

**INFLUENCE OF MANAGEMENT GOVERNANCE PRACTICES ON  
BOARD EMPLOYED TEACHERS' JOB SATISFACTION IN PUBLIC  
SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY, KENYA**

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

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## DECLARATION

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



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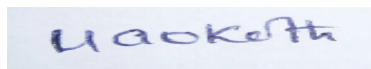
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## **DEDICATION**

I dedicate this thesis project to my parents Alfred Mboya and Beatrice Kalunda, Richard and my son Reese who encouraged me throughout the learning process and his genuine concern for my progress at each and every level of my study.

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## **TABLE OF CONTENTS**

DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
ABBREVIATIONS AND ACRONYMS .....	xi
ABSTRACT.....	xii

## **CHAPTER ONE**

### **INTRODUCTION**

1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	9
1.3. Purpose of the Study .....	11
1.4. Objectives of the Study.....	11
1.5 Research Questions .....	12
1.6 Significance of the Study .....	12
1.7 Limitations of the Study.....	13
1.8 Delimitation of the Study.....	14
1.9 Basic Assumptions of the Study .....	14
1.10 Definition of Significant Terms .....	15
1.11 Organization of the Study .....	16

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

2.1 Introduction.....	17
2.2 Concept of Teacher Job Satisfaction.....	17
2.3 Influence of Monthly Salary by Board of Management members on Board of Management Teachers' Job Satisfaction .....	19
2.4 Career Development by Board of Management members and Board of Management Teachers' Job Satisfaction .....	26
2.5 School Working Conditions by Board of Management Members and Board of Management Teachers' Job Satisfaction .....	29
2.6 Teachers' Recognition by Board of Management Members and Board of Management Teachers' Job Satisfaction .....	36
2.7 Summary of Review of Related Literature .....	44
2.8 Summary of Literature Review .....	46
2.9 Theoretical Framework.....	48
2.10 Conceptual Framework.....	51

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	53
3.2 Research Design.....	53
3.3 Target Population.....	54
3.4 Sampling Technique and Sample Size.....	54
3.5 Research Instruments .....	56
3.5.1 Questionnaires for Board of Management Teachers .....	57

3.5.2 Interview Schedule for Principals and Board of Management Members .....	57
3.6 Instruments' Validity .....	58
3.7. Instrument's Reliability .....	59
3.8 Credibility and Dependability of Qualitative Research Instruments .....	61
3.9 Data Collection Procedure .....	62
3.10 Data Analysis Techniques.....	62
3.11 Ethical Considerations .....	63

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

4.1 Introduction.....	65
4.2 Instrument Response Rate.....	65
4.3 Gender of Respondents .....	67
4.4 Background Information of School Principals .....	68
4.5 Background Information of BoM Members .....	70
4.6 Background Information of BOM Teachers .....	72
4.7 School Conditions By BOM Members and Board Teachers' Job Satisfaction.....	74
4.8 School's Conducive Conditions by BOM Members and BOM Teachers' Job Satisfaction .....	77
4.9 Rate Support for Career Development by BOM members on BOM Teachers' Job Satisfaction .....	79
4.10 Monthly Salary by BOM Members on BOM Teachers' Job Satisfaction .....	84

4.11 Management’s Recognition on Job Satisfaction.....	90
4.12 Rating the Level of Teachers’ Job Satisfaction .....	96
4.13 Correlational Analysis .....	100

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	104
5.2 Summary of the Study .....	104
5.3 Conclusion .....	107
5.4 Recommendations.....	108
5.5 Suggestions for Further Study .....	109

<b>REFERENCES.....</b>	<b>110</b>
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<b>APPENDICES .....</b>	<b>121</b>
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Appendix I: Letter of Introduction.....	121
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Appendix II: Questionnaire For BoM Teachers .....	122
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Appendix III: Interview Guide For School Principals and Board Members .	130
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Appendix IV: A Map of Westlands Sub-County.....	131
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Appendix V: Authorization Letter .....	132
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Appendix VI: The Resaerch Permit.....	133
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## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 3. 1: Sampling Matrix .....	56
Table 4. 1: Instrument Response Rate (n=312) .....	66
Table 4. 2: Background Information of School Principals (n=14) .....	68
Table 4. 3: Background Information of BoM Members (n=18) .....	70
Table 4. 4: Background Information of BOM Teachers (n=280).....	72
Table 4. 5: School Conditions on BOM Teachers' Job Satisfaction (n=280) .	74
Table 4. 6: School's Conducive Conditions and Teachers' Job Satisfaction (n=280).....	77
Table 4. 7: Support Rate for Career Development on BOM Teachers (n=280).....	80
Table 4. 8: Impacts of Monthly Salary on Job Satisfaction (n=312).....	87
Table 4. 9: A Correlational Test (n=280).....	89
Table 4. 10: Management's Recognition on Job Satisfaction (n=280).....	91
Table 4. 11: Rating the Level of Teachers' Job Satisfaction (n=280) .....	97
Table 4. 12: Correlational Analysis (n=312) .....	101

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
Figure 2. 1: Conceptual Framework .....	51
Figure 4. 1: Gender of the Respondents (n=312).....	67
Figure 4. 2: Monthly Salary for BOM Teachers on Job Satisfaction (n=280)	84
Figure 4. 3: Bracket Dates of Receiving Monthly Salary (n=280) .....	85

## **ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>CEB</b>	County Education Board
<b>CRS</b>	Conflict Resolution Strategies
<b>GPS</b>	Global Positioning System
<b>KNUT</b>	Kenya National Union of Teachers
<b>KPIs</b>	Key Performance Indicators
<b>LEA</b>	Local Education Authorities
<b>LSB</b>	Local School Boards
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission

## ABSTRACT

The personnel and a dedicated workforce are often the primary organizational resources in every institution. Within the realm of education, instructors who serve on the Board of Management (BoM) are considered crucial pedagogical assets, and it is imperative to prioritize their job happiness. The objective of this study was to examine the correlation between board of management governance and work satisfaction among BoM instructors at public schools located in Westland Sub County, Nairobi County, Kenya. The study aimed to investigate the impact of several factors on the job satisfaction of board teachers in public secondary schools in Westland Sub-County, Nairobi County, Kenya. Specifically, the study sought to determine the effect of the monthly salary paid by boards of management, the support provided by boards for career development, the working conditions in schools, and the recognition given by management to board teachers on their job satisfaction. The study was informed by Maslow's Motivation Theory. The researcher applied a mixed design, including both qualitative and quantitative methodologies to collect data. The process of coding was employed to condense the acquired data into distinct categories for the purpose of data analysis. In addition, the Statistical Package for Social Sciences (SPSS) was utilized to analyze the acquired data. The data analysis was conveyed through the use of frequency tables, diagrams, bar graphs, and pie charts. The study results indicate that there is a correlation between BOM practices and job satisfaction among BOM teachers. This correlation is supported by the findings related to school working conditions ( $r = 0.270$ ,  $p\text{-value}=0.005$ ), career development ( $r = 0.477$ ,  $p\text{-value}=0.000$ ), the monthly salary for BOM teachers ( $r = 0.346$ ,  $p\text{-value}=0.000$ ), and teacher recognition by the board of management ( $r = 0.377$ ,  $p\text{-value}=0.000$ ). It is worth noting that all the  $p$ -values are below 0.005. Thus, the researcher determined that there is a noteworthy correlation between the governance of the board of management and the job satisfaction of teachers in secondary schools in Westland Sub-County, located inside Nairobi County in Kenya. Ultimately, the study findings indicated that BoM instructors employed in Westlands Sub-County lacked the necessary level of job satisfaction to exert maximum effort in their teaching profession. The study results suggest that boards of management should collaborate closely with BoM teachers to develop strategies for increasing job satisfaction levels. It is recommended to create effective career development programs to encourage teacher retention, provide opportunities for sponsored trips to tourist destinations, ensure fair compensation for BoM teachers, establish appropriate forms of recognition, and create conducive working conditions in secondary schools.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

The importance of job satisfaction in the modern workplace lies in its influence on employee productivity, creativity, innovation, absenteeism, and turnover rates. Content employees exhibit higher levels of productivity, creativity, and innovation, hence augmenting revenues and enhancing customer happiness. Moreover, staff absenteeism and turnover rates are reduced when job satisfaction is high (Somashkher, 2021; Setyaningrum & Ekhsan, 2021). Job satisfaction is assessed by considering multiple elements, including work enjoyment, supervision, thoughts, emotions, and behaviors (Gunawan & Hendriani, 2019). Employee performance is influenced by motivation and job satisfaction (Sumathi, Khanum & Supriya, 2020).

Theories of job happiness, such as those proposed by Maslow and Locke, center around the concepts of employee contentment and motivation. Applying these theories in educational institutions can enhance job happiness, the provision of high-quality education, student satisfaction, and academic performance. The theories of Maslow's hierarchy of requirements and Herzberg's motivation-hygiene theory highlight the importance of fulfilling fundamental needs as a fundamental basis for achieving happiness (Ştefan *et al.*, 2020; Bowen, 2021).

The job happiness of teachers is essential for fostering positive teaching methodologies and promoting meaningful learning, which in turn has a significant impact on student motivation and retention. The significance of international education studies is underscored, and endeavors are being undertaken to enhance it. Teachers who are seen to have stronger teaching competence and self-efficacy are more inclined to establish positive classroom processes and achieve favorable outcomes. The study conducted by Lauermann and ten Hagen (2021) and Adekanmbi and Ukpere (2021) found a significant association between minimum pay and teacher productivity. Additionally, the research showed that loneliness has a detrimental effect on job happiness, with emotional deprivation and lack of social companionship influencing both intrinsic and extrinsic satisfaction. In a study conducted by Tabancali (2016), it was discovered that social companionship had a considerable impact on extrinsic fulfillment.

Global teacher strikes demanding increased compensation have taken place in various countries, such as the United States, Mexico, Argentina, India, Uganda, Mozambique, and Kenya. Although the effects of increasing teacher salaries on student learning outcomes are inconclusive, this occurrence prompts inquiries regarding teacher compensation, such as salary levels, comparisons with other professions, working hours, additional employment, and associations with other economic factors (Das & Roy, 2020; Evans, Yuan, & Filmer, 2022). The career advancement of teachers is shaped by their motivations for pursuing their profession and their level of expertise. Personal development is intricately connected to professional development as educators

progress towards their desires, incentives, objectives, and responsibilities. Professional progress entails developing greater self-organization, self-assurance, and self-awareness within one's social, cultural, and professional environment (Galustyan, 2017).

The well-being of employees is adversely affected by a work environment that is characterized by high levels of stress (Sivanandam, 2020). Teachers' job satisfaction, contentment, and overall satisfaction are heavily reliant on positive workplace emotions. These emotions play a vital role in mitigating shortages and reducing high turnover rates within educational systems (Dreer, 2021). The working environment of teachers has an impact on the attitudes, responsibilities, and interactions of students. Factors such as the number of times, the ratio of staff to students, the quality of leadership, the state of infrastructure, and the availability of amenities have an impact on teachers' attitudes and performance. Multiple countries are impacted by issues such as inadequate compensation, excessive workloads, high levels of stress, and unfavorable work environments. However, the presence of inexpensive working conditions serves as a magnet for attracting and retaining skilled teachers (Education GPS, 2022).

The issue of teachers' salaries is highly debated, as demonstrations and strikes indicate that the pay is insufficient, while assessments of national income per capita indicate that the compensation is substantial. Teachers receive lower monthly pay compared to other workers, but their hourly compensation is higher as a result of working less hours (Evans et al., 2022). Recognizing

teachers for their diligent work and dedication is essential for fostering their involvement and affirmation. Teachers also actively pursue and derive advantages from receiving commendation for their efforts and ingenuity (Warnes, 2020). According to Özkan and Akgenç (2022), factors such as age, gender, career preferences, professional growth, and school location have an impact on the job satisfaction of teachers. Setyaningrum and Ekhsan (2021) found that work-life quality has a substantial impact on employee performance. This effect is mediated by job satisfaction, emphasizing the significance of work-life quality.

According to Britton and Propper (2016), there is a direct correlation between a 10% increase in the difference in teacher salaries and a 2% decrease in the overall academic performance of schools in England. The inadequate remuneration of teachers in Chile has a detrimental effect on their level of dedication, performance, and the overall quality of education. Additionally, it obstructs the ability to keep highly skilled teachers, resulting in inefficiencies and a detrimental effect on student learning (Mizala, 2015). In Indonesia, temporary educators, appointed by school administrators or management, play a role in upholding teaching material standards, overseeing the education process, and achieving success in national competitions. The study conducted by Ngabiyanto and Ismanto (2019) found that there is no notable disparity in the outcomes of Teacher Competency Testing between permanent and non-permanent instructors.



Job satisfaction among primary and secondary school instructors in China has experienced a notable increase, which can be attributed to various variables at both the individual teacher and school-wide levels. Teacher motivation, perceived disciplinary atmosphere, and teacher-student connections are important factors that strongly influence outcomes. The presence of learning-centered leadership and the availability of learning opportunities have a favorable influence on the professional development of teachers (Liu, Keeley, & Sui, 2023). Job security and status are the primary criteria that attract teachers in Vietnam, with more than half expressing satisfaction with their career choice, while 13% are willing to consider alternative professions. Job satisfaction has a modest correlation with career motives (Tien, 2018).

Job satisfaction in Pakistan is associated with factors such as recognition, working conditions, achievement, compensation, and opportunities for advancement. However, social demographic and academic factors such as age, gender, and job type do not have an impact on the satisfaction levels of instructors (Hameed, Ahmed-Baig & Cacheiro-González, 2018). In India, teachers derive satisfaction from receiving respect, recognition, opportunities for innovation, autonomy in their work, and encouragement for professional growth. Nevertheless, job contentment in Kolkata's education industry is diminished as a result of limited prospects for personal growth, unfavorable working environments, and internal intergroup interactions. Positive teacher-student interactions, a favorable work atmosphere, and prospects serve as significant incentives (Dreer, 2021).

Job dissatisfaction among educators in numerous developing nations leads to higher rates of absenteeism, student defiance, and academic underachievement (Sahito & Vaananen, 2020). Teachers in Nigeria are advocating for increased salaries, but, the Ministry of Education is facing a shortage of resources to meet this demand (Nwachukwu, 2016). Teachers in Malawi express significant discontentment with their remuneration and working circumstances (Kadzamira, 2015).

Shonje et al. (2016) discovered that instructors in Tanzania encounter substandard circumstances, a dearth of in-service training, and a shortage of essential equipment. Residing at a considerable distance from schools, they face difficulties in accomplishing their daily responsibilities, resulting in decreased motivation and causing them to frequently miss classes or arrive late. This discontent has a detrimental effect on pupils' academic achievement. In Ethiopia, Kebede and Demeke (2017) found that transformative leadership significantly enhances teacher job satisfaction. The study emphasized the need for leaders with characteristics that enhance both faculty job satisfaction and organizational success.

The Kenyan government actively advocates for inclusive education, ensuring that all children have equal access to education. They place great importance on the role of teachers in implementing the curriculum and fostering the success of students in their careers. Nevertheless, educators frequently exhibit a lack of motivation and instability, resulting in subpar performance in everyday academic responsibilities (Onyango, Bando, & Mise, 2023;

Mutunga, 2023). The Board of Management has a crucial role in shaping the school's success and well-being, which directly impacts teachers' job satisfaction. The study conducted by Maldrine (2020) found that the work environment, workload, and compensation methods have a substantial influence on the job satisfaction of public secondary school teachers. Highlighting these variables enhanced the job satisfaction of teachers, suggesting a favorable correlation in Nakuru West Sub County, Kenya. According to Wachira's (2013) research, a significant majority of science teachers in Murang'a East District, namely 82%, expressed their willingness to leave the teaching profession in order to pursue employment in other government sectors. Teachers ascribed it to inadequate compensation and job unhappiness. Teachers also reported significant dissatisfaction with their jobs, particularly in the realm of interpersonal relationships. Teachers often express dissatisfaction with the lack of funding for classroom supplies.

The research conducted by King'oina, Ngaruiya, and Mobegi (2017) revealed a significant absence of active participation from Boards of Management (BOM) in disciplinary procedures, promotion of transparent communication, and provision of guidance and counseling services in numerous schools. Inadequate implementation of the BOM function has a detrimental effect on students' academic performance. The study suggests that it is beneficial to actively participate in discipline, promote a culture of open communication and democratic decision-making, and allocate resources to build suitable facilities. According to the Washington State School Directors' Association (2015), school boards have the responsibility of establishing a clear vision,

determining goals, creating policies, distributing resources, and ensuring that there is accountability. A study conducted by Athman (2016) revealed that members of the Board of Management (BOM) have a significant impact on duties such as budget formulation, audit reports, and fundraising events. However, their involvement is restricted when it comes to collecting grants, contributions, and bursaries.

The research conducted by Nkundabanyanga, Tauringana, and Muhwezi (2015) in Uganda revealed that the effectiveness of governing boards, finance committees, meeting frequency, and financial knowledge have a substantial influence on the perceived performance of secondary schools. The Basic Education Act No. 14 of 2013 in Kenya grants authority to schools' Board of Management (BoM) to enhance the standard of education, guarantee adequate facilities, handle disciplinary matters, offer guidance and welfare services, protect human rights, maintain safety, foster open communication, promote democratic governance, and effectively manage resources, with the aim of cultivating a culture of discussion. Jaji, Okoth, and Mari (2017) underscore the significance of proficient administration of tangible assets and the enhancement of teacher expertise in ensuring the provision of education of superior quality. It is recommended that the Board of Management give priority to in-service training in order to promote the professional development of teachers.

The primary objective of the present study was to determine the impact of the board of members (BOM) on the job satisfaction of BOM teachers in

Westlands Sub County. Westlands sub-county is a constituent administrative division within Nairobi County. Although Nairobi city is known for its abundance of private, national, and county schools, many of these institutions are unfortunately impoverished. The job satisfaction of Board of Management (BOM) teachers in these schools is affected by various factors, including punctual class attendance, high level of commitment to their job, proper preparation of professional documents, low absenteeism, low turnover rate, meager monthly salary (less than 10,000ksh), job insecurity, absence of BOM teachers' unions, tendency to switch from public to private schools for better pay, lack of career advancement opportunities, unfavorable working conditions, teachers' lack of competence, limited career progression, and poor school performance. It is crucial not to overlook these indicators. Hence, the present study examined the impact of Board of Management governance on teachers' job satisfaction in public secondary schools in Westlands Sub-County. The study aimed to fill the information vacuum by investigating the correlation between BOM (Board of Management) governance and work satisfaction among BOM instructors in public secondary schools located in Westlands sub-county, Nairobi County.

## **1.2 Statement of the Problem**

In order to enhance the welfare of teachers, the Ministry of Education has implemented a policy requiring all teachers, including both Board of Management (BOM) and permanent teachers, to be registered by the Teachers Service Commission. This policy aims to eliminate non-teaching professionals

who are working as teachers, thereby creating job opportunities for trained teachers. The field of education is a substantial industry, employing numerous persons both domestically and internationally. Nevertheless, in Kenya, the esteemed reputation of teaching has diminished as a result of insufficiently educated educators, inadequate remuneration, unfavorable working circumstances, and a general aversion towards the profession. Consequently, there is a decreased level of enthusiasm among individuals towards the profession of teaching (Mwebi, 2016). For example, there have been reports of numerous BOM teachers transitioning from one school to another, while others are actively seeking permanent job under TSC. Several BOM instructors opt for private schools that offer attractive pay and favorable working conditions, while others refrain from teaching until they are absorbed by the TSC (Ekabu, Kalai, & Nyagah, 2018).

School principals encounter challenges in attracting instructors employed by BOM, primarily because to their inability to provide a satisfactory compensation package. The teachers employed by BOM have limited involvement in crucial decision-making processes, leading to challenges in empowerment. The inadequate assistance provided by BOM teachers in implementing training methods was perceived as a hindrance to professional advancement, whereas a deficiency in communication was recognized as a barrier to effective collaboration (Ngozi, Ikhimeakhu, & Amadi, 2022). In addition, the TSC lacks jurisdiction over instructors who are not covered by its terms of service, such as BOM teachers, and therefore cannot impose the code of conduct on them. Consequently, this contributes to their disadvantaged

position in society. However, the previous studies conducted by Kiilu (2015), Ngozi et al. (2022), Ekabu et al. (2018), and Mwebi (2016) have not provided statistical data, factual information, or comprehensive analyses of the governance practices of the Board of Management (BOM) and their impact on job satisfaction among BOM teachers in Westlands sub-county, Nairobi. Hence, it was imperative to examine the impact of BOM governance procedures on the job satisfaction of BOM instructors at public secondary schools in Westlands sub-county, Nairobi County.

### **1.3. Purpose of the Study**

This study sought to examine the correlation between board of management governance and the job satisfaction of teachers at public schools in Westland Sub-County, Nairobi County, Kenya.

### **1.4. Objectives of the Study**

The specific objectives of the study included:

- i) To determine the influence of paid amount of monthly salary by Boards of management on Board teachers' job satisfaction in Westland Sub-County, Kenya.
- ii) To determine the influence of Boards' support for career development on Board teachers' job satisfaction in Westland Sub-County, Kenya
- iii) To describe the influence of Board provision of conducive school working conditions on Board of Management teachers' job satisfaction in Westland Sub-County, Kenya.

- iv) To determine the influence of management's recognition of board teachers on job satisfaction in public secondary schools in Westland Sub-County

### **1.5 Research Questions**

The study was guided by following questions:

- i) To what extent does the amount of salaries paid by Boards of management influence Board teachers' job satisfaction in public secondary schools in Westland Sub-County, Kenya?
- ii) What is the influence of Boards of Management's support for career development on Board teachers' job satisfaction in public secondary schools in Westland Sub-County?
- iii) To what extent do Board of Management provision of conducive working conditions in public secondary schools' influence board teachers' job satisfaction in Westland Sub-County?
- iv) To what extent does recognition by Boards of Management influence teachers' job satisfaction in public secondary schools in Westland Sub-County?

### **1.6 Significance of the Study**

The study would enhance the existing knowledge base that may be leveraged by the school's Board of management to enhance job satisfaction among BoM teachers, hence improving the school's performance. Furthermore, the findings of the survey could offer significant perspectives for the school board management by evaluating the level of contentment among instructors on the



board. Consequently, this information would empower the board to pinpoint areas in need of enhancement and rectify any current deficiencies. In addition, the Board of Management (BoM) may consider implementing the study's recommendations in order to gain a deeper understanding of job satisfaction among BoM instructors at public schools in Kenya. The Kenya Educational Management Institute can employ the findings of this study to educate and empower members of the Board of Management in the management of BoM teachers in secondary schools, with the ultimate goal of enhancing the fulfillment of BoM teachers' requirements. The research has the potential to influence various individuals involved in schools, such as principals, teachers, and parents who assist teachers in promoting job satisfaction and supporting their vital role in secondary education.

### **1.7 Limitations of the Study**

The study was limited to those who held positions as Book of Mormon teachers, Book of Mormon members, and school principals in order to obtain pertinent and valuable data within the specified time constraints. The study was restricted to participants due to anticipated public resistance to genuine responses stemming from negative attitudes towards research. The research was limited by a lack of information and empirical evidence regarding the phenomena being studied. Furthermore, the data gathering methodologies had shortcomings that resulted in bias due to the presence of false or misleading information, as well as low response rates in surveys, which led to non-response bias. Consequently, this study was constrained to employing

questionnaires and interviews as the principal instruments for data gathering owing to resource limitations.

### **1.8 Delimitation of the Study**

The study specifically targeted fourteen public secondary schools within the Westland sub-county as its geographical reach. The study encompassed both boarding and day secondary schools that adhere to the Board of Management (BoM) terms of reference and public sector rules. Private schools were not considered due to their divergence from public sector rules in terms of Board of Management governance. The study involved Board of Management (BoM) instructors who are employed in the public sector and are directly governed by the BoM. These teachers were included based on their job terms and conditions. The study examined teachers' job satisfaction in the Westland Sub-County by assessing factors such as monthly earnings, career advancement opportunities, working conditions, and acknowledgment from colleagues. This study did not encompass further physical, psychological, social, and economic aspects. Moreover, the study employed a substantial sample size to collect abundant data and insights for significant deductions.

### **1.9 Basic Assumptions of the Study**

The investigation presupposed the existence of suitable responses to all the inquiries. Consequently, the respondents would sincerely answer the questions posed. The researcher had a prior assumption that the respondents would provide dependable data.

### **1.10 Definition of Significant Terms**

**Board of Management** refers to members of schools that oversee school management. Boards make important management decisions affecting the quality of education provision in schools in Kenya.

**BOM Governance Practices** refer to the management actions undertaken by the BoM in order to guarantee effective and efficient school management as stipulated in school goals.

**Career development** refers to how teachers and their employers manage numerous activities, behaviors, and experiences inside and between professions and organizations.

**Monthly salary** refers to the remuneration received monthly, based on the adequacy of a predetermined payment amount by BOM. The pay of BOM teachers will be an estimated figure across public secondary schools, with an anticipated monthly range of 10,000 Kenyan Shillings.

**School Working Condition** refers to an acceptable teaching environment, which includes things like comfortable chairs, large offices and classrooms, and the availability of teaching resources.

**Teacher Job Satisfaction** refers to measuring of teachers' satisfaction such as high job commitment, improved individual performance, rate of recognition, low rate of absenteeism, high salary allowances, professional documents, career progression and school conducive conditions in teaching and learning in public secondary schools.

**Teachers' Recognition** refers to teachers receiving appreciation for a job well done, which may be accomplished through awards, promotions, free dinners, devices, vacations, or cash prizes.

### **1.11 Organization of the Study**

The study contains five chapters. Chapter one provides background, problem statement, purpose, aims, research questions, and importance, constraints, delimitations, assumptions, keywords, and study structure. Chapter Two reviews relevant literature in line with the study objectives: to determine the influence of paid amount of monthly salary by boards of management on BOM teachers' job satisfaction, to determine the influence of boards' support for career development on BOM teachers' job satisfaction, to describe the influence of school working conditions on BOM teachers' job satisfaction and to determine the influence of management's recognition of BOM teachers on job satisfaction in public secondary schools in Westland Sub-County within Nairobi County in Kenya. Further, the chapter presents theoretical and conceptual frameworks. Chapter Three covers research design, target population, sampling strategy, sample size, data collection, pilot study, instrument validity and reliability, data analysis, and ethics statement. Chapter four involves data analysis, presentation, and discussion. Chapter five presents a study summary, conclusion, and suggestions.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter examined the relevant literature on the impact of board of management governance and board of management teachers' work satisfaction in public schools in Westland Sub-County, Nairobi County, Kenya. The chapter was structured into theoretical and conceptual frameworks, with the researcher adopting Maslow's Motivation Theory as a guiding model. This chapter examined relevant empirical studies in relation to the research objectives, which are: to assess the impact of monthly salary paid by Boards of management on job satisfaction of Board teachers, to evaluate the influence of Boards' support for career development on job satisfaction of Board teachers, to describe the effect of school working conditions on job satisfaction of Board of Management teachers, and to determine the influence of management's recognition of board teachers on job satisfaction in public secondary schools in Westland Sub-County within Nairobi County, Kenya. Finally, a concise summary and identification of areas lacking knowledge was compiled, highlighting the specific gaps that the researcher aimed to address.

#### **2.2 Concept of Teacher Job Satisfaction**

Job satisfaction encompasses the amalgamation of physiological, psychological, and environmental elements that create a sense of comfort and enthusiasm in an employee, motivating them to work for a prolonged duration. Job satisfaction refers to the convergence of physiological, psychological, and

environmental factors that create a sense of comfort and desire inside a person to work for a prolonged duration in the same organization or industry (Ngwenya & Pelsler, 2020). The topic of teacher work satisfaction, which falls within the domain of administrative psychology, has a significant impact on teaching, administrative effectiveness, and school quality. It directly influences teachers' work enthusiasm and psychological well-being (Shim, Finch, Cho, & Knapke, 2022). The Basic Education Act No. 14 of 2013 grants Boards of Management the authority to improve educational standards, oversee facilities, support student well-being, and regulate instructional conditions, among other duties (Khanani & Wasike, 2015).

The Basic Education Act No. 14 of 2013 of the Republic of Kenya empowers the Boards of Management to promote excellent educational standards for all students in accordance with the provisions of the Act or any other applicable legislation. Section 59(1) stipulates that the school must possess suitable and ample physical infrastructure, ensure the well-being, dignity, and security of its students, teachers, and non-teaching staff, foster an environment conducive to teaching and learning, and effectively oversee and handle the school's resources. The management establishes the working conditions for instructors.

The Board of Management (BOM) and Parents Teachers Associations (PTAs) in Kenyan schools have a substantial influence on the quality of education. They make crucial decisions that directly effect teaching and learning activities in both private and public schools. In their study, Moraa et al. (2017) found that job satisfaction among contractual instructors is impacted by

various aspects, including remuneration, recognition, working environment, and training.

### **2.3 Influence of Monthly Salary by Board of Management members on Board of Management Teachers' Job Satisfaction**

There is much data indicating that job satisfaction is positively correlated with the level of rewards provided for effective performance. According to a study conducted by Hajiali et al (2022), workers are primarily motivated by monetary incentives, whereas businesses prioritize minimizing labor expenses. The findings indicate that workmen prioritize better earnings as their primary want from employers, while firms prioritize reduced labor costs in manufacturing as their foremost expectation from workmen. The level of effort exerted by an individual in a given situation is directly proportional to both the magnitude of the rewards and the likelihood of obtaining them being contingent upon the amount of effort exerted. Therefore, the suggestion here is that if the salary of BOM teachers was linked to their level of effort, they would be motivated to work harder in order to obtain these financial incentives.

A 2009 study conducted in the United States by the National Centre for Performance Incentives revealed that instructors who experience happiness exhibit a favorable perception of their companies, resulting in reduced job attrition. Ngabiyanto et al. (2019) discovered that non-permanent teachers in Indonesia encounter challenges related to their status and welfare, primarily stemming from inadequate income that fails to adequately sustain themselves

and their families. According to the Indonesian Independent Teacher Federation, the ideal monthly remuneration for teachers is IDR 3,000,000. Nur and Mardiah (2020) reported that permanent public-school instructors had an average monthly salary of IDR 1,500,000, temporary public-school teachers had an average monthly salary of IDR 460,000, and temporary private school teachers had an average hourly wage of IDR 10,000. Many adjunct teachers, sometimes referred to as tawaf teachers, depend on teaching in additional schools as a means of generating supplemental income to fulfill their daily needs.

Negussie (2019) reports that Nigeria has a teacher turnover rate exceeding 10%, and the issues of teacher attrition and retention in the education sector are of great concern within the country. The prevalent occurrence of teacher turnover hampers efforts to enhance schools by creating disturbances in the stability and continuity of education. Teachers' perspectives on their jobs are primarily shaped by the allocation of remuneration, benefits, and opportunities for career progression. Amadi (2013) identifies the inconsistent payment of teachers' salary as a major concern in the Nigerian education industry. The lack of motivational factors, such as salary, rent allowances, and transportation allowances, has a substantial impact on teachers' work performance.

Yamoah (2013) found a significant association between teachers' remuneration and job performance in Ghana. Forson et al. (2021) discovered a notable association between the remuneration of teachers and their job performance in Ghana. It emphasizes the country's substantial worries



regarding attrition and retention in the education sector. According to Aransi (2020), teacher turnover impedes school improvement by interrupting education. Teachers' perspectives are influenced by factors such as remuneration, benefits, and career progression. An important obstacle in Nigeria is the inconsistent disbursement of salaries.

The research conducted by Yohannes and Wasonga (2023) in Ethiopia examined the impact of remuneration on job satisfaction among secondary school teachers. The study utilized a descriptive survey design within a mixed research framework. The study obtained a sample of one hundred respondents through a combination of simple random sampling and selective sampling procedures. The techniques of data collecting employed were questionnaires and interviews. The study of quantitative data involved the use of descriptive statistics with the assistance of the Statistical Package for Social Sciences (SPSS) version 20. On the other hand, thematic analysis was used to analyze the qualitative data. The study revealed that increased teacher salaries and financial incentives significantly improved teachers' job satisfaction. Effective working circumstances, generous compensation, and substantial teacher wages were discovered to be valuable in augmenting teacher job satisfaction. In addition, Munyasia (2017) found that the absence of motivational factors such as monthly salaries, rent, and transportation allowances had a detrimental effect on instructors' work performance. Augmenting investment in educators can enhance academic achievement, although it may result in delinquent disbursements and misappropriation of resources for alternative educational

endeavors. Teachers consider higher salary as the primary factor for job satisfaction, with 54.0% being strongly motivated by financial rewards.

The study conducted by Katete and Nyangarika (2020) examined the consequences of delayed or non-payment of teachers' salaries and perks on the educational progress inside public secondary schools in Tanzania. The study's findings indicate a positive correlation between teachers' remuneration and their level of dedication to their profession. Nevertheless, instructors encounter meager monthly remunerations, and a staggering 97% of school pays in Tanzania are consistently delayed despite the already low income levels. These findings indicate that the insufficient compensation package for teachers resulted in grievances and had a detrimental effect on their level of dedication to their profession due to job discontent.

Several educational institutions establish the minimal salary threshold based on factors such as the foundational wage, individual competencies, and teachers' level of expertise. In a study conducted by Chiat and Panatik (2019), it was found that basic salary can be considered a hygiene issue that may lead to employee work discontent if the expectations regarding it are not met. Additionally, they discovered that the employees' job happiness is highly influenced by their basic salary. The study results also indicated that inadequate compensation led to diminished job satisfaction, which in turn correlated with reduced levels of work engagement.

A study conducted by Akinyi (2019) affirms that higher investment in teachers leads to improved performance in the Kenya Certificate of Secondary

Education (KCSE) exams. Conversely, the rise in spending is hindered by the escalation of the teachers' wage bill, leading to the non-payment of these teachers. In certain cases, funds allocated for other school activities are diverted to cover these teachers' salaries. In his study, it was shown that all teachers saw higher remuneration as the primary factor contributing to job satisfaction. The majority of instructors were highly driven by money incentives. In Kenya, Board of Management (BOM) teachers have had difficulties with inadequate monthly remuneration. Despite the low earnings, 97% of public and private school salaries are consistently delayed. Headteachers and directors are indifferent since their primary concern is student attendance and ensuring that no teaching or learning activities are overlooked.

Teachers in Kenya have consistently gone on strike, expressing dissatisfaction with their remuneration, which raises worries about their level of job satisfaction. Nevertheless, the impact of salary on teachers' job satisfaction, which leads to numerous conflicts, remains unclear. In a study conducted by Muguongo, Muguna, and Muriithi (2019), the objective was to determine the impact of remuneration on the level of job satisfaction among Secondary school teachers in Maara Sub-County, Tharaka Nithi County, Kenya. The study aimed to ascertain the impact of both monetary and non-monetary rewards on job satisfaction. The study utilized a descriptive survey research design. A sample size of two hundred and fourteen teachers was selected using stratified random sampling from a target population of four hundred and seventy-four individuals. Data was gathered by administering a questionnaire.

The questionnaire's validity and reliability were improved by conducting a pilot research in three schools located in Meru South Sub-County. To establish the reliability of the instruments, both face and content validity were employed. The acquired data was classified, encoded, and subsequently organized into tables using SPSS. The qualitative data was examined utilizing descriptive statistics, mean frequency tables, and percentages. The hypotheses were evaluated through the application of chi-square analysis. The study revealed that teachers' job happiness is significantly influenced by their base salary, allowances, and work environment. The research findings indicated that teachers expressed significant discontentment with every component of their paid salary.

Various variables contribute to the high level of school productivity globally. Teachers' compensation is a significant factor influencing a student's academic success. In a study conducted by Wanjohi (2020), the influence of teachers' wages on the academic performance of secondary school students was evaluated. The sample consisted of 850 pupils from different schools. The study employed stratified random sampling to choose a total of eighty-five pupils. The study involved interviews with twelve instructors and the principal from each of the three selected schools. Data was gathered by means of administering questionnaires, and in addition, key-informant interviews were undertaken. The data was subsequently encoded and analyzed via descriptive statistics, specifically through the use of tables and pie charts. The study determined that the compensation of teachers, including their salary, allowances, and incentives, had an impact on their performance in school. The

study aims to provide valuable insights for policymakers in their deliberations on the role of compensation in fostering an efficient educational system.

Secondary school teachers who are engaged by the Teachers Service Commission or the Board of Management are compensated with a monthly salary as a form of appreciation. This assists the instructor in fulfilling fundamental requirements for oneself and one's family. A secondary school teacher, just like any other employee, should receive a compensation that corresponds to their job responsibilities and qualifications. Presently, the inadequate remuneration of teachers engenders a sense of exploitation and undermines the recognition of their services. This results in diminished morale and thus a lack of drive to work optimally (Akinyi, 2019; Mburu, Kamau & Macharia, 2021). Therefore, when teachers do not function effectively, it results in the learners' inadequate performance.

A qualitative investigation conducted by Nyamubi (2019) in Tanzania and Akinyi (2021) in Kenya revealed that secondary school teachers expressed contentment with their compensation and other job-related perks. Regarding this matter, adequate compensation enhances instructors' job happiness. These findings contradict the results of a quantitative study conducted by Mabaso and Dlamini (2021) in South Africa and a study conducted by Korb and Akintunde (2019) in Nigeria. Both studies independently showed that income and incentives did not have a significant relationship with work satisfaction. A study was undertaken by Awan Rizwan, Razzaq, and Ali (2019) to investigate the factors that influence employee happiness in private firms in Pakistan. The

findings demonstrated that incentives had a favorable impact on employees' job contentment. Hence, the presence of both financial and non-financial rewards might impact the level of job satisfaction among teachers.

#### **2.4 Career Development by Board of Management members and Board of Management Teachers' Job Satisfaction**

Professional development is a process that seeks to enhance the knowledge and abilities of instructors after they have completed their first training. The objective of staff development is to transfer learning to the practical work environment (Gisbert-Cervera, Usart & Lázaro-Cantabrana, 2022). Principals' staff development practices address the needs of teachers and enhance their supervision skills (Ordanel & Dioso, 2023). Effective staff development strategies cultivate instructors' abilities in the areas of interpersonal relationships and personal growth.

Teacher professional development programs are an effective means of cultivating active learning among teachers and fostering their professional growth. As per Jones et al (2020), professional development refers to externally offered activities that are incorporated into instructors' work to enhance their knowledge and modify their teaching methods in a manner that benefits students. In addition, Ni, Bausch, and Benjamin (2023) contended that professional development offers significant advantages in preserving teacher capacity in terms of proficiency, abilities, and character. This is due to the fact that professional development facilitates hands-on learning through studying, conducting experiments, sharing insights, problem-solving, and enhancing

knowledge. Professional development refers to the personal growth and advancement that is directly tied to one's professional responsibilities. Teachers require professional development to enhance their success and contribute to the advancement of teaching as a respected profession (Martin & Mulvihill, 2023). Several studies have demonstrated that the enhancement of teacher competency necessitates the implementation of professional programs. These programs are anticipated to promote student accomplishment by fostering exemplary teacher performance.

A study conducted by Setyowati, Setianingish, and Udin (2019) demonstrates that professional training has a positive influence on job satisfaction. Professional training, at its core, encompasses a series of systematic activities designed to consistently enhance individuals' knowledge and abilities within an organizational framework. Professional training refers to a structured educational process aimed at acquiring enhanced knowledge and abilities necessary for the successful execution of a specific task. Additionally, Katz (2020) observed that professional training contributes to greater efficiency and safety in structural activities. This intervention is designed to augment workers' job satisfaction, leading to increased productivity and ultimately enhancing organizational success.

Ngabiyanto et al. (2019) emphasize that Indonesian board of management teachers encounter a multitude of obligations, such as managing large classrooms, assessing student performance, and meeting strict deadlines, which restrict their availability for enhancing their skills. Crawford et al.

(2022) disclose that the establishment of Local Education Authorities (LEAs) in England, Scotland, and Wales through The Education Act of 1902 was intended to oversee secondary schools and make decisions regarding school policies, objectives, and cultures. These boards oversee the management of instructors and cultivate positive ties with the school, parents, and community. Professional development programs in Kenya have the objective of ensuring that teachers remain in the classroom for the entirety of their careers, starting from the early years and continuing until retirement. To address the social and developmental needs of its teachers, a school might do this by allocating resources towards their education and professional growth.

Mburu, Kamau, and Macharia (2021) and Kiilu (2015) assert that the boards of management in Kenya's public secondary schools are required to enforce Conflict Resolution Strategies (CRSs) in order to facilitate the professional development of teachers. These strategies encompass activities such as offering training, establishing democratic atmospheres, and assigning responsibilities. Nevertheless, these research are deficient in providing particular evidence to substantiate the assertion that BOM teachers have insufficient time for enhancing their skills. In a study conducted by Toropova, Myrberg, and Johansson (2021) on teacher characteristics, it was shown that female teachers, those who had greater exposure to professional development, and those with higher levels of efficacy experienced higher levels of work satisfaction in Sweden. The survey also found that BOM teachers face constraints in terms of time, learning strategies, coaching, mentorship, networking, and professional development, which negatively impact their



motivation for work. Hence, this study aims to furnish data and establish the correlation between BOM governance procedures and job satisfaction among BOM teachers.

## **2.5 School Working Conditions by Board of Management Members and Board of Management Teachers' Job Satisfaction**

Dalmolin et al (2022) defines a work environment as encompassing an employer's workplace, work instruments, the nature of the work itself, organizational policies, and norms. The workplace environment significantly influences an individual's level of job satisfaction or discontent. An incongruity between employees and their job roles will heighten the pursuit of other employment opportunities (Pilarz, Sandstrom & Henly, 2022). The presence of a conducive physical environment, including the provision of resources such as a comprehensive library, spacious classrooms, and state-of-the-art laboratories, will lead to increased job satisfaction. Flower gardens, as an example of aesthetics, will also contribute to the staff's job satisfaction. Therefore, it is imperative to provide sufficient operational amenities and equipment, as well as ensuring the structural integrity of the structures to minimize the risk of accidents and enhance security.

The study conducted by Sahito and Vaisanen (2020) examines many factors related to working environment, such as illumination. Is the employee's workplace adequately illuminated? The working conditions have a significant impact on an individual's level of job satisfaction or unhappiness. An inadequate alignment between employees and their job roles will heighten the

pursuit of alternative employment opportunities. The presence of a conducive physical environment, such as the availability of resources like a comprehensive library, suitable classrooms, and state-of-the-art laboratories, will lead to increased job satisfaction. Flower gardens, as an example of aesthetics, will also contribute to the staff's job satisfaction. It is imperative to have sufficient operational infrastructure and equipment, as well as secure buildings to minimize the risk of accidents and instability.

Kabibi and Gitari (2022) assert that science laboratories must ensure the safety of both students and professors. It is imperative to have safety mechanisms such as fire extinguishers and gas chambers to mitigate the risks posed by hazardous substances. It is advisable for educators to be equipped with laboratory coats and gas masks during practical lessons. The school's Board of Management should adopt the principles of ergonomics, which involve creating a work environment and implementing work practices that prioritize the physical and mental well-being of employees while also enhancing the efficiency of the process. The worker should not be regarded as a mere supplement to the machine, but rather as an integral component of a manufacturing unit consisting of both humans and machines.

Kadzamira (2019) noted that the experience of dissatisfaction in the workplace may not stem from the nature of the job itself, but rather from the circumstances that encompass the execution of the task. The conditions in question were denoted by the scholar as hygiene factors. Within educational institutions, these amenities encompass adequate restroom facilities,

subsidized nourishment, television sets, ergonomic furnishings, and access to newspapers. Working environments encompass not only the physical aspects but also the psychological atmosphere, characterized by a team of supporting staff members and cooperative pupils. In order to achieve great outcomes, it is imperative that the working environment are both pleasant and satisfying.

Toropova et al. (2021) discovered a noteworthy association between the school working environment and teacher job happiness in Sweden. The elements that had the most significant impact on job satisfaction were workload, collaboration, and instructor judgments of student discipline. An efficiently managed, amicable, and generously remunerative educational institution has the ability to allure and maintain proficient educators, since both pupils and mentors highly esteem their professional environment. Nevertheless, the presence of numerous students in a classroom and the presence of disruptive students can impede the process of teaching and learning (Tharaka, 2022; Liu & Liu, 2021; Pagán-Castaño, 2021; & Kiilu, 2015). Schools necessitate optimal working circumstances, encompassing sanitary restroom facilities, nutritious meals, access to television, appropriate furniture, availability of newspapers, and a conducive staff environment. Therefore, these settings are essential for achieving favorable outcomes in terms of staff and student collaboration.

In order to ensure a high-quality education for pupils, schools must be able to effectively attract, educate, and retain highly skilled instructors. A study conducted by Ezumah and Ezumah (2020) indicated that the working

environment of employees has a substantial impact on a school's ability to accomplish its objectives. Effective educators are more likely to be drawn to and remain at a school that offers a stable, enjoyable, and encouraging work environment, as well as competitive compensation. Both students and teachers have a vested interest in the working conditions of teachers, as these directly impact the level of attention that each student receives from their teachers. Teaching and learning can be hindered by variables such as a high student-to-teacher ratio or disruptive students. Sub-Saharan African nations have implemented multi-grade classrooms with a student population ranging from 40 to 80 per class as a consequence of rising enrollment rates.

Kamanja (2020) discovered a strong correlation between the office environment and employee contentment and discontent. Employees who do not fit well in their workplace are more likely to actively search for other career opportunities. Uncompensated extension of work hours constitutes discrimination, as administrators and deputy principals frequently arrange additional tasks without regard for the well-being of instructors, necessitating tokens as recompense for the time lost (Archimedes, 2022).

Establishing a positive work atmosphere for teachers in underdeveloped countries poses difficulties due to hygiene-related issues, including working circumstances, relationships with colleagues, accessibility of transportation, and employment regulations. Based on a study conducted by Kariuki (2020), instructors who have been in their profession for a significant period of time demonstrate exceptional performance in their roles, which may be attributed to

the positive outcomes achieved by their pupils and the absence of close monitoring or oversight. The lack of humanitarian initiatives addressing the concerns regarding teachers' employment contract terms has resulted in diminished expectations of subpar working conditions.

In a study conducted by Đerić et al. (2022), it was found that teachers tend to be content with intrinsic factors such as interpersonal relationships, self-fulfillment, and professional input. However, they express dissatisfaction with wage income, promotions, physical conditions, student quality, the social environment, and work stress. They are satisfied with the interactions among coworkers, the leadership within the school, and their chosen vocation. The working conditions significantly impact employees' choices to either resign or remain employed with a company. Employees experience greater comfort and relaxation when they have excellent working environment. According to Ekabu et al. (2018), employees are more inclined to quit their current occupations if they do not receive recognition or lack the necessary resources to perform their tasks effectively. Hence, the quality of working conditions significantly influences the ability of schools to retain teachers.

In order to ensure a high-quality education for pupils, schools must be able to effectively attract, educate, and retain exceptional instructors. According to a study conducted by Tharaka (2022), the working environment of employees has a substantial impact on a school's ability to accomplish its objectives. Effective educators can be drawn to and retained in an educational institution that offers a stable, enjoyable, nurturing work environment and competitive

compensation. Both students and teachers have a vested interest in the working conditions of teachers, as these directly impact the level of attention that each student receives from their teachers. Teaching and learning can be hindered by variables such as a high student-to-teacher ratio or disruptive students.

Desirable working circumstances in educational institutions encompass adequate restroom facilities, subsidized lunch options, access to television sets, comfortable furnishings, and provision of newspapers. Working environments encompass a psychological milieu characterized by supportive staff members and cooperative students. In order to achieve great outcomes, it is imperative that the working environment are both comfortable and satisfying (Warnes, 2020). Sub-Saharan African countries commonly feature multi-grade classrooms accommodating 40 to 80 pupils per class. This is due to a substantial increase in the enrollment of children in primary and secondary schools (Ordanel & Dioso, 2023). As per Kamanja (2020), the recent introduction of free secondary education in Kenya is expected to lead to increased enrollment, which will have an effect on the working conditions in Kenyan secondary schools.

Furthermore, the office environment has a significant influence on the level of satisfaction or dissatisfaction experienced by people in their job. Archimedes (2022) posits that employees who are ill-suited for their professions are more likely to actively search for other employment opportunities. Imposing extra barriers in the shape of prolonged working hours without any kind of

remuneration constitutes another manifestation of discrimination. Since most principals and deputy principals schedule extra teaching and learning events in schools without addressing the teachers' well-being, they must be incentivized with tokens to compensate for missed time.

Establishing a conducive work environment for teachers in the majority of underdeveloped countries is a challenging task. Ngabiyanto and Ismanto (2019) define hygiene variables as elements like as working conditions, interpersonal relationships with coworkers, commute convenience, frequency of TSC rule changes, and rapport with the supervisor. Experienced teachers demonstrate proficiency in their profession as seen by their students' outcomes. The teachers' work is conducted autonomously, fostering a favorable climate for their productivity. Consequently, this particular teacher has reduced their standards for inadequate working conditions due to the absence of any advocate who has brought attention to the issues affecting the terms of teachers' employment contracts.

Moreover, the working conditions significantly impact employees' choices to either resign or remain employed by a company. Employees experience a greater sense of comfort and relaxation when they have acceptable working environment (Aransi, 2020). As per the findings of Osman, Oracha, and Joel (2020), employees are prone to resign from their current roles if they perceive a lack of recognition or if they are deprived of the necessary resources to perform their job effectively. Teachers exhibit a notable level of contentment with intrinsic elements such as interpersonal connections, personal growth,

social acknowledgement, and professional contribution. However, they express dissatisfaction with their salary, opportunities for advancement, physical working conditions, the caliber of students, the social atmosphere within education, and the stress associated with their work. According to a survey conducted by Sahito and Vaisanen (2020), teachers generally express satisfaction with their connections with colleagues, the leadership of the school principal, and the teaching profession as a whole. However, they are dissatisfied with their salary, opportunities for promotion, and level of recognition.

## **2.6 Teachers' Recognition by Board of Management Members and Board of Management Teachers' Job Satisfaction**

Recognition is essentially a form of positive feedback that informs workers that they are esteemed and acknowledged by their colleagues and the employer or educational institution. Recognition actions at a workplace should strengthen and motivate efforts that contribute to the aims and values of both individuals and the organization. Employee recognition is mostly centered around interpersonal connections. Employees desire recognition for their accomplishments and endeavors from their everyday collaborators, including both bosses and colleagues. Recognition can manifest in several ways, such as receiving gratitude, commendation, admiration, accolades, educational prospects, and appropriate resources for one's work. Kamanja (2020) states that work enrichment serves as a motivating factor. Consequently, this indicates that the job will be both difficult and significant. There exists a correlation between employment and Herzberg's theory of motivation, wherein



elements such as challenge, achievement, acknowledgment, and responsibility serve as genuine motivators (Toropova, Nyberg, & Johansson, 20221). Although receiving a hearty pat on the back is always enjoyable, the added focus and feeling of ownership are even more satisfying. Showing a genuine concern for your employees also entails making a financial commitment towards their long-term development. Hence, the provision of training and development opportunities serves as invigorating incentives (Warnes, 2020). Managers and colleagues can consistently offer internal appreciation without incurring any expenses by delivering comments via email, during meetings, or even by using a sticky note.

Acknowledgment and rewards are essential for fostering employee morale, enhancing productivity, and improving job satisfaction. Initiatives such as commendation, incentives, instruction, and resources have the potential to enhance efficiency, revenue, and client contentment. Kis and Windisch (2018) argue that variables such as education, experience, and a reputable company have an impact on employees' potential for advancement. Recognition has a favorable effect on teacher retention in public elementary schools, suggesting that appreciating teachers' achievements enhances their satisfaction (Kabibi & Gitari, 2022).

Recognition, as described by Paufler, King, and Zhu (2020), refers to the provision of positive feedback to employees, which serves to communicate their value and appreciation from both their colleagues and the business or institution. In order to maximize their effectiveness in the workplace,

recognition activities should not only support and promote work that aligns with employees' and organizations' objectives and principles, but also foster strong interpersonal connections. Ultimately, employee recognition revolves around building and nurturing relationships. Employees desire recognition for their accomplishments and endeavors from their colleagues and supervisors on a regular basis. Recognition encompasses several manifestations such as commendation, esteem, accolades, educational prospects, and appropriate resources for the task.

Recognition is one of several elements that might impact the job satisfaction and motivation of instructors. Statistics indicate a significant correlation between reward and recognition, as well as between motivation and satisfaction. Oloo (2022) conducted a study that established a significant correlation between reward and acknowledgment. The study found that providing money rewards to employees without any significant display of acknowledgment also diminishes its significance. According to Mwitika Kanga (2021), when an employee receives a monetary award and feels a great sense of amusement and enthusiasm, the experience becomes even more significant for the recipient. The types and characteristics of rewards are directly correlated with the motivation and satisfaction levels of employees. Recognition is a form of public acknowledgment bestowed upon individuals by a group for engaging in desirable behaviors.

Manzoon's (2020) study posited the existence of two distinct dimensions of employee recognition. Firstly, it indicates the level of awareness of superiors

regarding the performance of their employees. Furthermore, when individuals' commendable endeavors are acknowledged by their superiors through various formal and informal communication channels, it leads to a significant and favorable influence on employee motivation, innovation, and most importantly, working relationships. Hence, employee recognition is widely esteemed as a potent communication tactic. For many individuals inside a company, receiving a heartfelt expression of gratitude holds greater significance than obtaining monetary benefits. This is because one of the most significant demands of employees is to feel valued and acknowledged in the workplace. The author underscored the utility of employee appreciation programs during an economic downturn characterized by training program freezes, layoffs, fewer increments, and heightened workloads for each employee. Employee appreciation programs can be quite beneficial in fostering employee motivation within such environments. Therefore, this serves as a non-financial metric to bolster staff motivation and dedication.

Forson et al's (2021) research suggests that humans have an inherent inclination to seek appreciation as a kind of reward for their positive actions. Employee compensation and recognition are the two primary roles of human resource specialists. The organization promotes and motivates its people to deliver their utmost performance, which in turn contributes to fulfilling key business requirements. It is only feasible if employees are sufficiently motivated to work within the limitations of the company using the tangible and intangible resources at their disposal. The study unveiled a noteworthy

correlation between empowerment and appreciation of efforts and teacher motivation.

According to Montani, Boudrias, and Pigeon (2020), employees require acknowledgment in order to experience a sense of meaningfulness in their jobs. The process encompasses the acknowledgment of work accomplished, the provision of managerial endorsement by verbal commendation for exceptional performance, and the public acknowledgment through accolades. The author incorporates monetary incentives as a means of acknowledging achievement. Furthermore, Shim et al (2022) substantiated that workers had relatively lower levels of satisfaction with the actual work tasks as compared to their satisfaction with supervision, rewards, and recognition. The active involvement of teachers in the decision-making process and the acknowledgment of their performance can enhance their courage and enthusiasm towards their work at the institution. Assigning tasks to employees based on their skills can lead to increased satisfaction and motivation. The management should prioritize the implementation of a transparent, fair, and competitive remuneration structure. The regular and precise wage increments, allowances, and other compensations provided at regular intervals contribute to maintaining strong morale among employees and enhance their motivation and satisfaction.

Furthermore, Forson (2021) suggests that managers can drive staff by acknowledging their accomplishments, offering praise, and effectively communicating both team and individual successes. In addition, he suggests

conducting monthly meetings to oversee and advise individuals and the organization's development, so enhancing employee motivation. The utilization of praise and acknowledgment has been widely employed to have an impact on job performance (Shim et al., 2022). Recognition awards can take the form of certificates, tablets, and occasionally contain accompanying gifts and monetary rewards. The impact of recognition rewards on motivation is mostly contingent upon whether it is contingent upon performance. Although the study conducted by Mburu, Kamau, and Macharia (2021) identified recognition as the final determinant of satisfaction, teachers anticipate acknowledgment from their superiors. Educators are evaluated based on their professional aptitude. Hence, Ngwenya and Pelsler (2020) contended that inside the realm of education, the role of teachers bestows upon them acknowledgment for their aptitude and achievements. Thus, the research revealed that the acknowledgment from society and the individuals involved in education had an impact on the contentment with their employment experienced by deputy principals of secondary schools.

In their study, Kabibi and Gitari (2022) discovered a positive and statistically significant correlation between recognition and teacher retention in public primary schools. This suggests that when public primary schools acknowledge the work of teachers, it leads to increased satisfaction among the teachers. Recognition can be achieved through several means, including getting compliments, praise, awards, training opportunities, and appropriate work equipment. Koontz (2009) argues that there is a need for the enhancement of jobs. This entails ensuring that the tasks are demanding yet satisfying. This

aligns with Herzberg's theory of motivation, which posits that the primary motivators consist of factors such as challenge, achievement, recognition, and accountability.

The Board members noted that certain teachers shown insufficient accountability and persisted in neglecting their duties and responsibilities, even when assigned challenging tasks. Kabibi and Gitari (2022) assert that an increasing number of instructors are transitioning to alternative professions. This suggests a potential unhappiness among teachers. Consequently, they conducted study on the factors that impact teachers' job happiness. The study found a significant and meaningful correlation between recognition and the retention of teachers in public elementary schools.

A study conducted in Nigeria revealed that the job performance of librarians significantly improved over a span of five years when they were provided with incentives such as praise, bonuses, and formal acknowledgment. These findings indicate that enhancing job satisfaction should entail engaging in work that is both demanding and rewarding, aligning with Herzberg's motivation theory, which emphasizes elements such as challenge, achievement, recognition, and accountability (Ngozi et al., 2022).

In addition, Mlawa (2021) examined the impact of head teachers' acknowledgment of teachers' dedication to their job in public primary schools within the Iringa District Council. Utilizing a cohort of ninety-three participants derived from a diverse range of nine educational institutions. The study utilized a combination of different methodologies. Information was

gathered via interviews, questionnaires, and document searches. The gathered data underwent content analysis for qualitative data and descriptive statistics for quantitative data using the Statistical Package for Social Science (SPSS) version twenty. The study uncovered that headmasters in public secondary schools employed diverse strategies and methodologies to incentivize teachers in public schools. These included acknowledging their work performance, engaging teachers in decision-making processes, promoting transparency and accountability, adopting a democratic leadership style, and offering equal opportunities for further education, seminars, workshops, and training. The study findings indicated a positive correlation between teacher motivation and their level of effort in the school. The findings indicated that instructors at public secondary schools were driven by both intrinsic and extrinsic factors, depending on the school management's resources and position.

A research conducted by Njeri (2014) in Kenya found that a majority of teachers (69.5%) expressed dissatisfaction with the utilization of thank-you cards, training opportunities, cash incentives, and school field excursions provided by the Board of Management (BOM). Additionally, a significant majority (65.2%) believe that inadequate funding acts as a barrier to recognizing and valuing the efforts of teachers. The BOM discovered that certain teachers were exhibiting irresponsibility and neglecting their tasks, resulting in a decline in job satisfaction. A study conducted by Kabibi and Gitari (2022) revealed a noteworthy correlation between recognition and the ability of teachers to remain employed in public elementary schools.

The study conducted by Mwititi, Moguche, and Rintari (2021) aimed to assess the impact of factors such as autonomy granted by Boards of management, involvement in decision-making, recognition, and provision of a favorable working environment on the job satisfaction of secondary school educators. Regarding the acknowledgment of teachers by the Board, a significant majority of 66.7 percent of BOM teachers expressed dissatisfaction with the financial incentives provided by the Boards for their exemplary performance. 84.1 percent of the teachers expressed dissatisfaction with the training opportunities offered by the BoM. Over half of the teachers, specifically 51.6 percent, expressed their dissatisfaction with extracurricular rewards. The study determined that the practices of the Boards of Governance significantly influenced teachers' job satisfaction. It recommended constructing additional staff housing within the school premises to address the issue of instructors having to commute from distant places outside the school.

## **2.7 Summary of Review of Related Literature**

The implementation of BOM governance principles is vital for the strategic functioning of a school, since the job satisfaction of teachers plays a critical role in ensuring effective teaching, administration, and overall quality. Key determinants of teachers' job satisfaction encompass remuneration, working environment, professional growth, and acknowledgment (Katz, 2020; Forson et al., 2021). These behaviors have an impact on the level of enthusiasm and mental well-being in the workplace, emphasizing the significance of efficient school administration.



Research indicates that teachers encounter challenges related to their low social standing and financial well-being, which stem from inadequate monthly salaries and public attitudes. This has a detrimental impact on job satisfaction within educational institutions. Teachers encounter several responsibilities such as managing large classrooms, assessing student work, and meeting strict time constraints, which restricts their opportunities for professional development (Ngabiyanto et al., 2019; Mlawe, 2021; Katete & Nyangarika, 2020).

The progression of one's career has a significant impact on the level of satisfaction experienced by teachers, whereas large class sizes and disruptive students hinder the process of learning. The workplace also has an impact on employee satisfaction. Research indicates that the majority of teachers have a negative opinion of the Board's recognition system, highlighting the significant impact of recognition on job satisfaction (Archimedes, 2022; Ekabu et al., 2018; Njeri, 2014; Kabibi & Gitari, 2022; Shim et al., 2022). This study aims to investigate the phenomenon by employing the perspectives of three individuals, employing data triangulation, and adopting a descriptive survey approach. This study investigates the impact of BOM (Board of Management) governance on the job satisfaction of teachers in Westlands. Previous research have primarily concentrated on nations with distinct educational contexts.

## **2.8 Summary of Literature Review**

Based on the literature reviewed, numerous studies have been conducted in various geographical areas to examine the relationship between BOM governance practices and BoM teachers' job satisfaction. These studies were conducted by Njeri (2014), Kiilu (2015), Athman (2016), Munyasia (2017), King'oina, Ngaruiya, and Mobegi (2017), and Jaji, Okoth, and Mari (2017). In contrast, the current study focused on secondary schools in Westland Sub-County, Nairobi County, Kenya.

The previous studies focused on primary schools and community secondary schools, while this current study specifically targeted all public secondary schools in Westland Sub-County, Kenya. Regarding technique and design, previous research have predominantly employed either qualitative or quantitative approaches (Ordanel & Dioso, 2023; Ngabiyanto & Ismanto, 2019; Odisa, 2022; and Mwit, Moguche & Rintari, 2021). In contrast, the present study has adopted a mixed method approach.

Previous research employed an ex-post facto design, but the present study utilized both a phenomenological design for qualitative data and a descriptive design for quantitative data. In contrast to the study conducted by Ordanel and Dioso (2023), which solely employed stratified sampling, the present study employed both stratified and purposive sampling approaches.

In addition, numerous studies have been conducted by Tharaka (2022), Warnes (2020), Toropova, Nyberg, and Johansson (2021), Mwit Kainga (2021), Sahito and Vaisanen (2019), Oyolla (2021), Oloo (2022), Osman,

Oracha, and Joel (2020), Hameed, Ahmed-Baig, and Cacheiro-González (2018), Kariuki (2020), Kamanja (2020), Kadzamira (2015), Aransi (2020), Adekanmbi and Ukpere (2021), Ordanel and Dioso (2023), Ngabiyanto and Ismanto (2019), Odisa (2022), Ngabiyanto et al. (2019), Katete and Nyangarika (2020), and Mwiti, Moguche, and Rintari (2021). The current study neglected to include an examination of the governance methods of boards of management and the work satisfaction of instructors employed by these boards, which is a fundamental aspect of the study.

Multiple researchers have conducted extensive research on the factors that impact the levels of job satisfaction among secondary school teachers in European countries, Africa, and Kenya, as evidenced by the analysis of pertinent empirical studies. The elements that have received the most extensive research attention are working circumstances, professional progress, salary, and students' performance (Ni, Bausch & Benjamin, 2023; Martin & Mulvihill, 2023; Muguongo, Muguna & Muriithi, 2019). The present study thus prioritized the examination of monthly remuneration, working conditions, opportunities for professional growth, and acknowledgment of teachers by boards of management as determinants impacting the levels of job contentment among BoM instructors in Westlands Sub-County. Thus, this study sought to fill the existing information void by examining the impact of Board of Management (BoM) governance on job satisfaction among BoM teachers in public secondary schools located in Westlands Sub County, Nairobi County.

## **2.9 Theoretical Framework**

The study utilized Maslow's motivation theory to examine the correlation between BoM governance and teachers' job satisfaction, aiming to provide a comprehensive comprehension of the investigated phenomena. The investigation will be guided by Maslow's Motivation theory. Psychologist Abraham Maslow formulated his theory of motivation in 1943. It consists of five categories of motivations, with lower-level needs at the bottom that must be fulfilled before higher-level desires. Acquah et al. (2021) identified five distinct motives: security, desires, affection, self-esteem, and self-actualization. These intrinsic forces motivate individuals to fulfill fundamental needs or aspirations, with lower-level requirements at the bottom and higher-level desires at the top (Acquah et al., 2021). Monetary and non-monetary incentives, such as cash bonuses, employee recognition, creating a happy work atmosphere, organizing workshops, and providing free membership or spending cards, can effectively improve workplace productivity and boost employee morale (Velmurugan & Sankar, 2017).

Pardee (1990) underscores the significance of comprehending the correlation among motivation, job satisfaction, and reward systems in order for businesses to enhance productivity. Pardee adds that training, open communication, and successful teamwork serve as fundamental pillars in achieving this goal. The satisfaction of an employee's requirements is crucial in determining the type of rewards that will effectively motivate them. Similarly, in the context of the school environment, it is essential to fulfill the wants of Teachers, as outlined in the hierarchy of needs, in order to enhance their motivation and drive them

to achieve greater success in their schools. A motive is a factor that prompts an individual to behave in a specific manner or create a tendency for such conduct.

Kaur (2013) argues that the theory is valid as it provides guidance to managers, such as school boards of management, on how to enhance employee work satisfaction. Consequently, employees who feel satisfied in their work are more inclined to push the boundaries of their creativity. In order for a school to flourish, it must fulfill the following requirements for its staff: financial solvency, avenues for social interaction, assistance in professional growth, and a nurturing atmosphere that prioritizes employee well-being, along with acknowledgment of instructors' commendable efforts. The primary focus of Maslow's hierarchy of requirements is to satisfy fundamental needs in order to enhance motivation, work satisfaction, and performance. In order to reduce employee discontent and poor outcomes, managers must address the physiological and safety deficit needs of their employees (Stefan et al., 2020).

Nevertheless, Maslow's theory of human motivation has faced criticism due to its absence of empirical validation, ethnocentric prejudice, hierarchical arrangement, and emphasis on individualistic wants. Tony and Sreeya (2020) contend that there is insufficient empirical data to support the concept of self-actualization demands, which hampers the analysis of organizations due to overly simplistic interpretations. Additionally, they observe that Maslow's theory lacks empirical evidence as it fails to consider the various aspects that influence human behavior. Sanford (1970) contends that Maslow's theory of

motivation lacks universal applicability and underscores the necessity of doing cross-cultural research. Although it has its constraints, it nonetheless holds a prominent position in the field of psychology. Maslow's theory of human motivation is a fundamental psychological framework that elucidates how many needs drive behavior and facilitate individuals in attaining their utmost capabilities, recognizing that progress may not always follow a linear trajectory and numerous wants may coexist simultaneously. The study utilized Maslow's theory of motivation to investigate the necessity for teachers to comprehend their position within the hierarchical needs framework. Overall, Maslow's theory of human motivation served as a substantial conceptual basis for comprehending the motivation of BoM teachers.

## 2.10 Conceptual Framework

A conceptual framework is a visual representation that facilitates comprehension and categorization of the variables under investigation by depicting the interconnections between these variables (Delcambre et al., 2021). Figure 2.1 depicts the conceptual framework of the investigation.

**Figure 2. 1: Conceptual Framework**

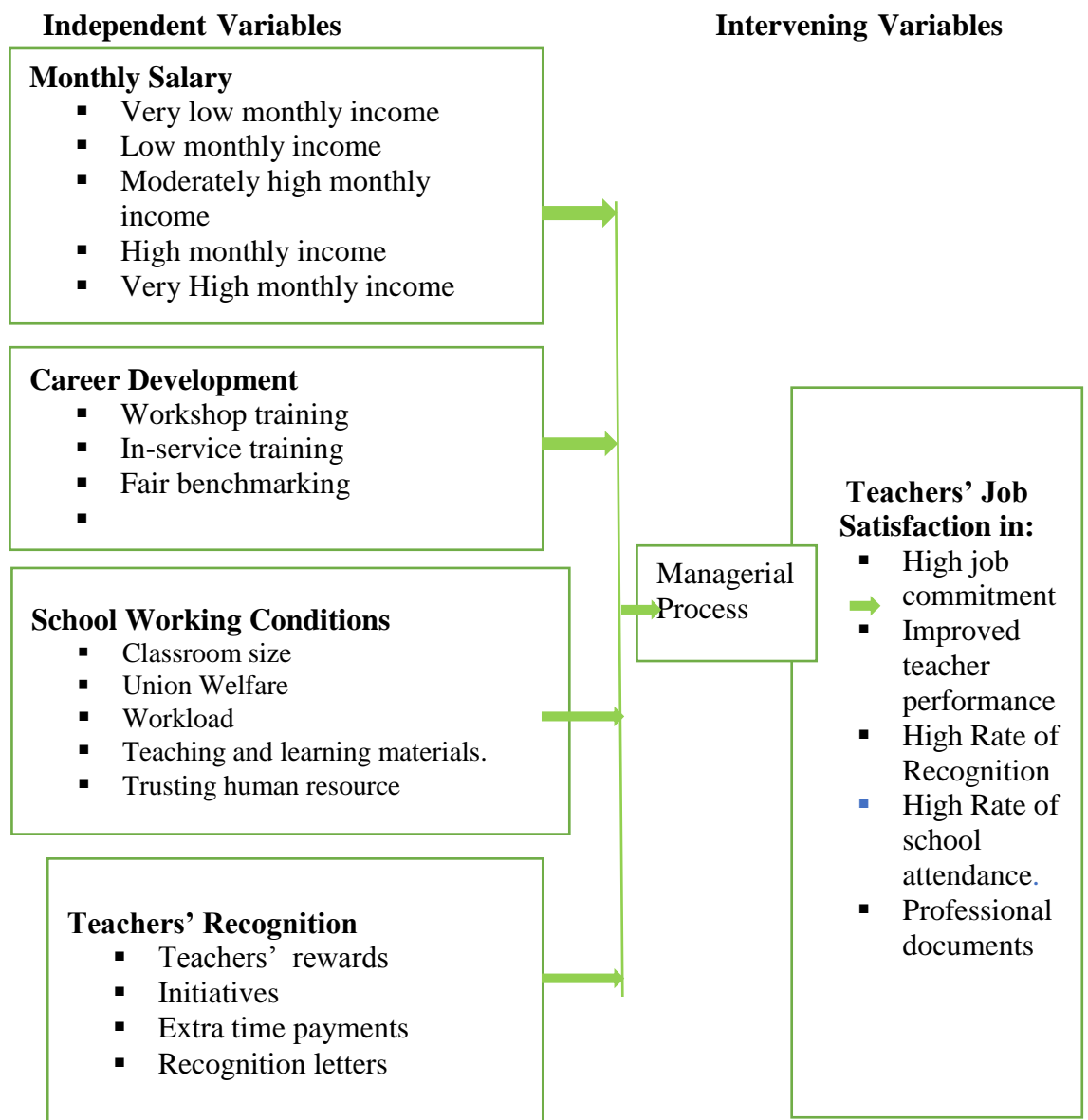


Figure 2.1 depicts the correlation between compensation, recognition, career growth, and school conducive conditions and teachers' job satisfaction. The mediating variable impacted the association between an independent and a dependent variable in a study, facilitating the researcher in elucidating the connection between the two variables.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section provides comprehensive information on the research design, target population, sampling frame, sample size, techniques, tools, procedures, validity and reliability testing, data analysis, presentation methods, and ethical considerations.

#### **3.2 Research Design**

Research design encompasses the strategic framework that delineates the approach to attaining the intended outcomes in a study (Asenahabi, 2019). The study utilized a descriptive survey approach. Descriptive design is a statistical methodology employed to succinctly and precisely outline and depict the primary characteristics of a dataset, with a specific emphasis on the collection, analysis, interpretation, and presentation of data (Trochim, 2020). The design involves utilizing a variety of statistical measures, such as mean, median, mode, standard deviation, and variance, to describe and analyze the data. The design employed both quantitative and qualitative methodologies to examine the features of the research population. Inferential statistics were utilized to identify the correlations between independent and dependent variables.

Phenomenology design was employed in qualitative research to investigate the impact of BOM governance practices on the job satisfaction of BOM teachers. This approach allowed for a comprehensive exploration of the lived experiences of the target population and facilitated a profound understanding

of these experiences from the perspective of individual respondents. The study employed a quantitative research design, specifically utilizing a Descriptive Design approach. This approach aimed to provide a detailed description of the present situation concerning the impact of BOM governance policies on the job satisfaction of secondary school teachers in Westland Sub-County, Kenya.

### **3.3 Target Population**

The target population encompasses the complete set of individuals possessing the desired attributes. The study focused on the population of Westlands Sub-County, which consists of 33 secondary schools (14 Public and 19 Private). The study focused on the entire target population of 14 public secondary schools, with each school being represented by one principal, resulting in a total of 14 principals. The Basic Education Act of Kenya in 2013 requires that a public secondary school have a 14-member Board of Management, which is chosen by the County Education Board (CEB). Hence, the total number of BoM members in Westlands Sub County was calculated to be 274, derived from the multiplication of 14 and 19.6. According to the statistics of the Westlands Sub-County Educational Office in 2022, the management board hires 1000 BoM instructors on a yearly basis in the Westlands Sub-County.

### **3.4 Sampling Technique and Sample Size**

BoM professors were selected using a stratified sampling method based on different strata. The selection of principals and BoM members for the study was done deliberately, ensuring that all of them were identified as key informants and actively participated in the research. The sample size for

members of the Board of Management (BoM) will be selected using a range of 10% to 30%, which is considered appropriate for a homogeneous population (Mugenda & Mugenda, 2003). Therefore, 10% of the 274 members of the Board of Management (BoM) amounts to 28 BoM members. However, a sample size of 1000 BoM teachers was determined using the Yamane formula (1967) as depicted below:

$$n = \frac{N}{(1 + N (e)^2)}$$

Where,

n = Sample size

N = population size

e = margin error (0.05)

I = constant

Hence,

$$n = 1000 / (1 + 1000 (0.05)^2) = 286 \text{ BOM teachers}$$

Sample size distribution by category:

BOM members = 10% of 274 = 28 BOM members.

BOM teachers = 286 BOM teachers.

School Principals = 14.

**Table 3. 1: Sampling Matrix**

<b>Participants' category</b>	<b>Population</b>	<b>Sampling</b>	<b>Sample size</b>
Principals	14	Purposive	14
BOM Members	274	Purposive	28
BOM Teachers	1000	Stratified	286
<b>Total</b>	<b>1288</b>	<b>2</b>	<b>328</b>

The researcher employed the purposive sampling strategy to pick school principals, resulting in a sample size of 14 respondents, as depicted in Table 3.1. Similarly, the investigator employed a purposive sampling strategy to select 28 study subjects among the BOM members. Finally, the researcher employed the stratified random sampling technique to select a sample of 286 responses from BOM teachers. Hence, the study had a comprehensive sample size of 328 participants.

### **3.5 Research Instruments**

Research instruments encompass a diverse range of tools employed by researchers to collect data, classified according to their structural composition, intended purpose, intrinsic attributes, and availability (Sathiyaseelan, 2015). The study utilized questionnaires to collect data from BOM teachers due to their larger representation relative to other respondents. Conversely, interviews were conducted with school principals to obtain information pertaining to their role as overseers of the daily operations of the school, including their emotions, perceptions, attitudes, experiences, and opinions.

### **3.5.1 Questionnaires for Board of Management Teachers**

Questionnaires are extensively utilized instruments for collecting data on knowledge, attitudes, views, and facts, whether in the form of open-ended or closed-ended questions. Surveys are advantageous for collecting data from several persons over a brief timeframe (Bern et al., 2018). The study employed semi-structured questionnaires that included both closed-ended and open-ended questions to gather both quantitative and qualitative data. Questionnaires were distributed to teachers by the Board of Management (BoM) in Westlands Sub-County. Questionnaires are a cost-effective and efficient means of surveying a big population, resulting in time savings. The surveys were used to gather data from BoM teachers in order to explore the phenomena.

### **3.5.2 Interview Schedule for Principals and Board of Management Members**

An interview guide is a thorough compilation of inquiries or topics that the interviewer intends to pose (Mauldin, 2020). The study employed an interview guide to gather qualitative data from Key informants, specifically principals and BoM members. The interview guide was administered to school principals and members of the Board of Management (BoM) who offered valuable perspectives and detailed information for the study. Hence, the data from the questionnaire was combined with the obtained findings to comprehend the phenomena being investigated.

### **3.6 Instruments' Validity**

Validity is the extent to which a test accurately assesses the specific construct it is intended to examine. The researcher employed the content validity approach in this investigation. Mauldin (2020) argues that the content validity technique is optimal since it assesses the extent to which the test items accurately represent the entire range of the trait or characteristic being measured. The researcher's supervisors were consulted to guarantee the coherence and quality of the interpretation. To ensure validation, the researcher's supervisors at the University were presented with the questionnaires and interview guides. Consequently, additional inquiries were incorporated and other modifications were implemented to guarantee greater inclusiveness.

In order to ensure content validity, the questionnaires and interview guides were designed to encompass a range of topics pertaining to the teachers' perspectives on the impact of Board of Management (BoM) governance methods on their job satisfaction in secondary schools within Westlands Sub-County, Kenya. Content validity was additionally guaranteed through the consistent administration of the questionnaires and interview guides. The researcher individually distributed all the research instruments to the respective subjects. The questions were formulated using straightforward language to ensure clarity and facilitate comprehension. Additional explicit instructions were provided to the respondents.

External validity was ensured, which pertains to the degree to which the findings of the study may be applied to a larger population outside the specific sample size utilized (Lowe, 2019). All participants solicited for the study completed the questionnaires and attended interview sessions, therefore justifying the generalization of the findings to the entire target group.

Instrument validation refers to the procedure of creating written proof that demonstrates a high level of precision in which a certain process regularly meets its set specifications and quality characteristics (Bajpai et al., 2014). The instruments were verified with the assistance of technical advice provided by several individuals associated with the University of Nairobi's Faculty of Education, including lecturers, research supervisors, and other students enrolled in the Masters in Education program. Corrections were made to address inconsistencies and ambiguities in order to establish the legitimacy of the face, external, content, and construct. The implementation of triangulation, involving the utilization of multiple instruments for data gathering such as questionnaires and interviews, ultimately guaranteed the reliability and validity of the collected data.

### **3.7. Instrument's Reliability**

Instrument dependability refers to the degree to which it precisely assesses the intended measurement. This study utilized Cronbach's alpha coefficients as a measure of reliability to assess the consistency of the instrument. The Cronbach alpha coefficient, which measures the dependability of a study instrument, can range from -1 to +1. A Cronbach's coefficient alpha of 0.7 or

higher was deemed as indicating reliable internal consistency for testing the instrument in this study. A Cronbach's Alpha Coefficient value of 0.7 was used as the threshold. Any items with a value below 0.7 were deemed weak and either adjusted or excluded from the final questionnaire. Consequently, the research equipment were deemed dependable for this investigation.

Both questionnaires and interview guides underwent pre-testing on a small, selected sample that was similar to the actual sample used in the study (Lowe, 2019). The process of piloting was conducted at Embakasi Garrison Secondary School, located in Embakasi East Sub-County within Nairobi County. However, the results obtained from this pilot study were not included in the final research. The pilot sample included 10% of the overall study sample, however it did not include individuals who took part in the real study (Lowe, 2019). In their study, Mugenda and Mugenda (2010) proposed using a pilot sample size of either 1% or 10%, depending on the overall size of the sample. Consequently, the percentage is 1% for a large sample and 10% for a small sample. Consequently, the study tools were given to a small group of participants, and the split-half technique was used to assess the reliability and validity. Conducting pilot tests was essential in order to identify any vulnerabilities in the study tools. Bern et al (2018) state that piloting is conducted to assess the validity of the questions, identify any ambiguity, and evaluate potential biases of the researcher. Thus, pilot testing is conducted to ensure the validity and reliability of the instrument.



### **3.8 Credibility and Dependability of Qualitative Research Instruments**

Yilmaz (2013) defined dependability as the quality of being trustworthy, which is demonstrated when the outcomes of a research study are consistent and can be replicated. The researcher sought to confirm that the study's findings align with the raw data acquired through a statistical reliability test. The researcher ensured the data's replicability by ensuring that other researchers would reach comparable findings, interpretations, and conclusions when examining the data. In addition, the researcher took measures to guarantee that no information was overlooked or inaccurately represented in the research study. This was achieved by conducting a thorough comparison between the raw data and the study findings, so eliminating any potential errors or misinterpretations in the final report. In order to enhance dependability, the researcher performed an inquiry audit on the research study to identify any areas that were not covered by the research questions and negative cases.

Credibility, in the context of research, is a criterion that allows the researcher to establish a clear connection between the findings of the study and reality, therefore demonstrating the truthfulness of the findings (Yilmaz, 2013). In order to establish credibility, the researcher conducted a preliminary visit to the selected public secondary schools in order to establish a positive relationship with the school principals, Board of Management (BOM) teachers, and BOM members. The researcher assessed both the reliability and validity of the study tools prior to the actual data collection day.

### **3.9 Data Collection Procedure**

To enhance the credibility of the study, the researcher acquired a letter of introduction from the University of Nairobi, specifically from the Faculty of Education. In addition, the researcher obtained a research permit from the National Commission for Science, Technology Headquarters (NACOSTI) and the Westlands Sub-County Educational Office in order to carry out the present study. The researcher was granted permission by the school administrators of the chosen public day secondary schools in Westland Sub-County to perform the study, and two documents were then provided to them. The BOM teachers distributed self-administered surveys to provide sufficient time for respondents to answer. Board members and school principals were individually interviewed for a duration of 10-30 minutes each through online sessions, allowing sufficient time for participants to provide their responses to the questions. The researcher conducted the interview sessions by posing inquiries regarding the occurrences being investigated. The data collected from the school principals was captured in audio format for transcription and note-taking purposes. It was then coded to extract useful insights for data analysis and presentation.

### **3.10 Data Analysis Techniques**

The field's quantitative data underwent initial editing. Coding was employed to condense the data into distinct groups for the purpose of analysis. The gathered data was analyzed using descriptive statistics, namely frequencies, percentages, and averages. Lowe (2019) states that descriptive statistics allows researchers to effectively characterize a distribution of scores or measures

using a small number of indices or statistics. The data obtained was analyzed using the 2010 version of the Statistical Package for Social Sciences (SPSS) program. The data was presented in tabular format, as well as in bar graphs and pie charts. In relation to qualitative data, the researcher deduced significance and ascertained valuable information. The collected data was analyzed in reference to the full study population. Subsequently, the data underwent categorization into different themes using coding techniques. Following this, patterns within the data were recognized and links between them were established. Following the completion of data processing, discussion, and interpretation of the study findings, a written report was generated.

### **3.11 Ethical Considerations**

The researcher received an endorsement letter from the institution, which was utilized to acquire a research license from the National Commission for Science, Technology, and Innovation (NACOSTI). The permit was submitted to the Education office in Wetlands Sub-County, which subsequently authorized the research. Prior to data collection, the researcher visited the selected public secondary schools to establish a positive relationship with the school principals, Board of Management (BoM) teachers, and BoM members. This visit also involved coordinating the timing for data collection. Prior to gathering data, the researcher acquired consent from the participants of the study. The research participation was voluntary, with no compulsion or discrimination involved. The investigator guaranteed that respondents had the freedom to resign from the study at any time. The participants refrained from

disclosing their names in order to ensure privacy and secrecy. The use of secondary data and materials was recognized and cited, while primary data was treated with confidentiality and anonymity for academic purposes.

In addition, the researcher employed code numbers to represent the data provided by participants and safeguard their confidentiality. In addition, the researcher documented the information provided by participants for the purpose of data analysis, gathering information, and producing research reports. Therefore, strict measures were taken to ensure the confidentiality of the respondents' information, thereby safeguarding their anonymity. The researcher ensured equitable treatment of all respondents by refraining from categorizing or altering the manner in which they were treated. Consequently, there was no space for any form of prejudice. The research included both female and male volunteers, demonstrating gender fairness.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter encompasses the examination, explication, exhibition, and discourse of the collected data. This study aimed to evaluate the impact of Board of Management (BoM) governance procedures on the job satisfaction of teachers employed by the BoM in public secondary schools located in the Westlands sub-county, Nairobi County. The study was structured around the research questions that examined the relationship between governance practices and job satisfaction, the impact of monthly salary provided by the Board of Management (BoM) on teachers' job satisfaction, the connection between career development and teachers' job satisfaction, the influence of school working conditions on teachers' job satisfaction, and the correlation between recognition and teachers' job satisfaction. The replies were examined for frequencies, percentages, and means, and were then displayed in tables and figures. Additionally, interview narratives were included to further describe the findings.

#### **4.2 Instrument Response Rate**

The participants in the study included the school principals, members of the Board of Management (BoM), and instructors who are part of the BoM. The average rate of questionnaire returns and attendance at interview sessions exceeded 80 percent, which is considered sufficient for data analysis, as stated by Mugenda & Mugenda (2008). The researchers' successful attainment of a

high response rate can be attributed to their diligent efforts in establishing a positive connection with the administration of the schools. This facilitated the smooth collection of data from administrators, teachers, and members of the Board of Management. The school principals recommended that the researcher attend the schools during Board of Management (BoM) meetings, since this provided a conducive environment for administering the research instruments. Hence, the summary of the response rate is displayed in Table 4.1.

**Table 4. 1: Instrument Response Rate (n-312)**

<b>Respondents</b>	<b>Sampled Size</b>	<b>Number Responded</b>	<b>Response Rate (%)</b>
School Principals	14	14	100.0
BoM Members	28	18	64.8
BoM Teachers'	286	280	98.0
<b>Total</b>	<b>328</b>	<b>312</b>	<b>-</b>

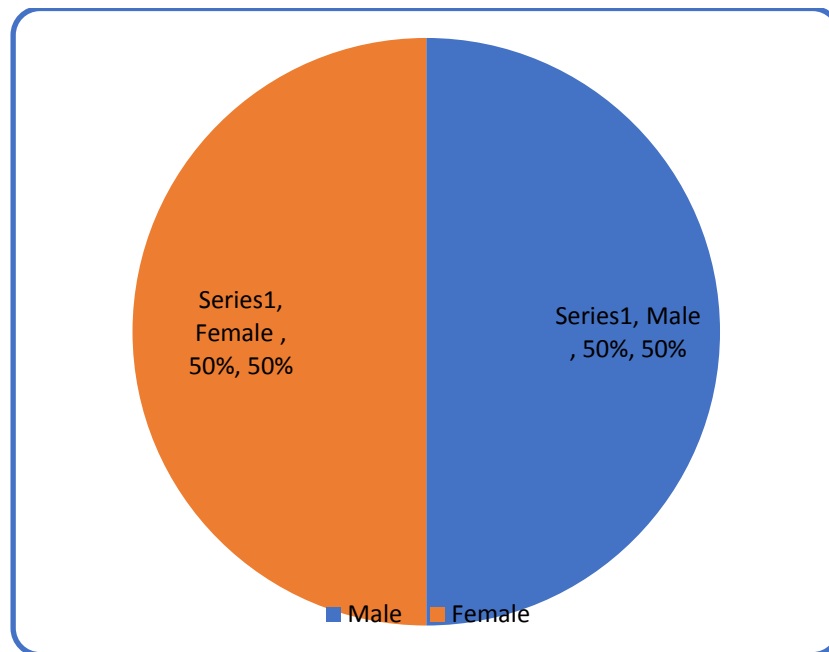
The response rate for the study is displayed in Table 4.1 above. Based on the chart, the researcher specifically focused on 14 school principals and 20 Board of Management (BoM) members. Among these, the scheduled interview sessions were attended by all the school principals and 18 members of the Board of Management (BoM), resulting in response rates of 100% and 64.8% respectively. In addition, the researcher specifically focused on 286 teachers of the Book of Mormon (BoM), and out of them, 280 teachers promptly completed and submitted the questionnaires as previously arranged, resulting

in a return rate of 98 percent. Hence, the response rate was sufficient for doing data analysis.

### 4.3 Gender of Respondents

The participants were instructed to specify their gender as either male or female on the surveys. In addition, the researcher was able to ascertain the gender of other participants during interview sessions by careful observation. The acquired data is displayed in Figure 4.1.

**Figure 4. 1: Gender of the Respondents (n=312)**



According to Figure 4.1, an equal proportion (50%) of males and females, who were school principals, BOM members, and BOM teachers, participated in the study. This applies to both those who attended interview sessions and those who completed the questionnaires. The statement suggests that the researcher saw a state of gender equality, with no indication of any prejudice in terms of participation in the survey (Atuly, 2022).

#### 4.4 Background Information of School Principals

The background information of school principals mostly focuses on factors such as age, educational attainment, and prior experience in school administration. The demographic information of school principals is presented in Table 4.2.

**Table 4. 2: Background Information of School Principals (n=14)**

<b>Variable</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
<b>Age</b>		
45-49 Years	2	14.3
50-54Years	3	21.4
Above 55 Years	9	64.3
<b>Total</b>	<b>14</b>	<b>100.0</b>
<b>Educational Level</b>		
Bachelors	9	64.3
Masters	4	28.6
PhD	1	7.1
<b>Total</b>	<b>14</b>	<b>100.0</b>
<b>Experience in School</b>		
<b>Leadership</b>		
2-5 Years	3	21.4
6-10 Years	4	28.6
Above 10 Years	7	50.0
<b>Total</b>	<b>32</b>	<b>100.0</b>
<b>Age</b>		

The background information of school principals mostly focuses on factors such as age, educational attainment, and prior experience in school administration. The demographic information of school principals is presented in Table 3.



### **Educational Level**

The findings indicate that 64.3% of the school principals held a Bachelor's degree, 28.6% held a Master's degree, and 7.1% held a Ph.D. This demonstrates that the principals had met the minimal requirements for the position of secondary school principal, specifically in the areas of educational administration, leadership, and governance. Furthermore, at the secondary school level, the school administrators are actively working towards achieving job satisfaction among teachers (Odisha, 2022).

### **Experience in School Leadership**

Regarding school leadership experience, research indicates that 50% of principals had 10 or more years of experience, 28.6% had between 6 and 10 years of experience, and 21.4% had between 2 and 5 years of experience in school leadership. Statistically, the data indicate that school principals, as a whole, possessed sufficient expertise to effectively oversee the job satisfaction of BoM teachers. The duration of their tenure in school leadership was deemed sufficient for them to have gained ample knowledge on secondary school administration and the level of job satisfaction among teachers. Hence, their perspectives on the study objectives were deemed pertinent. According to Podolsky, Kini, and Darling-Hammond (2019), having a significant amount of leadership experience has a beneficial impact on the administration and management of schools.

#### 4.5 Background Information of BoM Members

The background information of members of the Board of Management (BoM) focused on their age, level of education, and experience in school leadership.

The demographic information of BoM members is presented in Table 4.3.

**Table 4. 3: Background Information of BoM Members (n=18)**

<b>Variable</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
<b>Age</b>		
20-29 Years	1	5.6
30-39 Years	2	11.1
40-49 Years	9	50.0
Above 50 Years	6	33.3
<b>Total</b>	<b>18</b>	<b>100.0</b>
<b>Educational Level</b>		
Bachelors	10	55.6
Masters	5	27.8
PhD	3	16.6
<b>Total</b>	<b>18</b>	<b>100.0</b>
<b>Experience in School Leadership</b>		
2-5 Years	3	16.6
6-10 Years	5	27.8
Above 10 Years	10	55.6
<b>Total</b>	<b>18</b>	<b>100.0</b>
<b>Age</b>		

According to Table 4.3, the largest proportion (50%) of the BOM members fell between the age range of 40-49 years. 33.3% of BOM members, who stated that they were above the age of 50, followed the group. As a result, 11.1% and 5.6% of BOM members reported being in the age groups of 30-39

years and 20-29 years, respectively. The study results suggest that the members of the BOM were within the age range where many of them had experience in managing and overseeing BOM teachers. Numerous authors (Podolsky, Kini & Darling-Hammond, 2019; Odisa, 2022; Kanake, 2023) have affirmed that older members of the Board of Management (BOM) has superior expertise in managing and leading BOM teachers.

### **Educational Level**

Regarding educational attainment, the majority (55.6%) of BOM members indicated that they had obtained a bachelor's degree. 27.8% of the BOM members reported having attained a master's degree, while 16.6% reported having acquired a PhD. It is evident that most members of the BOM had met the minimum requirements for the position of Board of Management in school governance and management. Similarly, this suggests that at the secondary school level, the members of the Board of Management (BOM) are making efforts to attain job satisfaction for BOM instructors (Odisa, 2022).

### **Experience in School Leadership**

Regarding experience in school leadership, the majority (55.6%) of the BOM members indicated that they had more than 10 years of experience. Significantly, 27.8% and 16.6% of respondents reported having 6-10 years and 2-5 years of experience, respectively. This unequivocally demonstrates that a significant proportion of the BOM members has the leadership expertise to adequately address the requirements of BOM teachers, including their job happiness. Hashim (2023) states that BOM members with advanced leadership

experience are able to effectively address the requirements of BOM instructors, leading to increased job satisfaction and retention among educators. Therefore, there is a direct relationship between the governance methods of the Board of Management (BOM) and the job satisfaction of BOM teachers.

#### 4.6 Background Information of BOM Teachers

The background information of BOM teachers focuses on their age, educational attainment, and length of time in their current school. Table 4.4 displays the demographic data of BOM members.

**Table 4. 4: Background Information of BOM Teachers (n=280)**

<b>Variable</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
<b>Age</b>		
20-29 Years	210	75
30-39 Years	70	25
<b>Total</b>	<b>280</b>	<b>100.0</b>
<b>Educational Level</b>		
Diploma	8	2.9
Bachelors	270	96.4
Masters	2	0.7
<b>Total</b>	<b>280</b>	<b>100.0</b>
<b>Duration in the Current School</b>		
2-5 Years	276	98.6
6-10 Years	4	1.4
<b>Total</b>	<b>280</b>	<b>100.0</b>
<b>Age</b>		

According to Table 4.4, the majority (75%) of BOM teachers were in the age range of 20-29 years, while 25% were in the age range of 30-39 years. This suggests that BOM teachers were in their early stages of their careers and sought job satisfaction to enhance their professional growth and advancement. The objective of professional and personal growth and development is to achieve job satisfaction and attain the highest level of self-actualization as an educator (Sumanasena & Mohamed, 2022).

### **Educational level**

In terms of educational attainment, the vast majority (96.4%) of BOM teachers held a Bachelor's degree, while 2.9% had a diploma and 0.7% possessed a master's degree. This demonstrates that the teachers from BOM possessed the necessary qualifications to instruct at the secondary school level. Barasa (2021) affirmed that a bachelor's degree is the highest qualification necessary for a teacher to teach secondary school subjects in Kenya.

### **Duration in Current School**

Out of all the BOM teachers, 98.6% had been working at their respective schools for a period of 2-5 years, while 1.4% had been in their current positions for 6-10 years. This suggests that BOM instructors possess a lower number of years of teaching experience, which necessitates job satisfaction in order for them to remain in their positions for a longer duration. The data suggest that BOM teachers experience frequent movement because to the high rate of teacher turnover. In a similar vein, Nguyen and Springer (2023)

determined that schools encounter elevated levels of teacher attrition as a result of discontentment with their jobs and inadequate compensation.

#### 4.7 School Conditions By BOM Members and Board Teachers' Job

##### Satisfaction

The BOM teachers were provided with certain working circumstances, including classroom space, office space, hygienic conditions, and various social amenities such as power, piped water, accommodation either within or in close proximity to the school, and access to a retail mall. They were requested to specify their level of discomfort, ranging from extreme discomfort to discomfort and comfort, in relation to the provided working conditions. The study results are confirmed in Table 4.5.

**Table 4. 5: School Conditions on BOM Teachers' Job Satisfaction (n=280)**

School Conditions	Very Uncomfortable		Uncomfortable		Comfortable	
	F	%	F	%	F	%
Offices.	100	35.7	15	53.7	30	10.6
Classroom Space.	260	92.9	20	7.1	0	0
Sanitary Conditions.	0	0	27	96.4	10	3.6
Accommodation within or near the School.	10	3.6	20	7.1	250	89.3
Electricity.	271	96.8	9	3.2	0	0
Shopping Mall.	270	96.4	10	3.6	0	0
Instructional Resources.	0	0	15	5.4	265	94.6

According to Table 4.5, the majority of BOM teachers expressed discomfort with office settings, with 53.7% feeling uncomfortable and 35.7% feeling very uncomfortable. Only 10.6% of the teachers reported feeling comfortable. This

suggests that the office settings were insufficient in effectively communicating job satisfaction to BOM teachers. According to a study conducted by Sadikin et al (2023), insufficient office spaces for instructors impede their morale, resulting in job discontent.

In terms of classroom space, 92.9% of BOM teachers expressed a high level of discomfort, while 7.1% reported feeling uncomfortable. This clearly indicates that classes were either undersized or overcrowded with students. The insufficient classroom space hampers the effectiveness of the teaching and learning process, hence contributing to job discontent among Board of Management (BOM) teachers. Nkambule (2022) has indicated that insufficient classroom space adversely affects instructors' ability to effectively present content, as it hampers their morale.

Moreover, a significant majority (96.4%) of BOM instructors expressed their discomfort with the school's hygienic conditions, whilst a little 3.6% of teachers reported feeling comfortable. This clearly demonstrates that numerous schools were impacted by noise pollution due to their proximity to road transportation sectors. According to Désiré et al (2022), noise pollution disrupts effective teaching and learning, hence impeding teachers' job happiness.

Regarding social amenities, an overwhelming majority (89.3%) of BOM instructors expressed satisfaction with the housing options provided either within or in close proximity to the school. Regarding the same issue, 3.6% and 7.1% of teachers reported feeling very uncomfortable and uncomfortable,

respectively. With respect to shopping malls and supermarkets, an overwhelming majority (96.4%) of BOM teachers expressed strong discomfort, whereas a small percentage (3.6%) indicated discomfort. With regards to the supply of energy, a significant majority (96.8%) of BOM teachers expressed a high level of discomfort, whereas a small percentage (3.2%) of teachers reported discomfort specifically due to excessive prices. In addition, a significant majority (96.4%) of BOM teachers expressed strong discomfort when visiting shopping malls, whereas a small percentage (3.6%) reported discomfort specifically owing to inflated prices. The data indicate that BOM teachers did not have sufficient access to social amenities that would enhance their morale for work. Njoroge (2023) asserts that inadequate availability to social amenities results in work discontent among BOM teachers.

Furthermore, a significant majority (94.6%) of BOM teachers expressed their satisfaction with the educational resources provided by the school, whereas a small percentage (5.4%) reported feeling dissatisfied. Instructional resources are crucial components that significantly contribute to teachers' job happiness. The present study results are corroborated by Dewi, Rodli, and Nurhidayati (2021), who indicated that favorable working conditions provide increased physical comfort for instructors and boost their morale.



#### 4.8 School’s Conducive Conditions by BOM Members and BOM

##### Teachers’ Job Satisfaction

The BOM teachers were asked to score the conducive environment of their schools on a Likert scale ranging from 1 to 5. The study findings are displayed in Table 4.6.

Key: *VA-Very Adequate, A-Adequate, FA-Fairly Adequate, IA-Inadequate, NA-Not Available.*

**Table 4. 6: School’s Conducive Conditions and Teachers’ Job Satisfaction (n=280)**

School	VA		A		FA		IN		NA	
	F	%	F	%	F	%	F	%	F	%
Learning Resources.	5	1.7	271	96.8	4	1.4	0	0	0	0
Laboratory Equipment.	20	7.1	250	89.3	10	3.6	0	0	0	0
Text Books.	276	98.6	4	1.4	0	0	0	0	0	0
Library.	4	1.4	265	94.6	11	3.9	0	0	0	0
Teaching Aids.	5	1.7	271	96.8	4	1.4	0	0	0	0
Career Settlement.	0	0	0	0	0	0	4	1.4	276	98.6

Table 4.6 demonstrates that a significant majority (96.8%) of BOM instructors affirmed that the learning materials available in their schools were sufficient, while a small percentage (1.7%) indicated that these resources were distributed in a highly satisfactory manner. This suggests that all the selected schools were sufficiently equipped with a diverse range of educational materials. Hennessy et al (2022) found that sufficient learning resources boost teachers' morale and facilitate successful teaching and learning in schools, providing support for these findings.

Similarly, 89.3% of BOM teachers reported that the laboratory equipment was sufficient, whereas 7.1% and 3.6% of respondents indicated that the distribution of equipment in schools was adequate and somewhat adequate, respectively. This suggests that the selected schools have sufficient resources, such as well-equipped laboratories, to facilitate successful teaching and learning. According to Miano, Aringo, and Barasa (2023), having sufficient and well-equipped laboratories boosts teacher morale.

In relation to textbooks, the vast majority (98.6%) of BOM teachers expressed that they found them to be highly satisfactory, whereas 1.4% of teachers indicated that these teaching and learning resources were sufficient. These findings strongly suggest that the schools included in the sample possessed an abundant supply of textbooks. Supporting these findings, Jepchirchir (2023) demonstrated that schools equipped with sufficient textbooks witnessed enhanced teaching and learning methods, leading to increased job satisfaction among teachers.

In addition, regarding libraries, the majority (94.6%) of BOM instructors reported that libraries were sufficiently spread in schools, while 3.9% of teachers indicated that they were somewhat well dispersed in the tested schools. This statement strongly suggests that the presence of sufficient libraries has led to increased job satisfaction as a result of successful learning among pupils. Anasi (2020) established a direct relationship between a well-equipped library and job satisfaction among instructors.

In addition, a significant majority (96.8%) of BOM instructors reported that they will have sufficient access to teaching aids, as they were deemed adequate in their individual schools. In the same research study, 1.7% of teachers reported that teaching aids were highly adequate in their schools, while 1.4% stated that they were somewhat adequate. This implies that the sufficiency of teaching and learning resources improves instructors' job happiness. Osman and Oracha Joel (2020) found that sufficient teaching and learning resources contribute to job satisfaction by promoting effective pedagogy.

Regarding career compensation, the vast majority (98.6%) of BOM teachers indicated that career payment was not accessible, while a small percentage (1.4%) of teachers stated that it was insufficient. This statement strongly suggests that insufficient career compensation for BOM teachers negatively impacts their level of job satisfaction. The present study's results align with those of Lindsay and Fuentes (2022), who demonstrated that insufficient career establishment contributes to stress and health problems, ultimately impacting teachers' job satisfaction.

#### **4.9 Rate Support for Career Development by BOM members on BOM Teachers' Job Satisfaction**

The researcher solicited the perspectives of BOM professors regarding their views on the provision of assistance for career advancement. The participants were instructed to indicate their level of agreement with the extent of support for career advancement. The results are displayed in Table 4.7.

Key: SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly

Disagree

**Table 4. 7: Support Rate for Career Development on BOM Teachers (n=280)**

Support for Career Development	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers have transparent advancement policies.	10	3.6	38	17.1	217	77.5	15	5.4	0	0
Teachers attend workshops.	10	7.1	120	42.9	100	35.7	50	17.9	0	0
Teachers attend leadership seminars.	277	98.9	3	1.1	0	0	0	0	0	0
Teachers attend in-service training.	4	1.4	265	94.6	11	3.9	0	0	0	0
Teachers train in classroom management.	35	12.5	200	71.4	45	16.1	0	0	0	0
Teachers enroll in teacher courses.	0	0	273	97.5	7	2.5	0	0	0	0
Teachers are mentored in their careers	0	0	269	96.1	11	3.9	0	0	0	0
Teachers access to professional development opportunities	275	98.2	5	1.8	0	0	0	0	0	0

According to Table 4.7, 77.5% of BOM instructors remained neutral when asked about their stance on whether schools provide transparent and clear career growth strategies for BOM teachers. Only 5.4% of teachers supported the introduction of such rules, while 3.6% and 17.1% of teachers strongly opposed and disagreed, respectively, with the item. This suggests that the

board of management has deficiencies in promoting awareness and executing career development policies among BOM teachers. Mwikali (2023) asserts that insufficient knowledge of career development policies contributes to teachers' dissatisfaction with their jobs.

Regarding the matter of teachers being permitted to participate in workshops related to their teaching disciplines, the survey results indicate that 42.9% of BOM teachers expressed disagreement, 35.7% remained neutral, 17.9% agreed, and 7.1% strongly opposed. One interviewee stated that the lack of options for BOM teachers to attend workshops and seminars (Code 9) is a result of their busy schedule. This statement strongly suggests that BOM teachers did not have the opportunity to attend workshops, which would have contributed to their overall job satisfaction. Odhiambo (2022) stated that the lack of subject workshops results in workplace unhappiness due to a decrease in morale.

In addition, with regards to granting permission to attend leadership seminars, the vast majority (98.9%) of BOM teachers expressed severe disagreement, while a small percentage (1.1%) of teachers also disagreed. This statement strongly suggests that most BOM teachers were not given permission to participate in subject workshops and leadership seminars, which would negatively impact their job satisfaction. Odisa (2022) asserts that a lack of opportunity for professional advancement and development impedes job satisfaction among educators.

In addition, regarding the topic of teachers being permitted to participate in in-service training, the majority (94.6%) of BOM instructors expressed disagreement, while 3.9% were undecided and 1.4% strongly disagreed. It is evident that BOM teachers did not receive in-service training for career growth, which would have improved job satisfaction. The study results align with Odisa's (2022) findings, which indicate that the absence of subject workshops, leadership seminars, and in-service training negatively impacts the job satisfaction of BOM teachers.

In contrast, after being presented with the opportunity for teachers to receive training on classroom management tactics, the majority of BOM teachers (71.4%) expressed disagreement, while 16.1% and 12.5% of teachers were neutral and strongly opposed, respectively. This statement strongly suggests that a deficiency in the ability to effectively manage a classroom may have played a role in the discontent experienced by teachers in the BOM program. A study conducted by Mbuno (2019) found that the lack of managerial skills impedes teachers' morale, resulting in job discontent.

In regards to the possibility of teachers being permitted to participate in teacher courses, the vast majority (97.5%) of BOM instructors expressed disagreement, while 2.5% of teachers remained neutral on the matter. One interviewee stated that we are currently facing a deficit of cash, which is the reason why we cannot let teachers to enroll in more courses (Code 11). This suggests that BOM teachers had job discontent due to a lack of access to refresher training. Corroborating these research findings, Oloo (2022)

ascertained that inadequate mastery of classroom management techniques, coupled with insufficient professional development opportunities, contributes to unhappiness among Board of Management (BOM) teachers.

In addition, addressing the item on which BOM teachers receive career mentoring, the majority (96.1%) of teachers expressed disagreement, while 3.9% of teachers remained neutral. This statement strongly suggests that BOM teachers were not provided with mentorship programs, resulting in their discontent with their jobs. Odhiambo (2022) argues that the lack of mentorship programs leaves instructors vulnerable to many professional deficiencies, which in turn impede their job satisfaction and motivation.

Regarding the idea that BOM teachers have regular access to professional development opportunities, the vast majority (98.2%) of teachers strongly disagreed, while a small percentage (1.5%) of teachers disagreed. After the interview sessions, one interviewee stated that we lack sufficient money to assist our instructors in participating in mentorship programs and pursuing professional development courses (Code 2). This clearly indicates that BOM teachers were not granted access to regular professional development opportunities, which has resulted in employment unhappiness. The present study aligns with the research conducted by Mwitika Kainga (2021), which revealed that the absence of mentorship programs and limited possibilities for ongoing professional development contribute to discontent among instructors in the Board of Management (BOM).

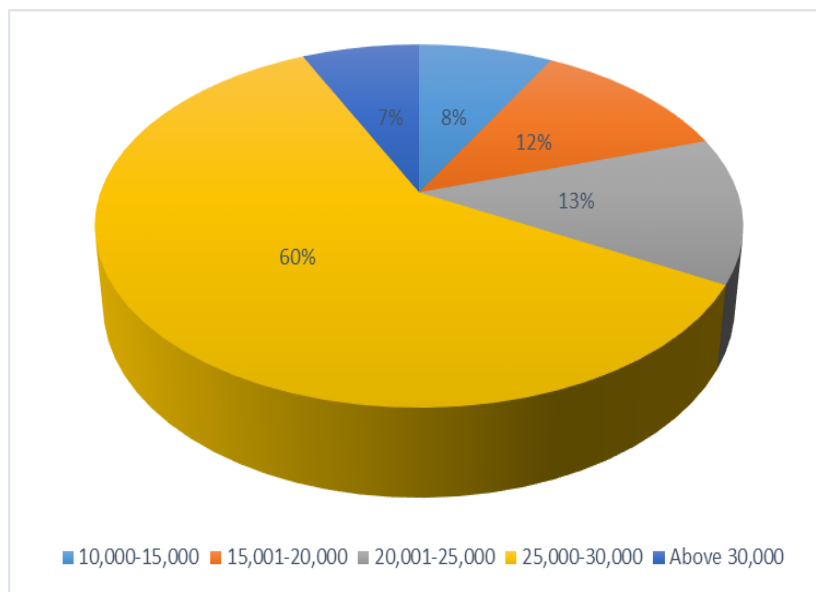
#### 4.10 Monthly Salary by BOM Members on BOM Teachers' Job

##### Satisfaction

The BOM teachers were requested to specify the wage range of BOM teachers in their current schools. The results are displayed in Figure 4.2.

**Figure 4. 2: Monthly Salary for BOM Teachers on Job Satisfaction**

**(n=280)**



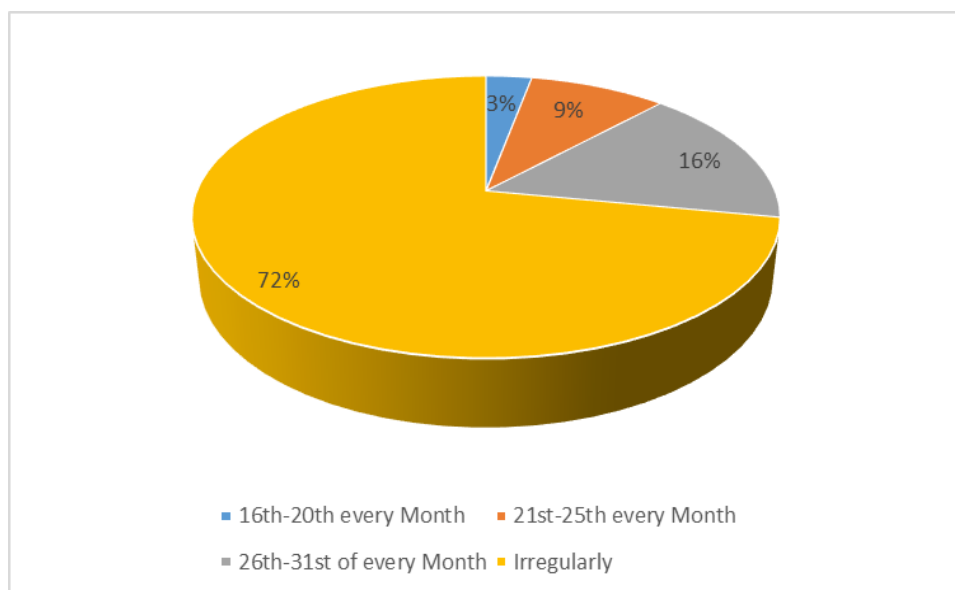
According to Figure 4.2, a significant proportion (60%) of BOM teachers earned a monthly wage ranging from 25,000 to 30,000 Kenya shillings. Subsequently, 13% of the instructors reported that BOM teachers were remunerated with a monthly salary ranging from 20,000 to 25,000 Kenyan shillings. Following that, 8% and 7% of the teachers reported that these educators earned a monthly pay ranging from 10,000 to 15,000 Kenya shillings, respectively. Moreover, an overwhelming majority (98%) of BOM teachers expressed that the monthly compensation for BOM teachers was



insufficient. This unequivocally demonstrates that BOM teachers were remunerated at the mean salary level of secondary teachers, owing to the economic challenges in Kenya, which therefore resulted in discontentment with their employment. The findings align with Mary's (2022) observation that inadequate remuneration for BOM teachers is a primary factor contributing to job unhappiness.

In addition, the BOM teachers were requested to specify the specific dates on which they received their monthly salary. Figure 4 confirms the results of the investigation.

**Figure 4. 3: Bracket Dates of Receiving Monthly Salary (n=280)**



According to Figure 4.3, the BOM teachers experienced sporadic wage disbursements, which occurred after the majority (72%) of the surveyed teachers. Subsequently, 16% of instructors disclosed that teachers from the Board of Management (BOM) received their monthly salary from the 26th to

the 31st of each month. In addition, 9% of BOM teachers said that BOM educators are paid their salary from the 21st to the 25th of each month. Finally, a mere 3% of BOM teachers reported that their pay were disbursed to them from the 16th to the 25th of every month. Therefore, it may be inferred that job discontent is caused by the postponement of revenue and the inconsistent payment of salaries, as corroborated by Kaaria (2022).

Furthermore, the interview narratives acquired serve as a valuable contribution to the study's findings. According to one of the interviewees, *the monthly salary of BOM teachers influence their retention in schools. When they are paid promptly, they tend to work hard and do not move from one school to another. Yes, at long last is job satisfaction which minimizes teachers' turnover rates in secondary schools* (Code 12). Another interviewee revealed that: *we have never sat down to regularly review and update BOM teachers' salaries to ensure fairness and competitiveness due to shortage of funds in schools. That is why I think BOM teachers experience job dissatisfaction in the schools they are teaching* (Code 21). Another interviewee revealed that: *our school has provided remedial lessons for all teachers across as opportunities for BOM teachers to earn additional income. That way, I think it is the core avenue to motivate BOM teachers towards attaining job satisfaction* (Code 3).

Moreover, the findings suggest that a consistent monthly compensation can contribute to the retention of BOM teachers by reducing teacher turnover rates. Hence, the research results are corroborated by Oyolla (2021), who

discovered that irregular, delayed, and inadequate remuneration, including wages, salaries, and allowances, contribute to discontent among BOM teachers.

In addition, the BOM teachers were requested to express how the monthly income affects their job happiness. The results are displayed in Table 4.8.

**Table 4. 8: Impacts of Monthly Salary on Job Satisfaction (n=312)**

<b>Impacts of Monthly Salary on Job Satisfaction</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
Access of Teacher’s Needs.	278	89
Effective Learning and Teaching Process.	281	90
Hard Working to be Paid.	271	87
Academic excellence.	237	76
Professional Growth and Development.	172	55
<b>Total</b>	<b>-----</b>	<b>100.0</b>

According to Table 4.8, a significant majority (89%) of BOM teachers confirmed that receiving regular and monthly wage payments improves their ability to meet their various needs. Hence, a significant proportion (90%) of BOM teachers affirmed their ability to engage in efficient teaching and learning practices within their respective schools. Moreover, a significant majority (87%) of BOM teachers reported that these educators strongly valued the principle of diligent effort in order to receive compensation. In the same vein, a significant proportion (76% and 55%) of BOM instructors expressed their commitment to pursuing academic excellence and actively participating in professional growth and development initiatives after receiving their

salaries in a timely manner. One participant corroborated the findings by stating that:

*The school is working hard to increase the number of remedial lessons to motivate my teachers. As well, we shall have a meeting with the BOM members to increase the monthly salary for BOM teachers from Kshs. 25, 000 to around Kshs. 30, 000 to enhance competitiveness with surrounding private secondary schools offering the same curriculum. Besides, the school is going to ensure regular monthly salary payments to enhance job satisfaction although not fully (Code 2).*

Therefore, it can be inferred that there is a direct relationship between the monthly compensation and job satisfaction of BOM teachers, as depicted in Table 4.9.

**Table 4. 9: A Correlational Test (n=280)**

		Impacts of Monthly Salary and Job Satisfaction	Access to Teachers needs	Effective learning and teaching	Hard working to be paid.	Academic excellence	Professional growth
Impacts of Monthly Salary and Job Satisfaction	Pearson Correlation	1					
	Sig. (2-tailed)						
Access to Teachers Needs.	Pearson Correlation	.156*	1				
	Sig. (2-tailed)	.005					
Effective Learning and Teaching Process.	Pearson Correlation	.231*	.134	1			
	Sig. (2-tailed)	.000	.126				
Hard Working to be Paid.	Pearson Correlation	.321*	.444	.455*	1		
	Sig. (2-tailed)	.000	.117	.127			
Academic Excellence.	Pearson Correlation	.211	.331	.128	.119	1	
	Sig. (2-tailed)	.000	.138	.149	.167		
Professional Growth and Development.	Pearson Correlation	.387	.432	.547	.646	.743	1
	Sig. (2-tailed)	.000	.165	.177	.187	.189	

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Table 4.9 indicates that there is a positive correlation between various factors related to teachers' needs, effective teaching and learning process, hard work and compensation, academic excellence, and professional growth and development. These factors moderate the relationship between monthly salary and job satisfaction among BOM teachers. The statistical analysis shows that all the p-values associated with these correlations are below 0.005, indicating a significant relationship. Ochieng' Tom, Achieng' Ursula, and Daisy (2022) established a notable association between remuneration and job satisfaction among BOM instructors in secondary schools in Kenya, confirming the previous findings.

#### **4.11 Management's Recognition on Job Satisfaction**

The BOM teachers were tasked with determining the level of recognition their schools gave to BOM teachers. The study results are presented in Table 4.10.

*Key: VCU-Very Commonly Used, CU-Commonly Used, FCU-Fairly Commonly Used, RU-Rarely Used, VRU-Very Rarely Used, NU-Never Used.*

**Table 4. 10: Management’s Recognition on Job Satisfaction (n=280)**

Items on	VCU		CU		FCU		RU		VRU		NU	
	F	%	F	%	F	%	F	%	F	%	F	
<b>Teachers’ Recognition</b>												<b>%</b>
Verbal	200	71.	50	17	29	10	1	0.3	0	0	0	0
Complement		4		.9		.4						0
s.												
Rewards.	0	0	0	0	19	6.	11	3.9	60	21	190	
						8				.4	67.9	
Retreats.	0	0	0	0	3	1.	2	0.7	26	94	10	
						1			5	.6	3.6	
Training	0	0	0	0	11	3.	191	68.	9	3.	69	
Opportunitie						9		2		2	24.7	
s												
Thank You	9	3.2	7	2.	13	4.	30	10.	93	33	128	
Cards				6		6		7		.2	45.7	
Recommend	9	3.2	5	1.	5	1.	79	28.	68	24	114	
ation for				7		7		2		.3	40.9	
Permanent												
Job												
Letters of	67	23.	23	8.	27	9.	150	53.	9	3.	4	
Recognition		9		2		6		6		3	1.4	
Rent Waiver	0	0	0	0	0	0	0	0	4	1.	276	
										4	98.6	
Shopping	0	0	0	0	0	0	4	1.4	27	98	0	
Vouchers									6	.6	0	
Sponsored	0	0	0	0	11	3.	70	25	49	17	150	
Holidays to						9				.5	53.6	
Tourist												
Destinations												

According to Table 4.10, the data indicates that the majority (71.4%) of BOM teachers reported that verbal complements were frequently used as a form of recognition. Additionally, 17.9%, 19.4%, and 0.3% of the respondents stated that verbal complements were commonly used, fairly commonly used, and rarely used, respectively. According to Kihang'a (2022), verbal compliments alone do not have the ability to increase job satisfaction among BOM teachers.

In addition, a significant proportion (67.9%) of BOM teachers stated that awards were never utilized, whereas 21.4%, 3.9%, and 6.8% of the teachers indicated that rewards were very seldom, rarely, and rather regularly employed, respectively, to acknowledge BOM teachers. This statement strongly suggests that BOM teachers lacked access to additional financial incentives, resulting in discontentment with their jobs. Odisa's (2022) study corroborated the findings by indicating that the absence of financial incentives results in job unhappiness among instructors, primarily owing to the lack of motivation for their work.

In relation to retreats, a significant proportion (94.6%) of BOM instructors indicated that getaways were infrequently employed in schools, whereas 3.6%, 1.1%, and 0.7% of teachers disclosed that retreats were never utilized, moderately utilized, and infrequently utilized, respectively, to recognize BOM teachers. In addition, a significant proportion (53.6%) of BOM teachers who endorsed holidays were never utilized for their intended purpose. Accordingly, 25%, 17.9%, and 3.9% of teachers indicated that sponsored vacations to tourist areas were infrequently used, very infrequently used, and moderately



used to acknowledge BOM educators. This suggests that the absence of incentives such as bonuses and sponsored trips to popular tourist locations contributed to teachers' discontentment with their jobs. According to Williams (2022), the absence of holidays and retreats for teachers results in exhaustion and burnout, ultimately impeding their morale and ability to function effectively in school.

Moreover, a significant majority (68.2%) of BOM teachers reported that training options for teacher recognition were hardly utilized in schools. Accordingly, 24.7% of the teachers reported that training chances were never utilized, while 3.9% stated that they were very regularly used, and 3.2% indicated that they were very rarely used in schools to acknowledge BOM instructors. This clearly demonstrates that the lack of additional training opportunities was a fundamental reason for job unhappiness among BOM teachers. Kosgei and Edabu (2023) concurred that providing access to training opportunities can serve as a motivating factor for Board of Management (BOM) teachers and enhance their job satisfaction.

Furthermore, a significant proportion (33.3%) of BOM teachers indicated that thank you cards were seldom utilized, followed by 10.7%, 4.6%, 3.2%, and 2.6% of teachers who reported infrequent, moderately frequent, highly frequent, and typically frequent use of thank you cards to express gratitude towards BOM teachers. Consequently, thank you cards serve as both a symbol of gratitude and a wellspring of motivation within the teaching profession.

Odhiambo (2022) found that a lack of acknowledgment among teachers impedes job satisfaction.

Likewise, the largest proportion (40.9%) of BOM professors is followed by 28.2%, 24.3%, 3.2%, and binary. 1.7% of the instructors reported that recommendations for permanent employment were not utilized, never utilized, rarely utilized, frequently utilized, regularly utilized, and moderately utilized to honor BOM educators. This suggests that having permanent employment increases job security and, hence, promotes job happiness among BOM teachers. Jepchirchir's (2023) study further augmented the research findings by demonstrating that employment in TSC facilitates instructors in achieving job satisfaction through the provision of job stability and access to fundamental necessities.

In regards to alternative forms of recognition, the largest proportion (53.6%) of BOM teachers indicated that letters of recognition were rarely utilized. This was followed by 23.9% of teachers who reported that letters of recognition were very commonly used, 9.6% who stated they were fairly commonly used, 8.2% who reported they were commonly used, 3.3% who indicated they were very rarely used, and 1.4% who stated they were never used as a form of recognition for BOM educators. This unequivocally demonstrates that the motivation of teachers to exert more effort can be bolstered by letters of acknowledgment. A recent study conducted by Mwitika Kainga (2021) found that the combination of appreciation letters and other awards can significantly enhance job satisfaction among instructors.

In addition, an overwhelming majority (98.6%) of BOM teachers said that rent waivers were never utilized as a means of acknowledging BOM teachers. Subsequently, just 1.4% of the teachers reported that rent waivers were seldom employed to acknowledge BOM instructors. In the same vein, an overwhelming majority (98.6%) of BOM instructors reported that schools seldom utilized shopping vouchers as a form of recognition for them. As a result, just 1.4% of the teachers reported that shopping coupons were seldom utilized to incentivize BOM educators. This clearly demonstrates that the absence of rent exemptions and shopping vouchers resulted in job unhappiness among BOM teachers. In order to enhance teachers' job satisfaction, Anunobi (2022) emphasized the importance of providing them with regular access to rent waivers and shopping vouchers. The study findings were enhanced by tales acquired from interview sessions.

In contrast, one participant stated that:

*The school does recognize teachers by offering rewards to the best performers. We also conduct annual holidays within the country for all teachers based on previous KCSE performance. Such gifts and events can be used to increase job satisfaction to some extent (Code 12). Similarly, another interviewee declared that: as a school, we offer shopping vouchers to all teachers annually to motivate them. In addition, other rewards accompany Christmas vouchers to motivate teachers. Thus, such forms of recognition can upsurge job satisfaction among BOM teachers in our school (Code 21). Another interviewee articulated that: occasionally our school can organize paid holidays to motivate teachers. Such trips are carried within the state due to limited sources of funds. Hence, that is one to advance teachers' job satisfaction since they are motivated including those under BOM (Code 23).*

The study results suggest that most schools did not have adequate methods of acknowledging BOM instructors in order to foster work happiness. Multiple

studies (Anunobi, 2022; Odisa, 2022; Oloo, 2022; Kihang'a, 2022; Williams, 2022; Jepchirchir, 2023; Mwitika, 2021) have found that the absence of verbal complements, rewards, retreats, training opportunities, thank you cards, recommendations for permanent employment by the Teachers Service Commission (TSC), letters of recognition, shopping vouchers, rent waivers, and sponsored holidays to tourist destinations contributes to job dissatisfaction among BOM teachers.

#### **4.12 Rating the Level of Teachers' Job Satisfaction**

The participants were instructed to assess the degree of job satisfaction among BOM teachers. The study results are displayed in Table 4.11.

*Key: VHS-Very Highly Satisfied, HS-Highly Satisfied, MS-Moderately Satisfied, LS-Lowly Satisfied, VLS-Very Lowly Satisfied, NS-Not Satisfied.*

**Table 4. 11: Rating the Level of Teachers' Job Satisfaction (n=280)**

Level of Job Satisfaction	VHS		HS		MS		LS		VLS		NS	
	F	%	F	%	F	%	F	%	F	%	F	%
Autonomy in discharge of roles.	21	7.4	50	17.9	10	3.6	30	10.7	150	53.6	19	6.8
High commitment to job.	0	0	0	0	19	6.8	11	3.9	60	21.4	190	67.9
Improved performance.	0	0	0	0	3	1.1	2	0.7	265	94.6	10	3.6
Challenging Assignments.	0	0	0	0	3	0.4	200	71.4	7	3.2	70	25
Low absenteeism.	2	0.7	1	0.4	8	2.9	35	12.5	89	31.8	145	51.7
Support for career goals.	0	0	0	0	0	1.4	20	7.2	98	35	158	56.4
Current salary and allowances.	0	0	0	0	0	0	0	0	10	3.6	270	96.4
Promotion of prospects.	4	1.4	5	1.7	10	3.6	40	14.3	80	28.6	141	50.4
Immediate supervision by supervisors.	3	1.1	2	0.7	25	8.9	3	1.1	4	1.4	243	86.8
Meeting personal needs.	0	0	0	0	5	1.7	4	1.4	15	5.5	256	91.4
Recognized and appreciated by awards, gifts and appraisals.	1	0.4	1	0.4	9	3.2	77	27.5	190	67.9	2	0.6
Recognition leads to retention of teachers.	239	85.4	1	0.4	13	4.6	19	6.8	5	1.7	3	1.1
Recognized on curriculum and non-curriculum activities.	1	0.4	3	1.1	7	2.5	11	3.9	222	79.3	36	12.8
Recognition is frequently and done transparently.	0	0	1	0.4	4	1.4	25	8.9	200	71.4	50	17.9
Recognized under KPIs performance.	0	0	0	0	3	1.1	15	5.4	90	32.1	172	61.4
Recognized based on personal efforts.	1	0.4	2	0.7	4	1.4	78	27.9	155	55.4	40	14.2
Encouraged and motivated to gain personal goals.	4	1.4	5	1.7	9	3.2	35	12.5	210	75	17	6.2
Recognition leads to school performance.	179	63.9	59	21.1	11	3.9	19	6.8	7	2.5	5	1.8

According to Table 4.11, a significant majority (53.6%) of BOM instructors had a very low level of satisfaction with the amount of autonomy they had in carrying out their daily responsibilities. Consequently, 67.9% of the teachers

admitted to having a poor level of commitment to their employment. Hence, 94.6% and 71.4% of BOM educators expressed a significant level of dissatisfaction with demanding tasks and anticipated a high rate of absenteeism. Moreover, a significant majority (56.4%) of the instructors expressed dissatisfaction due to a lack of assistance in pursuing their career objectives. Significantly, a large majority (96.4%) of BOM teachers expressed dissatisfaction with their existing wage and allowances. Similarly, this is the reason why 50.4% of instructors expressed dissatisfaction with the school's efforts in promoting opportunities. Furthermore, a significant majority of instructors (86.8%) expressed dissatisfaction with the school's immediate supervision by supervisors. Similarly, a majority of educators (91.4%) reported dissatisfaction as their particular schools failed to reach their own goals. This suggests that BOM teachers experienced a certain degree of job satisfaction. Arusei, Chepkonga, and Okoth (2023) observed that an unfavorable working environment contributes to a diminished level of satisfaction among instructors.

Moreover, a significant proportion (67.9%) of BOM instructors expressed a strong dissatisfaction with the perception that they were acknowledged and valued through rewards, presents, and evaluations. Similarly, a significant majority (85.4%) of the BOM instructors expressed a high level of satisfaction with the notion that acknowledging teachers contributes to the retention of BOM educators in schools. In addition, a significant majority (71.4%) of BOM instructors expressed a strong dissatisfaction with the frequency and transparency of teacher recognition. Hence, a significant majority of 79.3% of

teachers expressed a strong sense of dissatisfaction about the recognition of teachers in both curriculum and non-curriculum activities. Moreover, this clearly signifies a lack of job fulfillment. Marietta (2022) suggests that inadequate techniques for motivating teachers can be a contributing factor to low work satisfaction.

Similarly, a significant proportion (61.4%) of the BOM instructors expressed dissatisfaction with the notion that teachers were acknowledged according to Key Performance Indicators (KPIs). Similarly, a mere 55.4% of the instructors expressed a significant level of dissatisfaction with the concept of teachers being acknowledged for their hard work. The majority (75%) of the instructors expressed a significant level of dissatisfaction with the idea that teachers feel more encouraged and driven to attain their goals. It is not surprising that 63.9% of the BOM instructors expressed a high level of satisfaction with the assertion that acknowledging teachers' efforts contributes to overall school achievement. This unequivocally demonstrates that a significant proportion of BOM teachers experienced a notable lack of job satisfaction. Odisa (2022) stated that inadequate working circumstances can lead to job discontent among instructors.

Corroborating the study's findings, one interviewee stated :

*Recognition of educators minimizes cases of teachers' turnover leading to retention in schools. Motivated teachers can enhance effective teaching and learning processes. Therefore, teachers' recognition is an essential element in the overall school performance (Code 12). In addition, another interviewee declared that: to some extent, we are looking for mechanisms that can enhance the recognition of teachers to*

*factor in excellent academic performance in our school. We understand that a motivated teacher will always deliver effectively since will spend more time with students (Code 19).*

This statement strongly suggests that acknowledging BOM (Beginning of the Month) teachers results in individual satisfaction, the continued presence of teachers, and ultimately establishes a foundation for the overall effectiveness of the school. The present study's results align with the research conducted by Mutuku (2022), which emphasized the need of acknowledging Board of Management (BOM) instructors and providing them with financial incentives, improved wages, and salaries in order to enhance overall performance of secondary schools and promote job satisfaction.

#### **4.13 Correlational Analysis**

The researcher initiated an investigation to determine if there was a correlation among the four research themes. The results are displayed in Table 4.12.



**Table 4. 12: Correlational Analysis (n=312)**

		BOM and Job Satisfaction.	School Working Conditions	Career Development	Monthly Salary	Recognition
<b>BOM and Job Satisfaction</b>	Pearson Correlation Sig. (2-tailed)	1				
School Working Conditions	Pearson Correlation Sig. (2-tailed)	.270* .005	1			
Career Development	Pearson Correlation Sig. (2-tailed)	.477* .000	.256	1		
Monthly Salary	Pearson Correlation Sig. (2-tailed)	.346* .000	.114	.310	1	
Teacher Recognition	Pearson Correlation Sig. (2-tailed)	.377* .000	.212	.278	.177	1

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Table 4.12 demonstrates a notable correlation between BOM practices and job satisfaction among BOM teachers, as indicated by all p-values being less than 0.005. The study results suggest that there is a correlation ( $r = 0.270$ ,  $p\text{-value} = 0.005$ ) between the working environment in schools and the job satisfaction of BOM teachers. The findings indicate that a significant proportion of BOM teachers expressed discomfort with office spaces (53.7%), classroom rooms (92.9%), electricity (96.8%), and retail malls (96.4%). In addition, a significant majority of BOM instructors expressed satisfaction with the availability of lodging both within and in close proximity to the school

(89.3%), as well as the availability of instructional resources (94.6%). This suggests that inadequate working conditions in schools result in unhappiness among BOM educators. Research conducted by Odisa (2021) and Sahito & Vaisanen (2019) has substantiated the correlation between unfavorable working conditions experienced by teachers and their discontent with their job.

Moreover, the study establishes a link ( $r = 0.477$ ,  $p\text{-value}=0.000$ ) between career advancement and job satisfaction among BOM teachers. The survey findings indicate that BOM teachers experienced job discontent due to their exclusion from subject workshops (42.9%), leadership seminars (98.9%), and in-service training programs (94.6%). This statement strongly suggests that the board of management did not provide assistance to BOM teachers for their professional growth and advancement. This unequivocally demonstrates that BOM teachers had job unhappiness as a result of inadequate support for their professional growth. Multiple research (Odisa, 2022; Odhiambo, 2022; Malebe, Nyabisi, & Ochieng, 2023) have demonstrated that a dearth of prospects for career advancement and professional development impedes teachers' motivation to perform their duties efficiently.

Additionally, the study identified a correlation between the monthly compensation of BOM teachers ( $r = 0.346$ ,  $p\text{-value}=0.000$ ) and their level of job satisfaction. The survey findings indicated that 98% of the BOM teachers expressed that the monthly remuneration for BOM teachers was insufficient. This seems that BOM teachers expressed discontent with the monthly salary

approved by the board of management. The inadequate and sporadic payment of salaries impedes job satisfaction among BOM teachers. Various research investigations (Onyango, 2021; Rughoobur-Seetah, 2023) have demonstrated that inconsistent and inadequate salaries and compensation impede job satisfaction among teachers, particularly those working under school boards of management.

Furthermore, the study established a positive relationship between teacher acknowledgment by the board of management ( $r = 0.377$ ,  $p\text{-value} = 0.000$ ) and job happiness among BOM teachers. Therefore, the study findings indicate that boards of management did not acknowledge BOM teachers mostly because they were not provided with incentives like as prizes (67.9%), retreats (94.6%), rent exemptions (98.6%), and shopping vouchers (98.6%). Hence, a significant majority of 71.4% of the teachers reported that they only received simple verbal congratulations. Tharaka (2022) supports the notion that BOM teachers experienced job discontent because they lacked recognition methods. This serves as a clear evidence. Mwit, Moguche, and Rintari (2021) corroborated the study's findings by affirming a direct correlation between BOM practices and teachers' job satisfaction. The study unveiled that factors such as school working environment, career advancement prospects, monthly remuneration, and teacher recognition are key determinants of job happiness. Hence, there exists a substantial correlation between BOM practices and the level of job satisfaction experienced by instructors.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter is dedicated to providing a concise overview of the main discoveries and conclusions. Additionally, it provides recommendations for potential actions and suggestions for future research.

#### **5.2 Summary of the Study**

This study aimed to evaluate the impact of management governance methods on the job satisfaction of teachers employed by the board in public secondary schools in Westlands Sub-County, located within Nairobi County in Kenya. The study was driven by the subsequent research objectives: To evaluate the impact of monthly salary, career development support, and recognition by Boards of Management on the job satisfaction of BOM instructors in public secondary schools in Westland Sub-County.

Furthermore, the study was informed by Maslow's Motivation Theory. The study employed a mixed method research strategy. The target audience consisted of 14 school principals, 286 Board of Management (BOM) teachers, and 28 BOM members from public secondary schools in Westland Sub-County. The sample size of 328 respondents was obtained using purposive and stratified random sampling procedures. In the current context, the researcher successfully obtained data from 312 respondents through the administration of questionnaires and interview guides. The data obtained from questionnaires

and interview guides were processed and then displayed in tables and figures using descriptive statistics.

### **5.2.1 Monthly Salary by BOM Members on BOM Teachers' Job Satisfaction**

What is the extent to which the amount of money provided by Boards of management affects the job satisfaction of Board teachers? The survey findings revealed that 98% of the respondents expressed that the monthly compensation for BOM teachers was inadequate. These findings indicate that teachers employed by the board of management (BOM) showed discontentment with the monthly compensation they received. The findings of the study are consistent with Rughoobur-Seetah's (2023) research, which suggested that the dissatisfaction with employment among BOM teachers can be attributed to their low income and salary. As a result, the monthly compensation for BOM teachers was inadequate and irregular, leading to job dissatisfaction among the teachers.

### **5.2.2 Career development by BOM members on BOM Teachers' Job Satisfaction**

The second inquiry was to evaluate the impact of Boards of Management's endorsement of career advancement on the job contentment of Board teachers. The survey findings indicate that BOM teachers experienced job discontent due to their exclusion from subject workshops (42.9%), leadership seminars (98.9%), and in-service training programs (94.6%). It is evident that the board of management did not provide assistance to BOM teachers for their

professional growth. According to Malebe, Nyabisi, and Ochieng (2023), the absence of job satisfaction among BOM teachers can be attributed to a dearth of in-service training, leadership seminars, and opportunities for professional growth.

### **5.2.3 Working Conditions by BOM Members on BOM Teachers' Job Satisfaction**

Moreover, the third study examined how working conditions in public secondary schools impact the job happiness of BOM teachers. The findings suggest that a significant percentage of BOM teachers expressed discomfort with office spaces (53.7%), classroom rooms (92.9%), electricity (96.8%), and retail malls (96.4%). In addition, the teachers at BOM expressed a high level of satisfaction with the availability of accommodation both within and around the school (89.3%) as well as the availability of instructional resources (94.6%). This suggests that inadequate working conditions in schools result in unhappiness among BOM educators. The study findings are corroborated by Sahito and Vaisanen (2019), who asserted that inadequate working circumstances in schools contribute to the absence of job satisfaction among teachers.

### **5.2.4 Recognition on BOM Teachers' Job Satisfaction**

The previous inquiry focused on the impact of acknowledgment by Boards of Management on the level of job contentment among instructors in public secondary schools. The study findings indicate that boards of management did not acknowledge BOM teachers mostly because of the absence of incentives

like as prizes (67.9%), getaways (94.6%), rent exemptions (98.6%), and shopping vouchers (98.6%). Consequently, 71.4% of the participants reported receiving verbal compliments. According to Tharaka (2022), the study findings indicate that BOM instructors experience job discontent as a result of limited chances to generate additional income, inadequate access to social facilities, insufficient monetary awards, and lack of assessments. Hence, the absence of suitable tools for identifying BOM teachers results in discontentment with their job.

### **5.3 Conclusion**

Ultimately, the policies implemented by management boards have a direct impact on the job satisfaction of teachers in secondary schools located in Westland Sub-County. The study posits that an inconsistent and meager monthly wage is a contributing factor to work unhappiness among BOM teachers. Moreover, the absence of assistance for professional growth has impeded job contentment for BOM teachers. Furthermore, the presence of unfavorable and unsuitable working circumstances has resulted in job discontentment among BOM members. Ultimately, the primary cause of work discontent for BOM instructors is the absence of sufficient recognition systems. The study revealed that the boards of management exhibited deficiencies in school management procedures, which had a significant impact on the job satisfaction of BOM teachers. Hence, it is imperative to provide BOM instructors in secondary schools within Westlands Sub-County with ample prospects for professional growth, improved and consistent monthly remuneration, favorable working environments, and acknowledgment in order

to promote their job contentment. Consequently, this would enable instructors to be creative, thereby resulting in a positive impact on students' academic achievement.

#### **5.4 Recommendations**

The survey revealed that BOM teachers employed in Westland Sub-County lacked the necessary motivation to exert significant effort in their teaching profession. Consequently, in light of the study's findings, the researcher proposes the following recommendations:

- i) Boards of management at secondary schools in Westlands Sub-County should collaborate closely with County governments to develop strategies for enhancing the job satisfaction levels of BOM teachers.
- ii) School principals should create appropriate career development programs to help them retain Board of Management (BOM) instructors. BOM instructors demand work stability, improved and consistent remuneration that results in job contentment.
- iii) The Kenyan government, specifically the Ministry of Education, should provide inspiration and financial support for sponsored excursions to tourist areas for Board of Management (BOM) instructors. These travels would enhance the morale of BOM teachers. Similarly, BOM instructors would have the opportunity to explore relevant academic opportunities for advancing their careers.
- iv) The Teacher Service Commission, in collaboration with school administrators, should guarantee that Board of Management (BOM) instructors get fair and adequate remuneration. Improved and



consistent remuneration will serve as a strong incentive for BOM instructors to dedicate themselves to their specific schools, without feeling the need to explore other opportunities.

- v) Boards of management should develop and execute appropriate methods of acknowledging instructors who are part of the Board of Management (BOM). Therefore, various types of acknowledgment will enhance job contentment among BOM teachers.
- vi) It is imperative for all teaching and non-teaching staff members to guarantee that secondary schools provide favorable working conditions for BOM instructors. The provision of consistent and favorable working conditions allows BOM teachers to feel at ease, contributing to employment satisfaction.

### **5.5 Suggestions for Further Study**

The researcher proposes the subsequent domains for additional investigation:

- i) The study did not account for other factors that may have influenced BOM governance methods and their impact on work satisfaction among BOM instructors in Secondary schools within Westlands Sub-County.
- ii) It is recommended to conduct a similar study in other sub-counties in Kenya to evaluate the correlation between BOM governance methods and job satisfaction among BOM teachers.

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## APPENDICES

### Appendix I: Letter of Introduction

University of Nairobi

Department of Educational Management, Policy and

Curriculum Studies

P. O. Box 92-00902

KIKUYU.

November 2023

Dear Respondent,

**RE: A REQUEST FOR YOUR PARTICIPATION IN THIS RESEARCH**

I am a postgraduate student pursuing a Master's degree at the University of Nairobi. I am conducting a research study on *"Influence of Board of management governance practices on teachers' job satisfaction in public secondary school in Westland sub-county, Nairobi County."* - Your place was chosen for the study, and you are one of the people who can participate. This study is entirely confidential, and the information gathered will only be used for research purposes.

Please take your time to answer the study questions as honestly and openly as possible by giving as much information as you can. So, you are being asked to participate in this study freely and with your permission. Please do not put your name anywhere in this study.

Yours faithfully,

Faith.

## **Appendix II: Questionnaire For BoM Teachers**

This questionnaire aims to collect information on *the "influence of Board of Management governance on Board of management secondary school teachers' job satisfaction."*

Instructions: Please tick [] where applicable and fill in the needed information in the spaces provided.

### **Section A: Demographic Information**

1. Indicate your gender: Male [] Female []

2. Indicate your position BOM Teacher [] Member of BOM []

3. What is your highest level of education?

Ph.D. () Masters () Bachelors () Diploma () Certificate ()

4. Indicate the years you have been in the current school:

Below one year [] 2-5 years [] 6 -10 years [] Above ten years []

5. What is your age bracket?

20-29 years () 30-39 () 40-49 () Above 50 years ()

**SECTION B: School Conducive Conditions and Board Teachers' Job Satisfaction**

6. Indicate the working conditions of a classroom space, office, classes, sanitary conditions, and social amenities, using a scale provided in the table.

<b>School conditions</b>	<b>Very uncomfortable (1)</b>	<b>Uncomfortable (2)</b>	<b>Comfortable (3)</b>
Office			
Classroom			
Sanitary condition			
Social amenities			
i) Electricity			
ii) Piped water			
iii) Accommodation within or near the school			
iv) Super market			
v) Shopping mall			
Instructional resources			

7. On a scale of 1 to 5, rate your school's conducive conditions using a Likert scale provided. Tick appropriately in the box.

School conducive conditions	Very Adequate (5)	Adequate (4)	Fairly Adequate (3)	Not Available (2)	Inadequate (1)	Not Available (0)
Learning resources						
Revision books						
Laboratory equipment						
Test books						
Library						
Office space						
Teaching aids						
Accommodations						
Career settlement						



<b>Rate support for career development on BOM teachers</b>	<b>SD-1</b>	<b>D-2</b>	<b>N-3</b>	<b>A-4</b>	<b>SA-5</b>
BOMs have transparent and clear career advancement policies for BOM teachers.					
Teachers are allowed to attend Workshops on their teaching subjects.					
Teachers are allowed to attend leadership seminars.					
Teachers are allowed to attend service training for teachers.					
Teachers are allowed to Train in classroom management strategies.					
Teachers are allowed to enroll in Teacher courses.					
Are teachers mentored in their careers?					
Teachers regularly have access to professional development opportunities.					

**SECTION D: Boards' Support for Career Development on Board Teachers' Job Satisfaction**

8. Use the Likert scale for career development. Where one (1) is the lowest and five (5) is the highest: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5). Tick appropriately in the box.

**Section E: Amount of Monthly Salary by Boards of Management on Board Teachers' Job Satisfaction**

8. (i) Indicate the salary bracket of a BOM teacher in the current school?

Below 10,000 [ ]

10,001-15,000 [ ]

15,001-20,000 [ ]

20,001-25,000 [ ]

25,001- 30,000 [ ]

Above 30,000 [ ]

ii) Is the amount of monthly salary by Board of management you receive in current school adequate?

Yes ( ) No ( )

iii) How would you rate the current salary that you receive in your school?

Very Adequate ( )

Adequate ( )

Fairly Adequate ( )

Inadequate ( )

Very Inadequate ( )

9.i). Do Teachers receive monthly salary and allowances on time?

Yes ( ) No ( )

ii). Indicate the bracket dates in which Teachers receive the Salary

a). Between 1-5<sup>th</sup> of every month ( )

b). 6-10<sup>th</sup> of every month ( )

c). 11-19<sup>th</sup> of every month ( )

d). 21-29<sup>th</sup> of the month ( )

e). Many days after the month end ( )

10. Are Teachers compensated for extra hours worked?

Yes ( ) No ( )

11. To what degree do you accept that monthly wage influences the BOM teacher's job satisfaction?

Strongly disagree [ ]

Disagree [ ]

Agree [ ]

Strongly disagree [ ]

12. i). Do BOM regularly review and update teacher salaries to ensure they are fair and competitive?

Yes [ ] No [ ]

ii). Explain your answer in relation to teachers' job satisfaction?

.....

13. i). Do BOMs provide BOM teachers with opportunities to earn additional income through performance bonuses or other incentives in your school?

Yes ( ) No ( )

ii). Explain your answer in relation to teachers' job satisfaction?

.....

14. In your views, explain how monthly wages impact teachers' job satisfaction in your school

.....

**Section F: Management’s Recognition of Board Teachers on (Teachers’)**

**Job Satisfaction**

15. i). Does your current school recognize /acknowledge Teachers?

Yes ( ) No ( )

ii). If yes to the above question, please tick all that is applicable.

	Very commonly used	Commonly used	Fairly commonly used	Rarely used	Very rarely used	Never used
Please rate the different forms of recognition (based on the frequency of their use)						
Verbal Compliments						
Rewards						
Retreats						
Training opportunities						
Thank you cards						
Recommendation for permanent employment						
Letters of recognition						
Shopping vouchers						
Rent Waiver						
Sponsored holidays to tourist destinations (Dubai, Zanzibar among others)						

**Section G: Rate the Level of Teacher’s Job Satisfaction**

16. Rate the level of teachers’ job satisfaction using the Likert scale given.

**Scale:** Very highly satisfied (5), highly satisfied (4) moderately satisfied (3), lowly satisfied (2), very lowly (1), not satisfied (0)

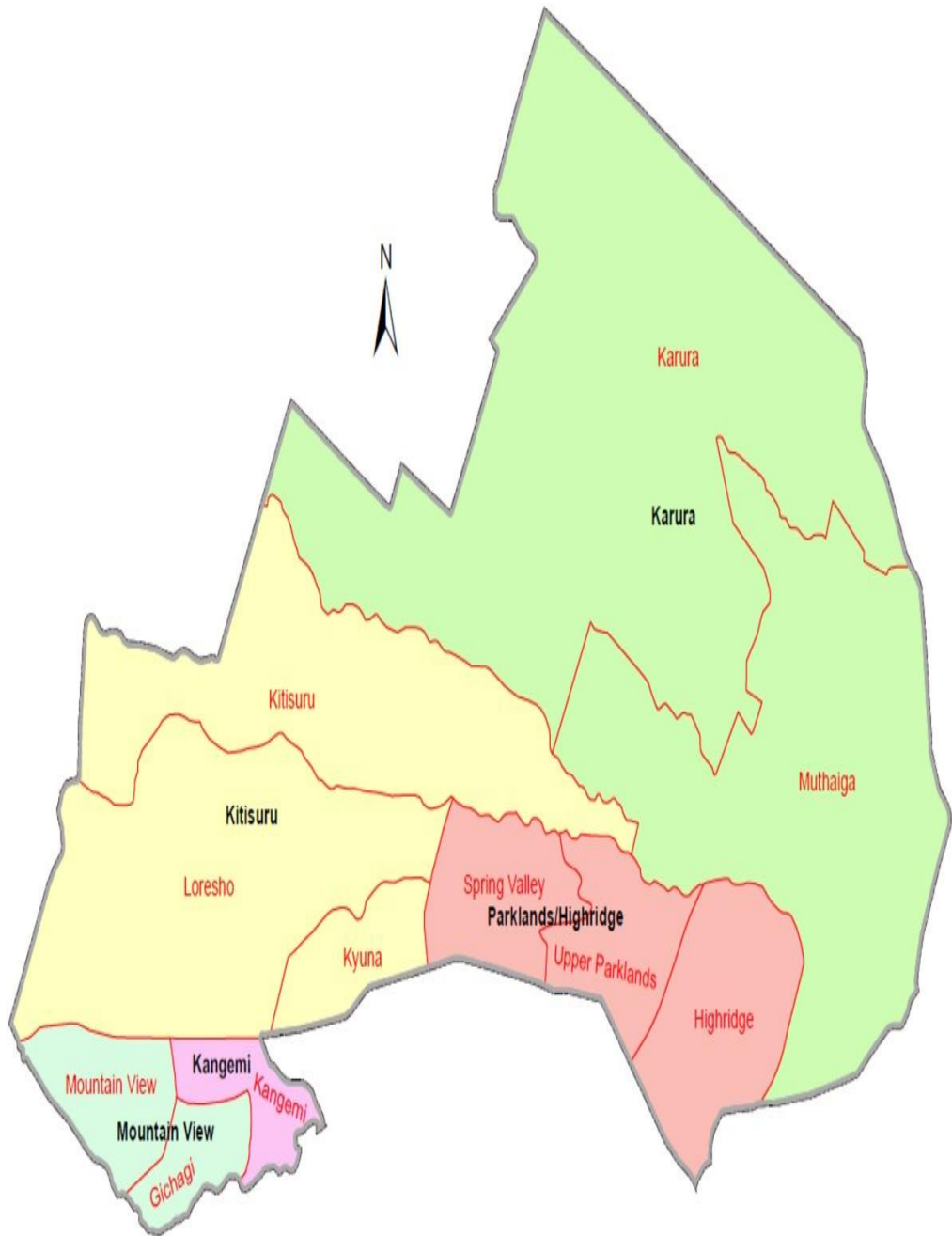
<b>Rating the Level of Teacher’s Job Satisfaction</b>						
Autonomy in discharge of daily roles						
High commitment to job						
Improved performance						
Challenging assignment						
Low absenteeism						
Support for career goals						
Current Salary and allowances						
Promotion of prospects						
Immediate supervision by supervisors						
Meeting personal needs						

### **Appendix III: Interview Guide For School Principals and Board**

#### **Members**

1. Do BOMs regularly review and update teacher salaries to ensure they are fair and competitive? Yes/No, please elaborate ...
2. How much monthly salary do BOM teachers receive in your school? Do you think the amount paid motivate BOM teachers' performance?
3. In your view, are BOM teachers are encouraged to participate in career development opportunities in your school? Yes/No, if yes, explain various methods employed to enhance career development for BOM teachers? If No, why?
4. In your opinion, is the school working condition favourable for BOM teachers? Yes/No, if no, identify areas that need improvement to enhance job satisfaction among BOM teachers?
5. In your view, are BOM teachers in your school recognized? Yes/No, if yes, please describe the different ways that teachers are recognized in your school? If No, why?
6. How often are BOM teachers recognized in your school? (Weekly, Monthly, Yearly), How significant is your timing in relation to BOM teacher' motivation?
7. In your view, what are the possible challenges faced by Boards in retention of Board teachers in your school?
8. What mitigation is to be set to address the teachers' job satisfaction in your school?

**Appendix IV: A Map of Westlands Sub-County**



**Appendix V: Authorization Letter**



**UNIVERSITY OF NAIROBI  
FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND  
CURRICULUM STUDIES**

P.O. BOX 30197 NAIROBI

OR P.O. BOX 92 -00902 KIKUYU

dept-edpcs@uonbi.ac.ke

November 6, 2023

**OUR REF: UON/FED/EMPCS/1/25**

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**RE: FAITH KIVIVYA MBOYA – REG NO. E55/37578/2020**

This is to confirm that Faith Kivivya Mboya is a Master of Education student in the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi. She is currently working on her research proposal entitled **“Influence of Management Governance on Board Employed Teachers’ Job Satisfaction in Public Secondary Schools in Westlands Sub - County Kenya”**.

Her area of specialization is Corporate Governance

Any assistance accorded to her will be highly appreciated



A handwritten signature in blue ink, appearing to be 'SC'.


**SUSAN CHEPKONGA, PHD**

**CHAIRMAN**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND  
CURRICULUM STUDIES**



## Appendix VI: The Research Permit

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: <b>454621</b>	Date of Issue: <b>10/November/2023</b>
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Ms. Faith Kiviya Mboya of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: <b>INFLUENCE OF MANAGEMENT GOVERNANCE PRACTICES ON BOARD EMPLOYED TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY, KENYA. for the period ending : 10/November/2024.</b></p>	
License No: <b>NACOSTI/P/23/31361</b>	
Applicant Identification Number <b>454621</b>	 Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Verification QR Code 	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	

**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)**  
Legal Notice No. 108: The Science, Technology and Innovation (Research  
Licensing) Regulations, 2014

**The National Commission for Science, Technology and Innovation,**

hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

**CONDITIONS OF THE RESEARCH LICENSE**

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.

6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

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