3
Disciplining students	8	7	14	12.3	19	16.7	18	15.8	25	21.9	30	26.3
Setting of exams	28	23.3	33	27.5	42	35	10	8.3	5	4.2	2	1.7

According to the informants, teachers are given autonomy to undertake their work. Regarding to teachers autonomy in classroom teaching few respondents were disgruntled with the teacher autonomy in classroom teaching while the rest 96 had varying level of satisfaction with 56 being gratified, while the rest were disappointed with the autonomy in handling guidance and counseling issues.

The researcher sought respondents' opinion on level of teachers in disciplining students. A paltry 6 respondents did not respond to this. Those who responded, majority expressed some level of disappointment. When asked on the autonomy in setting examination, a meager 14.2 percent of the respondents were discontented, while the rest 85.8 percent were gratified. However, it was noted that freedom must go with the responsibility it deserves. According to Armstrong (2009), autonomy is an example of non-financial reward that arises from work itself thus teacher are placed under the supervision of the BoM secretaries.

4.4.4 Provision of conducive working environment by BoMs 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 role and carry them. Also as related to Armstrong (2009), the researcher thus

sought to investigate whether the Board of Management in Tana River County provided conducive working conditions to their teachers in order to motivate them to work harder. Table 4.12 shows the results.

Table 4.14: Provision of conducive working conditions

	ES		MS		ST		ED		MD		DT	
	f	%	F	%	f	%	f	%	f	%	f	%
Office/staffroom	12	10	17	14.2	25	20.8	16	13.3	23	19.2	27	22.5
Toilets	8	6.7	13	10.8	17	14.2	34	28.3	27	22.5	21	17.5
Furniture	11	9.2	15	12.5	16	13.3	31	25.8	26	21.7	21	17.5
Teaching materials	4	3.3	10	8.3	13	10.8	20	16.7	26	21.7	47	39.2
Classrooms size	16	13.3	25	20.8	23	19.2	15	12.5	14	11.7	27	22.5

The respondents showed that the Boards provided conducive working conditions in the offices and staffrooms with some few of the respondents being happy. Majority 55 percent of the teachers expressed their disappointment with the condition of the offices and staffrooms.

The findings are similar to that of 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. Teachers felt uncomfortable in most staffrooms because they were not spacious enough. Facilities like toilets, adequate room-space and drinking water.

Majority 68.3 percent of the respondents were displeased with the conditions of the toilets, while 78 of the respondents were also disgruntled with the conditions of the furniture provided by the board which constitutes to 65 percent of all respondents. Some almost same with Mghana (2013) finding which showed that teachers were not satisfied with classrooms' conditions and is contrary to Njoroge (2014) in Lari, Kiambu county where teachers were satisfied with toilets and furniture provided by the board.

As pertains to the teaching and learning materials, majority 77.6 percent of the respondents were frustrated while those who were comfortable comprised of less than a quarter of the respondents. 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 was noted that one way of attracting the best brains into the teaching profession was by offering better services especially remuneration and better working conditions.

The respondents that were 53.3 percent showed that Board of management involved teachers 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 and school offices.

Nzuve (2010) state that, a poor fit between employees and their jobs will increase the search for alternative jobs and that physical environment that include well stocked libraries, adequate classrooms and well equipped laboratories will result to job satisfaction. Therefore building design and layout should be safe in order to avoid chances of accidents or insecurity and this will add to the staff's job satisfaction. This also concurs with Mboga (2010) where the science laboratories should be safe for both the students and the teachers, more so safety devises like fire extinguishers and gas chambers for harmful chemicals.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the entire study and the presents the conclusions. The recommendations 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 BoMs governance practices that influence secondary school teachers' job satisfaction in Tana River County. A questionnaire for the teachers and interview guides for the members of the secondary schools' Boards of management and principals guided the study. The questionnaire was validated through consultation with the supervisors and other educational research experts. The questionnaire also went through piloting. The study was conducted using the descriptive survey design. The study targeted all the 22 public schools in Tana River County. A sample size of 143 teachers and 154 board members were selected for the study.

Findings of the first research question which sought to establish the extent to which the BoMs in Tana River County recognize the teachers revealed that the majority 66.7 percent were disgruntled with recognition through monetary tokens. On the same note, 84.1 percent of the teachers were discontented with training

opportunities. This implied that there were very few opportunities for improving teachers' skills of work.

This is in relation to a study by World Bank (2000) that indicated that there was a strong relationship between staff training and efficient service delivery in the public sector where it was observed that the persons with higher education and professional training provided efficient services as compared to their counter parts with low level of education.

Thus teachers gratified with recognition by use of out of school treats were a paltry 48.4 percent. The teachers who felt that recognition through provision of challenging responsibilities made a significant proportion of 33.3 percent. The findings relate with the findings of Kitheka (2014) who postulates that employee recognition /recommendation letters are the foundation of success as everything in the current market environment relies on the employee recognition, which is asserted that the employee recognition in an organization are the most important intangible asset, especially in terms of performance . Mollo (2013), noted that lack of recognition for work well done by teachers resulted in dissatisfaction making some of them to resign from the profession.

Findings on the second research question on involvement of teachers by the BoMs in decision making revealed that majority 61.7 percent of the teachers felt contented with the Board's involvement in setting the school/subject target while

majority 55.8 percent of the teachers' expressed their disappointment with the Boards involved in class size.

There was equal number of respondents, that is, 50 percent who were contented with teachers' involvement in decision making in school budget. As pertains to involvement on issues touching on the school infrastructure, majority 65 percent of the teachers were displeased against 35 percent who were fulfilled. It is in this context that the study concluded that with improved involvement of teachers by the Board, the teachers' morale to work harder and post good examinations' results could be realized.

Although the empirical research has illuminated the understanding of why managers delegate and the outcomes of delegation, there is paucity of research on the effective (Sapford, 2007), states why delegation is related to its demonstrated outcomes. Findings on the third research question on the provision of autonomy to the teachers by the Board revealed that 80 percent the teachers were pleased with classroom autonomy. The number of teachers who were comfortable with autonomy in examination setting was 85.8 percent while minority 40 percent were gratified with the autonomy provided by the Board in guidance and counseling. Those who were satisfied with autonomy in disciplining the students stood at 36 percent. Researches by Applegate (2013); Njue (2003) posits that autonomy is a common link that appears when examining teachers motivation, job satisfaction, stress, professionalism, empowerment and ranges from school management to

autonomy in classroom. This also concurs with Best and Kahn (2006) who reported that teachers need more space, freedom and class control from the employer in attempt to keep education at a higher level and also keep the teachers satisfied. In conclusion, there should be a dialogue between teachers and managers to make teachers more satisfied with their job and keep them interested in the teaching profession.

Findings on the fourth research question that sought to establish the extent to which the Board provided conducive working condition to the teachers. The study revealed that majority 55 percent of the teachers were uncomfortable with the condition of the offices and staffrooms. Concerning the conditions of the toilets in schools, 68.3 percent expressed their disappointments. The teachers, 35 percent expressed their disgruntlement with the school furniture. Majority of teachers, 77.6 percent were displeased with the provision of teaching materials.

The study revealed that schools Boards of Management needed to work harder in providing conducive environment for the teachers. Also from the demographic information, it was evident that most schools in Tana River County needed to put up staff houses for teachers in order to motivate them to work harder in their respective areas.

Njue (2003), revealed that secondary school teachers in Nairobi were highly demotivated by factors like physical facilities in that, teachers felt uncomfortable in most staffrooms because they were not spacious enough, a clear indication that

it might be the case in many areas that the BoMs are not providing the requisite facilities. Herzberg (1965) 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: where he referred to these conditions as hygiene factors. Also Matheka (2004) indicates that physical conditions affects employee's safety perceptions which impact upon employee commitment and satisfaction.

5.3 Conclusions

The Boards of management governance practices influencing teachers' job satisfaction in Tana River County the study concluded that there were various governance practices that were related to recognition of teachers by the Board, governance practices that are related to teachers' autonomy and provision of conducive working environment that influence teachers job satisfaction. It was found out the Boards governance practices had far reaching effects on 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 consultation with the teachers since this would make the teachers own the targets set and therefore work towards achieving them. Employee's engagement is enhanced if their voices are 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 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. Kitheka (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 those smarter 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 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 Tana

River County. The study found out that teachers needed to be recognized with such things like training opportunities, out of school treats, monetary tokens and being given challenging tasks. It was also found out that incentives like rewards, monetary token and training opportunities come in handy as teachers' motivators. Most of the mentioned incentives were either inadequate or lacking in most secondary schools in Tana River County.

5.4 Recommendations

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

- i. There is need to assess the safety and sanitation situation in secondary schools in Tana River County. This should address not only the infrastructure but also the policies and guidelines to ensure the safety and hygiene of both teachers and students. The Tana River County government should consider initiating a task force with state department of education and other relevant departments in efforts geared towards addressing the root cause of the problem.
- ii. The government and the board of management should come up with a scheme of recognizing teachers' efforts and achievements in their line of work. This has been a contentious issue for long and requires a concerted effort by all stakeholders to realign it with teachers; expectations. The

need for immediate motivation for any good work done need to be overemphasized.

- iii. Board of management in Tana River County 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 school. Most of the commuting teachers were already tired by the time they reached their working stations thus having low motivation to work hard.
- iv. The Tana River secondary school Board of management should encourage and fund school trips for both teachers and 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 Kenya certificate of secondary education.
- v. The study also recommends that the Board of management in Tana River County should develop and nurture a cordial working relation 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. The school Boards should also device a mechanism of rewarding both the teachers and students whenever they register good grades in KCSE in order to ensure competitive spirit in the whole county and beyond.

5.5 Suggestions for further research

The study found out that teachers working in Tana River County had not been adequately motivated to work hard in their teaching job. The county Boards of management in this area 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:-

- i. Since the study was carried out in one county only, more studies should be replicated in other counties in Kenya.
- ii. There is need for further research on other governance practices' variables that influence secondary school teachers' job satisfaction other than the four identified in this research.
- iii. Studies may also be done on the Boards of management governance practices using other research instruments other than a questionnaire and interview.
- iv. There is need for further research in involvement and decision making of employees that is teachers since decision rights allow employees in deciding on issues that affect them for they have a say in defining the right

key performance indicators and establish critical success factors concerning their job responsibilities.

- v. Further research ought to be carried out on the Board 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.

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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, Tana River.

Dear Sir/ Madam,

Re: Questionnaire on the BOM's governance practices influencing teacher's 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 teacher's job satisfaction in Tana River**. 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 school's identity will be treated with utmost confidentiality.

Thank you in advance.

Yours faithfully,

Faith Kiilu

APPENDIX B: KEY INFORMANT’S INTERVIEW GUIDE (ALL MEMBERS OF BOARD OF MANAGEMENT)

This interview is meant to obtain information on the governance practices that influence secondary school teachers’ job satisfaction in Tana River County. 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 judgment, 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?

APPENDIX C: TEACHER'S QUESTIONNAIRE GUIDE

You are kindly 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 purposes. 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 ()
56 and above ()
3. What is your marital status? Single () Married () windowed ()
4. For how long have you worked in Tana River County under the TSC?
Below 5 years () 6-10 years () 11-15 years () over 16 years ()
5. What is your weekly teaching workload? 16 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 ()
Bachelor's degree () Masters () Doctorate ()
9. 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) 2-Moderately satisfied (ES)
- 3- Satisfied (S) 4-Extremelydissatisfied (ED)
- 5- Moderately dissatisfied (MD) 6- Dissatisfied (D)

1. Teacher’s recognition by the Board of management

To what extent are you satisfied with:	ES	MS	S	ED	MD	D
a) monetary tokens						
b) Training opportunities						
c) Challenging responsibilities						
d) Rewards during price giving						
e) Out of school treats						

2. Teacher`s involvement in decision making

To what extent are you satisfied with:	ES	MS	S	ED	MD	D
a) School infrastructure						
b) Setting subject/school targets						
c) Class size						
d) School budget						

3. Provision of autonomy to teachers by the Board of Management

Please indicate the extent to which you are satisfied with:	ES	MS	S	ED	MD	D
a) Classroom teaching						
b) Guidance and counseling						
c) Disciplining students						
d) Setting of examinations						

4. Provision of conducive working environment to the teachers

Please indicate the extent to which you are satisfied with:	ES	MS	S	ED	MD	D
a) Offices/staffrooms						
b) Toilets						
c) Furniture						
d) Teaching materials						
e) Classroom size						

Thank you for co-operation.

REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **6365**

CONDITIONS: see back page

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

THIS IS TO CERTIFY THAT:

MS. FAITH NDUKU KIILU
of UNIVERSITY OF NAIROBI, 90-101701
Mombasa, has been permitted to
conduct research in Tana River County

on the topic: INFLUENCE OF BOARDS OF MANAGEMENT GOVERNANCE PRACTICES ON TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS IN TANA RIVER COUNTY, KENYA

for the period ending:
31st December, 2015

Permit No : NACOSTI/P/15/7350/7769
Date Of Issue : 26th August, 2015
Fee Received :Ksh 1,000

Ful Director General
National Commission for Science, Technology & Innovation



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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:

26th August, 2015

NACOSTI/P/15/7350/7769

Faith Nduku Kiilu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Boards of Management governance practices on teachers’ job satisfaction in secondary schools in Tana River County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Tana River County** for a period ending **31st December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Tana River 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.


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Tana River County.

The County Director of Education
Tana River County.



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

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams "EDUCATION OFFICER", HOLA
Telephone: HOLA, 0722694502

When replying please quote

REF NO : AI/TRD/ED/GEN/VOL.4/55



SUB-COUNTY DIRECTOR OF EDUCATION
TANA RIVER COUNTY (GALOLE) SUB
COUNTY
P.O BOX 13-70101
HOLA.

19TH OCTOBER, 2015

ALL PRINCIPAL
TANA RIVER COUNTY

RE: RESEARCH AUTHORIZATION - FAITH NDUKU

The above named person refers;

This is to kindly inform you that Faith Nduku Kiilu permit NO:NACOSTI/P/15/7350/7769 who is a student at University of Nairobi pursuing a Masters Degree in Co-operate Governance in Education has been authorized to carry out research on "Influence of Board of Management Governance practices on teachers' Job satisfaction in secondary schools in Tana River County" for a period ending 31st December, 2015.

Any assistance accorded to her will be highly appreciated.

Thanks in advance.

A handwritten signature in black ink, appearing to read 'Chongah M. A. Julius'.

CHONGAH M. A. JULIUS
SUB- COUNTY DIRECTOR OF EDUCATION
TANA RIVER COUNTY

SUB-COUNTY DIRECTOR OF EDUCATION
TANA RIVER (GALOLE) SUB-COUNTY
PO. BOX 13-70101 HOLA



**THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL
GOVERNMENT**

Telegrams:
Email: countycommissionertanariver@gmail.com
Telephone: HOLA (046)62448 and 62215
When replying please quote

OFFICE OF THE COUNTY COMMISSIONER
TANA RIVER COUNTY
P.O. Box 1- 70101
HOLA

REF: TCC/ADM.37/20

19TH OCTOBER, 2015

Faith N. Kiilu
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.NACOSTI/P/15/7350/7769 of August 2015.

You have been authorized to conduct research on "Influence of Board of Management Governance practices on teachers' job satisfaction in Secondary Schools in Tana River County, Kenya." The data collection will be carried out in Tana River County for the period ending 31st December, 2015.

You are requested to share your findings with the County Education officer upon completion of your research.


**FRED N. MWANGANGI
FOR: COUNTY COMMISSIONER
TANA RIVER COUNTY**

cc

The County Director of Education
TANA RIVER COUNTY

The National Commission for Science, Technology & Innovation
P.O. Box 30623 – 00100
NAIROBI