UMAN RESOURCE MANAGEMENT PRACTICES IN PRIVATE SCHOOLS:
A CASE STUDY OF THE CHALLENGES FACED BY MANAGERS IN
MOTIVATION AND RETENTION OF TEACHERS IN NAIROBI

BY

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DECLARATION

This research report is my original work and has not been presented for a degree programme in any other University.

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DEDICATION

This work is dedicated to: my two children Samantha and Sharon. They take credit for the joy they gave me as I worked on the research project.

To the memory of my parents: Mathu and Nyambura. They sacrificed their life to make sure that my siblings and I got a head start in life and to my brothers and sisters for their support and encouragement.
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TABLE OF CONTENTS

Cover page ...........................................................................................................(i)
Declaration ..........................................................................................................(ii)
Dedication ..........................................................................................................(iii)
Acknowledgements ............................................................................................(iv)
Table of Contents ..............................................................................................(vi)
List of Tables .....................................................................................................(x)
List of Figures ...................................................................................................(xi)
List of Abbreviations and Acronyms .................................................................(xii)
Abstract ............................................................................................................(xiii)

CHAPTER ONE: GENERAL INTRODUCTION ...................................................1
  1.0 Introduction ................................................................................................1
  1.1 Background ..............................................................................................2
  1.2 Statement of the Problem ........................................................................5
  1.3 Objectives of the Study ..........................................................................6
    1.3.1 Broad Objectives of the Study ..........................................................6
    1.3.2 Specific Objectives of the Study .........................................................6
  1.4 Research Questions ..................................................................................7
  1.5 Significance of the Study ........................................................................7
  1.6 Scope and Limitations of the Study .........................................................9
  1.7 Definitions of Terms ..............................................................................9
  1.8 Assumptions of the Study .....................................................................10
  1.9 Theoretical Framework .......................................................................11

CHAPTER TWO: LITERATURE REVIEW .....................................................12
  2.1. Introduction ..........................................................................................12
  2.2. School Management and Roles of Managers .......................................12
    2.2.1 Motivation of Staff in an Organisation ...........................................15
  2.3. Staff in the Private Schools .................................................................18
  2.4. Challenges Faced by School Managers ..............................................22
Appendix III: Confirmation of Student Meeting Proposal Panel Requirements 68
Appendix IV: Research Project: Data Collection Authorisation - KU 69
Appendix V: Research Authorisation - MOEST 70
Appendix VI: Research Clearance Permit 72
Appendix VII: Distribution of Private Secondary Schools by Division (Nairobi) 73
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sample of Teachers Selected from the Schools Under Study</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>Distribution of Teachers by Duration of time Served in the Teaching Profession</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Distribution of Teachers by Duration of time Served in their Schools</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>Distribution of School Managers by Methods Used by Management to Motivate Teachers in private Schools</td>
<td>52</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure I: Basic Model of Motivation----------------------------------------------------------16

Figure II: The Needs that the School Objectives should Address-----------------------------23

Figure III: Ages of Teachers--------------------------------------------------------------------- 33

Figure IV: Teachers’ Highest Academic Qualifications------------------------------------- 37

Figure V: Recognition of Teachers’ Achievements ------------------------------------------44

Figure VI: Promotion of Teachers at Work ----------------------------------------------------46
LIST OF ABBREVIATIONS AND ACRONYMS

GOK - Government of Kenya

HODs - Heads of Departments

HR - Human Resources

HRM - Human Resources Management

MBA - Masters in Business Administration

MOEST - Ministry of Education Science and Technology

QFM - Questionnaire for Managers

QFT - Questionnaire for Teachers

SPSS - Statistical Package for Social Sciences
ABSTRACT

This study is on the Human Resources Management Practices in Private Secondary Schools in Nairobi. The main objective of the study was to determine the effective application of Human resources practices by school managers.

The study falls in to two parts: the preamble and the main text. The preamble contains the dedication, acknowledgements, table of contents and list of abbreviations. The main text consists of five chapters:

Chapter one covers the General Introduction and consists of an introduction, background to the study, statement of the problem, objectives of the study, research questions, significance, scope and limitations and definition of terms.

Chapter two covers the literature review drawn from international and local literally works. The chapter covers sub-sections on the management functions in private secondary schools, motivation systems, the challenges that managers face in motivating staff and the theoretical work. A list of references made is appended after chapter three.

Chapter three is the research methodology, covering research design, study population, sample and sampling procedures, data collection procedures research instruments, data type, source, instruments and data collection and analysis methods.

Chapter four has presented how data was analyzed and presented in tables, graphs and percentages. The problems and challenges facing teachers and school managers were
analysed. Responses from the respondents showed the various factors that influence their work and affect their motivational levels. The main findings in this study are that the private school management does not keep their staff highly motivated, hence the high turnover in these schools.

Chapter five is a wrap up to the study and gives the summary, conclusion and recommendations both for policy making and for research. The main conclusion made here is that teachers in the private secondary schools are generally de-motivated. The study therefore, recommends that the management of these schools should device ways of consistently motivating teachers, on the basis of proposed guidelines.

The report ends with some appendices on the questionnaires for the teachers and school managers, letters of confirmation and authorization of the study from MOEST and the list of the private secondary schools in Nairobi, which acted as a sampling frame for this study.
CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Globally, education plays an invaluably pivotal role in socio-economic development. In liberalised market economies, the private sector is playing an increasingly bigger role in delivery of services, including health, telecommunication and education. The growing preference worldwide, for market mechanisms (and by implication, the private sector), in the provision of such services is out of the realization that most governments especially in the developing world lack sufficient resources to provide all social services, and that the private sector is more efficient in resource allocation and utilization.

In Kenya, the government is committed to increasing opportunities and access to education. But it is an accepted fact that the government cannot solely provide the educational services required nationally. Therefore, a policy that nurtures involvement of the private sector has been found necessary.

As a consumer and provider of educational services, the private sector has the obligation and potential of playing a key role in ensuring that education and training institutions continually provide and maintain relevant and high quality education (Hughes, 1991). This sector is held accountable in meeting these expectations. The sector therefore, needs to employ competent and qualified staff
to ensure provision of quality education. Human Resources (HR) practices such as motivation of staff are necessary to enable the sector retain a competent teaching workforce.

The development of different approaches to organization and management has highlighted the changing concept of motivation at work. Earlier writers such as Taylor (1947) believed in comparatively simple economic needs motivation. Workers would be motivated by obtaining high wages after working efficiently and productively. Performance was limited by physiological fatigue. What the workers mainly wanted from employers was high wages. This approach is the rational economic concept of motivation, which was also considered in this study.

The challenges facing management in motivation of teaching staff in the private secondary schools in Nairobi regardless of the approach used was investigated in this study.

1.1 Background to the study

In Kenya, the private sector involvement in education is not a new phenomenon. Indeed, through religious organizations, it can be argued that the private sector was the main initiator of formal education (Mbiti, 1974). Individuals have also become major players in this educational field. A great deal of progress achieved in education so far, has been due to the strong partnership that has existed between such providers and the government.
Recently, the Master Plan for Education and Training: 1997–2010 (1998:15), by the Ministry of Education Science and Technology (MOEST) stated that:

"...on the one hand there will be no real additional resources allocated to education and training, and on the other hand government is committed to increasing access to education and training opportunities and setting more manageable costs to households."

This shows the dilemma that the Government of Kenya (GOK) has towards provision of education in Kenya, thanks to the contribution of the private sector.

There have been rapid changes in private educational institutions at all levels. There has also been an outcry that a growing number of private educational and training institutions particularly the profit-making ones are providing sub-standard facilities and services for education or training (Eshiwani, 1993). Some of them are not offering value for money but are contributing negatively to government educational efforts.

A growing body of evidence (Hughes, 1991; Kats, 1955; Eshiwani, 1993) converges in suggesting that changes taking place in the education sector are often not accompanied by complimentary changes in application of HRM practices in managing schools leading to a situation where the failure of some schools is due to the mismanagement of people rather than to problems of financing students or lack of facilities.
The management of education is different in several respects from the management of industry or commerce (Eshiwani, 1993). In public schools, there is no profit motive for the manager. However, in private schools, there is a profit motive besides the motive to produce best possible results for the parents and their children. Good management therefore, leads to good performance, hence attraction of more students and motivation for parents to pay more for their children, but above all, more competent personnel is motivated and retained.

Schools today are complex organizations to manage. The school manager of the 1980’s is not the same as the manager of the 21st century. The duties/roles and responsibilities have greatly increased and so have the challenges and problems. (Koech, 1998) The problems seem to relate to the fact that school managers/headteachers have little or no training in management, (a challenge that was assessed in this study). This is due to the fact that we now recognize the difficulties of providing for a wide range of abilities and interest amongst students and other members of the school community. The challenge of providing students with relevant and useable skills and for them to succeed in an increasingly complex society can only be realized through motivation and retention of competent teachers.

Research is needed in order to maintain a satisfactory level of performance of the education system. There is need to analyse the challenges and to establish how
school managers in private secondary schools are coping with factors that affect HRM for example, economic, and human capital as was done in this study.

The primary objective of this study therefore, is to investigate the challenges faced by managers in private schools in Nairobi as they attempt to motivate and retain the teaching staff and present a framework for effective management of HR as a response to the growing demand for high organizational performance. In the application of Human Resource Management (HRM) practices, the process of managing people is not an end by itself, but explicitly related to achievement of organizational goals (Leigh, 1984). Thus, the management of HR is judged on its contribution to the wider goals. HRM practices provide a framework for internally auditing the means by which it contributes to strategic goals, with a view to continuously improving them. Special emphasis was laid on the processes of motivation and retention of HR (teachers). Therefore, the challenges faced by managers in thisendeavour is the main concern in this study.

1.2 Statement of the Problem

HRM involves all management decisions and practices that directly affect or influence the people (HR) who work for the organization (Fisher, et. al., 1993). According to Cole (1997), motivation is a process through which people choose between alternative forms of behaviour in order to attain the set goals. According to this definition, it would appear that goals are the determinants of behaviour and the more certain the behaviour is likely to realize these goals, the more the
behaviour is likely to be repeated. Motivation is the state of the commitment in carrying out specific tasks (Hughes, 1991; Kats, 1955). It is about getting organizational members work willingly and enthusiastically. In the Kenyan school situation, other motivational factors such as the working conditions, supervision, recognition and how school administration affects teachers should also be looked at. In recent years, increased attention has been devoted to how organizations manage HR. This attention comes from the realization that employees enable an organization to achieve its goals and the management of HR is critical to organizational success.

However, in the education sector in particular, little information exists on the challenges and the strategies used by managers to motivate and retain teachers in the private schools in Nairobi. This study attempted to empirically fill this gap of knowledge.

1.3. Objectives of the Study

The following were the objectives set to be achieved in this study:

1.3.1 Broad Objective of the Study

The broad objective of the study was to determine the challenges in application of HR practices by school managers with a view to motivating and retaining teachers.
1.3.2 Specific Objectives of the Study

Specific objectives of this study included to:

(i) Investigate on the type of motivation methods used by the private schools for their staff.

(ii) Find out the motivational problems that managers of private schools face in managing personnel in their schools.

(iii) Determine the strategies that managers of private schools use to solve problems facing them in managing personnel in their schools.

1.4 Research Questions

This study was guided by the following research questions:

(i) What HRM practices are applied in private schools?

(ii) What are the specific problems that managers face in management of teachers?

(iii) Do the schools always maintain adequate staff all the times?

(iv) How do managers motivate their staff?

(v) What strategies do private schools use to solve problems that they face in management of teachers?

1.5 Significance of the Study

It is hoped that this study will contribute significantly as a source of reference in management of private school education in Kenya especially in matters to do with application of HR practices. From the findings, it is intended that, valuable contribution will be made towards forging of a complete partnership between the government and the private schools in the provision of education and
management of schools. Such partnership should be characterized by full ownership and with cooperation, constant consultations, and networking between both parties in the management of education.

The study not only documents the responses to management problems, but also provides different schools and other stakeholders in education an insight into the experiences of others in teachers' motivation. Such information will serve as an eye-opener and a basis for borrowing and making improvement. The study also provides information for comparative purposes on the management methods used in both the private schools and public schools. This could be resourceful to school managers who would be seeking ways to spice their management styles. Well-managed private schools would be able to attract highly qualified staff and competent candidates. The findings of this study will provide a boost to policy makers to emphasize the need for use of modern management styles in schools to guarantee quality. It will contribute towards exploring weaknesses and offer assistance needed in management of those schools.

It is important that further studies or research be conducted on later developments in this area. Such studies would build on and shed light on the extent to which further progress has been made. Therefore, this study will be useful as a foundation for further research some of which are proposed in section 5.3.2.
Generally, the study highlights some of the current problems in management of the education system in general and private schools in particular and gives possible solutions (recommendations) which would possibly be of help to education supervisors, inspectors head teachers, students and teaching fraternity in general especially with regard to motivation and retention of teachers.

1.6 Scope and Limitations of the Study

Owing to resource constraints, the study only covered Nairobi Province. Therefore, whereas the findings may to an extent apply to other parts of Kenya, it is not possible to fully generalize to other private schools in Kenya without modifications in their interpretation.

The problems associated with the management of schools are many and varied. However, it was not possible to identify and study all in this due to resource constraints.

1.7 Definition of Terms

The following terms are defined in the way that they were used in this study:

(i) Motivation

This is the process of influencing or stimulating a person to take action by creating a good work environment whereby the goals of the organisation and the needs of the people are satisfied. It can also be defined as the interest and stimulation that energises behaviour or causes a person to act in a particular way.
(ii) School

This is an institution where more than 10 pupils receive regular instruction, or an assembly of not less than 10 pupils for the purpose of receiving regular instruction (Republic of Kenya, 1986).

(iii) Private School

This is a school that is supported wholly by payment of school fees by students with no support from the state as opposed to public schools. In most cases, it is exclusively owned by individual(s) or organizations such religious bodies.

(iv) Staff

These are the workers employed in the schools. In this study, they included both the teaching and the non-teaching staff in the private schools.

(v) Retention

This is the act of having teachers work and remain in the same private school for a long time.

1.8 Assumptions of the Study

In this study, it was assumed that all private schools are affected by similar policy guidelines by the MOEST. The study also assumed that the school managers face similar problems in the areas of administrative tasks that is in: curriculum implementation and instruction, pupil/student management, staff/personnel
management, financial and business management, similar school physical facilities and school community relation. It was assumed that all the private schools motivate their teachers to retain the best.

It was further assumed that the selected teachers and managers would voluntarily participate in the study.

1.9 Theoretical Framework

It is expected that a significant relationship exists between application of HRM practices such as motivation of staff and firm/school performances with low employee turnover, high productivity and high profitability (Huselid, et. al., 1997). Furthermore, although there exists a significant relationship between the extent of both HR professional and business related managerial competencies and the incidence of implementing HRM practices, organizations have achieved higher levels of HR professional competencies relative to the business-related competencies.

Environmental context variables like firm size; technology and union status affect the extent of implementing HRM practices (Jackson and Schuler, 1995; Snell & Dean 1992; Wagar, 1998). In this study, motivation of teachers in general was addressed with reference to the private schools in Nairobi.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the existing literature and examines the contribution it can make to the understanding and knowledge of the subject. The chapter deals with the relevant studies in school management and the HR practices that contribute to better management of the school as an organisation. In addition, it also deals with the review of specific literature concerning research done in the area of motivation and challenges facing managers in motivation and retention of teachers in schools.

2.2 School management and Roles of Managers

The school manager/head and teacher derives their importance from the role that they play as leaders of institutions. Odali (1984) classifies the major roles of the manager as managerial leadership and instructional leadership. Managerial leadership consists of those duties, which require organization and administration. According to (Okumbe, 1992), the functions of educational management are assurance of sound policies, procurement of required resources, organization of and co-ordination activities, integration of the school and its activities into society setup, and evaluate school activities in accordance with the blueprint.

It is a main function of a manager/head teacher to ensure that sound policies, goals and objectives are formulated in a given school and that the methods are
determined for the achievement of these objectives. It is incumbent upon the
manager that he/she ensures that the policies and objectives of the school are
clearly stipulated and well known to both the school community and society. It is
through policies and objectives, that the direction and destination of the school
activities can be patterned. HRM has a key role to play in securing high level of
service equality (Okumbe 1992).

Over the past decade, a number of studies have reported a positive relationship
between high commitment or high performance HRM policies and practices and
organizational performance (Arthur, 1994; Delaney and Huselid, 1996; Huselid,

Kinyanjui (1974) and Okumbe, (1992) have strived to show that educational
management also procures the resources necessary for the achievement of
objectives. The school managers should be able to identify the sources of funds,
the appropriate learning and teaching resources, the appropriate curriculum and
above all congenial human resources. The manager having then identified these
resources must ensure that they are procured in good time for the successful
expedition of the objectives. Kochar (1988), argues that lack of the necessary
resources acts as a demotivator to teachers. The type and quality of resources in
the private schools was established through this study.
Okumbe (1992) shows that school managers must organize and co-ordinate the activities of the school with the prime function of achieving the objectives of the school with maximum efficiency and effectiveness. The manager does this by ensuring that both staff (teaching and non-teaching) and students are allocated duties in accordance with both expertise and abilities. Similarly, Caldwell and Spinks (1988) argue that managers ensure that material resources are also allocated in the most appropriate manner. In co-ordination, the manager ensures that the varied duties allocated to individuals are unified in such a manner that all energies are directed towards a common goal.

The educational management is also charged with the integration of the school and its activities into the setup of the society. A school is not an island – it is founded within a society for a noble role of serving the society. The idea of integration is to strengthen the school community relationships (Okumbe 1992 and Eshiwani, 1993). This is important because the school derives most of its financial and social support from the community.

The educational management also evaluates the school’s activities in accordance with the blueprint in the country (Coclough and Lewin, 1993). Evaluation enables the school to determine whether it is achieving its predetermined objectives or not. It provides school management with the necessary feedback for improvement, redesign or complete overhaul of the system for better results. Through appropriate application of the various education techniques, school
management ensures maximum efficiency and effectiveness in the school. How well motivated teachers are in ensuring that this role is achieved was of interest in this study.

2.2.1 Motivation of Staff in Organisations

An organization exists to accomplish specific goals and objectives. The individuals in an organization have their own needs (Figure II). The system that an organization uses to reward employees can play an important role in the organization’s efforts to gain a competitive advantage and to achieve its major objectives. Compensation systems should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate employees, and create the type of team culture in which employees care about the organization’s success. Through motivation individuals willingness engage in some behaviour (Heneman, Schwab, Fossum and Dyer, 1980). Motivation is concerned with why people do or refrain from doing things (Cole, 1993: 27) such as achieve goals as shown in the Basic Model of Motivation (Figure I):

...
In retention, linking pay to performance is likely to help improve the work force composition (Cole, 1993). High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the organization. Below to average performers become discouraged and tend to leave the organization. Effect of motivation monetary and non-motivational initiatives on the performance and retention of teachers was assessed in this study.

Organizations have achieved relatively low levels of effectiveness in implementing HRM practices (Huselid, et. al., 1997) especially in emerging economies. Low achievement in many schools especially private secondary schools attest to this. In order to manage employees for competitive advantage in an era of globalization, HR personnel must possess competencies relevant for implementing such HRM policies and practices (Barney and Wright, 1988. Huselid et. al., 1997, Ulrich 1989, 1995, 1996). One of the primary objectives of
management in any organization is to coordinate the efforts of the members of the organization towards achievement of the organizational goals. The main objective of management of a school as an institution is to improve on teaching and learning, hence the activities of the manager must be directed towards accomplishing this aim. The challenges that managers face in this endeavor was major of interest in this study.

The school manager must now expect to know a great deal about politics, economics and social trends for they provide the climate within which the educational institution operates Okumbe (1992) in his book, Educational Management Theory and Practice contents that:

*The functional role of a school as an industry is a complex one. A school is a unique industry in the sense that its raw materials that is, the students are inmates and have to be transformed into an appropriate product. Whole quality cannot be judged from the external appearance. The product of a school is judged by the way its past students perform in the society ...... in order to perform its role effectively and efficiently a school and by implication the education system, must be able to afford a foresighted educational leadership which is based on sound management principles and techniques.*

Hence, the motivation of staff is important to retain them and to achieve good results.

Managing the HR available at a school is probably the most critical task for a school manager. The success, therefore, of any school programme depends on how efficiently the school manager can manage this important resource for best
use of in the school. In the current study, this task and the challenges school managers face in motivating teachers took a centre stage.

The recognition of personnel management is an important element in the school manager’s daily activities and the increasing emphasis on highly qualified teachers has led to an increased interest in the field of staff development. This study aimed at confirming whether this is done in private schools. The school manager thus, needs to be equipped with the skills associated with HR management to assist him/her in managing the school more efficiently. The teachers are human and the need for feeling wanted is just as strong as in any other person. In this matter Campbell (1974) stresses that, "...in short the relationship an administrator establishes with his staff to achieve the purpose of the school may be the essence of administration". It also determines their level of performance.

2.3 **Staff in the Private Schools**

Organisations are restructuring themselves in order to keep a breast with the new business and economic development. The security of lifelong employment has also been challenged (Beard and Holden, 1997). Traditional approach to career path where seniority would ensure upward mobility along the earlier career is no longer assured.
In agreement, Leigh (1984) shows that the changing demographics in the labour market have also given birth to a new breed of employees that differ in their outlook towards work and work life. Job and career changes are increasingly common due to the uncertainties of the economic environment, technological changes and new attitude towards work. In the current study, the motivation of the teachers in the private schools to maintain positive attitudes towards work was examined.

Employees are most motivated when they perceive the reward system as equitable within the organisation as well as in comparison with other organisation. Another category of incentive, especially valued by individuals with a high need of achievement, is a periodic review of career goals and the opportunity to assume additional responsibility (Pattern and Frager 1975).

The study of staff motivation leading to job satisfaction grew out of several schools of management theory dating back to Fredrick Taylor’s (1947) early applications of scientific methods to factory problems in the first part of this century. Similarly, Vroom’s (1964) expectancy theory of human motivation is a significant contributor to the field, which goes beyond the simple behavioral concept of stimulus-response and reinforcement of behavioural psychology. It explains motivation as the perceived value of probable outcomes of actions, and the probability that actions will bring about outcomes that are highly desired. The theory thus, takes into account the intrinsic values that affect satisfaction and
work which research has often found to be at least equally important or more so to job satisfaction than the extrinsic values.

The systems approach also supports the social concept of motivation. The social technical system is concerned with the interactions between the psychological and social factors, and the needs and demands of people and the structural and technical requirements of the organization. The long-wall coal mining study, for example, demonstrated the importance of redesigning work in a manner, which provides opportunities for teamwork and social interaction.

The findings of the Hawthorne experiments, and the subsequent attention on the social organisation and theories of individual motivation, gave rise to the work of the neo-human relations writers. These writers adopted a more psychological orientation to motivation. Greater attention was focused on the content and meaning of the task, and attempts to make work more intrinsically satisfying. The major focus of concern was the personal adjustment of the individual within the work situation (Hunt, 1986). This approach is the self-actualization concept of motivation.

The contingency approach to organization and management takes the view that there are a large number of variables or situational factors, which influence organizational performance. Contingency theory is concerned more with differences between organizations than with similarities (Cole, 1993). Managers
must be acceptable and vary their behaviour according to the particular situation, and the different needs and motivation of staff. The varying situational factors, together with the complicated nature of human behaviour lead to the complex concept of motivation which involves:

- Positive reinforcement
- Effective discipline and punishment
- Treating people fairly
- Satisfying employees needs
- Setting work related goals
- Restructuring jobs
- Basing rewards on job performance

Different aspects of all these theories were considered in this study. For example Cole, (1993) argues that many managers in the private schools lack managerial skills and it becomes very difficult to implement the above basic strategies, though the mix in the final ‘recipe’ will vary from workplace and situation to situation. In the current research, the researcher emphasises the use of satisfying employees’ needs as the strategy for motivating teachers.

Essentially there is a gap between an individual’s actual state and some desired state and the manager tries to reduce this gap. Motivation is, in effect, a means to reduce and manipulate this gap. It induces others in a specific way towards goals specifically stated by the motivator Hunt (1986). Naturally, these goals, and also the motivation system, must conform to the corporate policy of the organization. The application of motivational systems in the private schools in Nairobi was of paramount importance in this study.
2.4 Challenges Faced by School Managers

School and education authorities have become increasingly aware of the need to be effective. However, there are many challenges and constraints that managers face while striving to achieve this noble cause. One of the main challenging factors is the lack of professional training for many managers. Olembo (1992) noted that: “Educational authorities in Kenya should consider seriously giving professional education to managers in matters related to instructional leadership”. This argument was also supported by Eshiwani (1993) and their skills level which was also assessed in this study.

Kathryn M. Bartol and David Martin (1981) have stressed this expect of training, "for managers to develop work agenda, act out roles and engage in planning, organizing leading and controlling they need sound knowledge base and key management skills, technical, human and concept ional skills". Convergently, this study aimed at finding out whether managers use these skills in attempt to motivate and ultimately retain teachers in the private secondary schools in Nairobi.

The members of the school community have varied needs. The Figure II below summarises the different needs that the school objectives should address:
Schools today are complex organisations to manage with variety of needs of the stakeholders to be met. This is due to the fact that we now recognize the difficulties of providing for a wide range of abilities and interest amongst students and other members of the school community and the challenge of providing them with relevant useable skills for them to succeed in an increasingly complex society (Owens, 1998). It is even worse for teachers who are charged with the role of taking care of the students. The challenges facing managers in an attempt to motivate and retain teachers was addressed here.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

In this chapter, the procedures and strategies used in the study are presented. The research design adopted for the study and the locations of the study are described. The population and sample for the study and the sampling procedure used for the study are defined. The methodology section concludes with an overview of the data analysis process used.

3.2. Research Design

This study focused on how teachers can be motivated to perform better and have the satisfaction to remain in the job. The design adopted is therefore the cross-sectional survey. This method uses individuals as the basic unit of analysis and helps in collecting original data that describes a population that is too large to be observed directly. These individuals are characterized by a high degree of representativeness.

3.3. Population of the Study

Nationally, Kenya has 3,800 public and 346 private secondary schools. The study was however be conducted in the private secondary schools in Nairobi Province where there are only 93 (Appendix VII) such schools (MOEST, 2004). The study population was mainly drawn from the teachers with additional information gathered from the management in these schools.
3.4 Sample Size

This study sampled the private schools in Nairobi using a combination of purposive, simple random, and systematic sampling techniques. The sample size covered 17% of the private schools sampled in Nairobi. According to Jacob's and Razarch, 1972, in a descriptive research, a sample size between 10% and 20% is acceptable. In this regard, the current study used a representative proportional (depending on the teacher population in each school) sample. To get a representative sample from each school, the following formula was used:

\[
\text{No. of teachers in each private school} \times \frac{x}{100} = \text{Total no. of teachers all sampled Private schools}
\]

This information is given in Table 1 below:
<table>
<thead>
<tr>
<th>DIVISION</th>
<th>NO. OF SCHOOLS (DIVISION)</th>
<th>NAME OF SCHOOL SAMPLED</th>
<th>NO. OF TEACHERS/SCHOOL</th>
<th>SAMPLE SIZE SELECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westlands</td>
<td>26</td>
<td>St. Maartins</td>
<td>12</td>
<td>100 X 12 = 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kibagare</td>
<td>173</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karura SDA</td>
<td>14</td>
<td>100 X 14 = 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>St. Edwards High School</td>
<td>8</td>
<td>100 X 8 = 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loreto</td>
<td>25</td>
<td>100 X 25 = 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Covenant</td>
<td>173</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Msongari</td>
<td>173</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total teachers</td>
<td>59</td>
<td>34</td>
</tr>
<tr>
<td>Starehe</td>
<td>20</td>
<td>Don Bosco Secondary</td>
<td>19</td>
<td>100 X 19 = 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Imprezza Academy</td>
<td>8</td>
<td>100 X 8 = 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Justino Secondary School</td>
<td>15</td>
<td>100 X 15 = 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total teachers</td>
<td>42</td>
<td>100 X 42 = 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>173</td>
</tr>
<tr>
<td>Lang'ata</td>
<td>22</td>
<td>St. Gabriel Academy</td>
<td>8</td>
<td>100 X 8 = 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>St. Hannah’s School</td>
<td>16</td>
<td>100 X 16 = 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Malezi School</td>
<td>10</td>
<td>100 X 10 = 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karengata Academy</td>
<td>12</td>
<td>100 X 12 = 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total teachers</td>
<td>46</td>
<td>100 X 46 = 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>173</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grand Total teachers</td>
<td>173</td>
<td>86</td>
</tr>
</tbody>
</table>
From these computations, the schools were sampled as the basic unit of study, while the teachers were sampled as the basic unit of analysis out of the total number of teachers in the sampled private schools in Nairobi province.

3.5 Sampling Strategy

This section covers the description and selection techniques of the sample as shown below:

3.5.1 Sample Description

The sample used in this study was sequentially obtained from Nairobi province, divisions, private schools and the individual teachers. The main respondents used were the teachers from private secondary schools in Nairobi (See Section 3.3). The sampling frame constituted all the teachers from the 93 private secondary schools in Nairobi (Appendix VII). From this 86 teachers were selected and interviewed using the teachers’ questionnaire (Appendix I). The managers of these schools were also interviewed using the Questionnaire (Appendix II).

3.5.2 Sampling Techniques

The purposive, simple random and systematic sampling techniques were used to select the province, three (3) divisions out of the eight provinces in Nairobi (Starehe, Westlands and Langata), respective private schools, and teachers participated as respondents. The number of schools covered in the three
divisions were also randomly selected to represent the total number of private schools in Nairobi Province in particular and Kenya in general.

The number of teachers selected from each school was established with reference to a list of all the teachers in the private schools obtained from the provincial Director of Education’s office (PDE), Nairobi. Individual teachers were selected using the simple random and the systematic sampling techniques. The researcher made use of the teachers' personnel numbers as identifiers of those who were included in the sample. These numbers were written on small pieces of papers and put into a bowl. They were vigorously shaken to ensure proper mix and randomization. Thereafter, the required number of teachers from each school was blindly picked by the research assistant without replacement as advised by Peil, (1987:37). The first personnel number of a teacher chosen from the list was determined between 1 and K. Once the starting point was established, the same criterion for selection was used and every $k^{th}$ teacher throughout the list was systematically selected. To get the sampling interval, the total number of teachers in the sampled private schools in Nairobi ($N$) was divided by the desired sample ($n$) as advised by Moser and Kalton, (1989: 82-3).

### 3.6 Data Collection Procedures and Instruments

Authority to collect data was sought from K.U Department of Accounting and Finance (Appendix III). In addition, the confirmation that the researcher is a student at K.U was made in Appendix IV. As is required by law in Kenya, the
student acquired a research authorization letter and a card from MOEST as given in Appendices V and VI respectively. This study used data from both primary and secondary sources. Data was collected through a combination of instruments. The researcher developed all the primary data collection instruments. Quantitative and qualitative data was collected through the: Questionnaire for Teachers (QFT, Appendix I) and Questionnaire for Managers (QFM, Appendix II).

3.6.1 Primary Data

The structured questionnaires that have both open-ended and closed-ended questions were used in this study. This type of questionnaire permits quantitative and qualitative analysis.

3.6.2 Secondary Data

Secondary data was used to complement primary data. This is data collected by other scholars for different purposes that the researcher makes use of. It was gathered from documented materials relevant to the study such as: books, journals, pamphlets, magazines, educational policy papers, reports, research papers, development plans and statistical abstracts, economic surveys and administrative records in the schools under study.
3.7 Data Analysis

The data collected was analysed using descriptive statistics such as the mean with the aid of the computer Statistical Package for Social Scientists (SPSS). Analysed data was presented through frequency tables, graphs, ranges and percentages.

4.1.2 Organisational Learning

In this study, research on organisational learning in the hospitality industry is conducted. The study focuses on the learning from the experiences obtained from both students who have worked part-time and those who have worked full-time. The study further looks at the learning that has been obtained during the training of students and the fact that the students had an understanding of the hospitality industry. The study further looks at the learning that has been obtained during the training of students and the fact that the students had an understanding of the hospitality industry.

4.3.1 The Experience of Students who have Worked in the Industry

The research further investigated the experience of students who have worked in the industry. The study further looked at the factors that influence the success of these students given by management in the industry in a period between 1998 and 2001. This shows that some schools have implemented student-centered effective staff motivation systems. But, most educators have not implemented the student-oriented effective staff motivation systems. This shows that some schools have implemented student-centered effective staff motivation systems.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

This chapter presents the analysis and discussion of the results of the study on the HRM practices used by the managers of the private schools in Nairobi. The chapter discusses the general information on the schools and teachers in particular.

4.0 General Information

In this study, information on private school management was gathered either from school heads, directors or owner-managers concerning the type of HRM practices used in their schools. Up to 13 managers were interviewed according to the number of schools under study.

4.1 Duration of Time Schools have Operated Since Inception

This study sought to find out the duration of time that schools have been in operation. According to the history of these schools given by management in the schools were started between 1958 and 2003. This shows that some schools have operated for long to have developed effective staff motivation systems. But, most teachers are dissatisfied by the poor HRM practices used in these schools. The results show that there is no relationship between the duration that the schools have been in operation and the level of teachers’ motivation.
4.2 Demographic Information on Teachers

This type of information helps to understand the characteristics of the residents. The distribution of the teachers by gender, age of the teachers, marital status, duration served in their schools and highest level of academic and professional qualifications were addressed.

4.2.1 Distribution of Teachers by Gender

Naturally, there are both male and female teachers working in private schools. Of those who participated this study, 60.5% (52) were males while the rest were females. This is comparable to data gathered by MOEST (2003) on private schools, which gave 45.5% being female teachers teaching in the private schools. This also varies with the data gathered by Munene (2004) in public secondary schools which established that in most Nairobi secondary schools the number of women tend to be higher (over 50%). The relatively high number of women could be attributed to the social factor that women dominate the teaching career in Nairobi as they accompany their formally working husbands, while the number of men may be attributed to the aggressive nature of men as they look for greener pastures in the private schools from public schools.

4.2.2 Age of the Teachers

The study sought to establish the ages of the teachers in the schools under study. The results of this study show that the respondents' ages ranged from categories
20 –25 years [5.8% (5)] to above 40 year [7.4% (7)] none of teachers was less than 20 years. This information is presented in Figure III.

From this figure, it can be established that the modal age category of the respondents was 26-30 years. The figures show that the private schools mostly have young work force.
4.2.3 Teachers' Marital Status

According to (Mutie and Ndambuki, 1999) stability in social relationship determines the performance of individuals. It was in the interest of this study to find out the marital status of the teachers. The study established that up to about ¼ [25.6% (22)] of the respondents were single, while [57.0% (49)] were married. The rest were divorced [8.1% (7)], widowed [5.8 (5)] or separated [3.4% (3)]. It is difficult to separate the social from formal lives of individuals. Thus, being in or out of an unstable union may determine the level of the teachers' performance and motivation.

4.2.4 Duration of Time Served by Teachers in their Schools

The study also sought to find out how long the teaches have taught since they joined the teaching profession. Their teaching duration ranged between 1-34 years. In addition, this study strived to establish how long teachers have served in their schools. The study established that the most working life has not been spent in the school that teachers are currently teaching, but elsewhere. Their responses are given in Table 3 below:
Table 2: Distribution of teachers by Duration of Time Served in Teaching Profession

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>30</td>
<td>34.9</td>
</tr>
<tr>
<td>6-1</td>
<td>23</td>
<td>26.7</td>
</tr>
<tr>
<td>11-15</td>
<td>14</td>
<td>16.3</td>
</tr>
<tr>
<td>16-2</td>
<td>9</td>
<td>10.5</td>
</tr>
<tr>
<td>21-25</td>
<td>5</td>
<td>5.8</td>
</tr>
<tr>
<td>26-30</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>&gt;30</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the table the majority of the teachers (over $\frac{1}{2}$) had served between 1 –10 years as teachers. However, table 1 shows that most of the teachers’ teaching careers have not been spent in the current schools because almost $\frac{1}{2}$ of the respondents [48.8% (43)] had served between 1 –5 years, while only [8.1% (7)] had served for more than 20 years (Table 4).

Table 3: Distribution of Teachers by Duration of Time Served in Their Schools

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>43</td>
<td>48.8</td>
</tr>
<tr>
<td>6-1</td>
<td>32</td>
<td>37.2</td>
</tr>
<tr>
<td>11-15</td>
<td>8</td>
<td>9.3</td>
</tr>
<tr>
<td>16-2</td>
<td>4</td>
<td>4.7</td>
</tr>
<tr>
<td>21-25</td>
<td>0</td>
<td>1.2</td>
</tr>
<tr>
<td>26-30</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>&gt;30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>100.0</td>
</tr>
</tbody>
</table>

None of the teachers who were interviewed had served in the current schools for over 20 years. This may be as a result of the teachers either leaving the teaching profession early or the respective school for jobs in other schools. The high
turnover even in some school that have operated for long, many therefore be attributed to teachers seeking for more prospective careers elsewhere (greener pastures). But high turnover is a function of de-motivation as Armstrong (2004) argues.

4.2.5 Highest Academic Qualifications of Teachers

None of the respondents reportedly has “O” level education as the highest qualifications. Few teachers had “A” level as the highest level of education, but majority of the teachers (75.6%) had university degrees, while [13.9% (12)] and [8.1% (7)] had other qualifications and Diplomas respectively (Figure IV). This finding shows that most teachers are well equipped academically and their de-motivation may not be as a result of deficiency in skills area.
Reportedly, most of the teachers had no other [69.8% (60)] professional qualifications besides academic and teaching qualifications. A few teachers had other qualifications such as: Certified Public Accountants (CPA) Certified Public Secretaries (CPS), Counseling and Marketing and Information Technology (IT). In view of the high level of de-motivation exhibited by the teachers in the private schools, lack of flexibility in terms of jobs that they can choose to do, may have been as a result of lack of other skills. This may also have curtailed their movement to better paying jobs for some of the de-motivated teachers.
4.3 Teachers’ Needs in Private Secondary Schools

This study strived to establish the level of teachers’ motivation, which stimulates or influences their performance in the private secondary schools in Nairobi. This was analysed using ratings based on Maslow’s Hierarchy of needs:

4.4 Physiological Needs

4.4.1 Salary

According to Szilagyi (1984) money is an indication of one’s social standing in society. High and consistently paid salaries give one economic security. This study sought to establish the rating by the teachers of the salaries that they receive. This was rated on a five point Likert Scale. None of the teachers reported that their salaries which help to fulfill teachers’ needs was either average, good, or very good. Up to [(75.6%) (65)] of the teachers reported that their salaries were poor while [24.4% (2)] reported that the salaries were below average.

It is important to note that some of the private day secondary schools charge low school fees (Kinyajui, 1974). However, Sifuna (1980) argues that the private secondary school management is generally mean. This argument coupled with the findings of this study helps to explain why the teachers reported that their salaries were either below average or poor.
4.4.2 Housing

This study established that most private secondary school teachers are not housed within the school premises. This may have contributed to the poor rating given by teachers on housing facility. Out of the (86) teachers who participated in this study only 8.1% (7) of them were housed within the schools. Out of this number only one teacher rated the housing facility below average. The rest found this facility poor. This shows that housing is an area, which the private school management has not invested much in.

4.4.3 Water availability

There are numerous uses of water in schools, which are both educational and personal. According to Rullan and Stiegbauer (1991), educational performance improves depending on availability of facilities among which is efficient water supply system in the school. In this regard, the current study found out that water availability in private schools is very good 2.3% (2), good 19.8% (17), average 30.2% (26), below average 36.0% (31), and poor 11.6% (10) respectively.

From these results therefore, very few teachers rated water availability as very good. Majority of the teachers may be demotivated by poor water availability.

4.5 Safety/Security Needs

Human beings do not perform effectively when their safety/security needs are at stake. In this regard, the following was observed:
4.5.1 Physical Harm

Exposure to physical harm within the school environment determines the level of teacher motivation. This was supported by the reports given by the teacher respondents on whether the school management took care of their physical security and safety. This was rated as poor 7.0 % (6), below average 22.1% (19), average 39.5% (34), good 32.6% (28) and very good 2.3% (2) respectively. The school managers reported on the contrary that physical harm is minimal. Given that some private schools in Nairobi are located in insecure areas the report by the teachers may hold true. This is an area, which may require the attention of school management if the motivation level of teachers is to be improved. The examples given on threats to physical harm are a result of pick pocketing, mugging and car-jacking where teachers have been victims.

4.5.2 Job security

This study examined the job security levels in the private secondary schools. It was established from the teacher respondents that there is little job security in these schools up to 2/3 66.3% (87) of the teachers reported that job security is poor, while 19.8% (17) reported it as being below average. From the rest of the teachers, 14.0 % (12) and 1.2% (1)] found job security in private secondary schools as being good and very good respectively. These findings are in line with results of a study carried out by Matheka (2001) who established that job security is a major problem facing teachers in secondary schools in general.
4.5.3 Retirement Benefits

Generally, most private schools lack in retirement benefit schemes. Yet, Szilagyi (1984) argues that retirement benefits motivate staff. The current study strived to find out the rating by teachers of the retirement benefits provided by the private school management. Only 3.5% (3) of the teachers rated these benefits good. The rest of them found the benefits average 15.1% (13), below average 24.4 (21) or poor 53.5% (46) respectively. Up to 3.5% (3) of the teachers did not respond to this question. It is important to note that the managers who responded to this question did so with reluctance.

4.6 Social Needs

Human beings are social by nature and affiliate with people that they share common interests, pursuits and goals Szilagyi (1984). Similarly, this study sought to find out how the social needs of teachers were being met by the management in private secondary schools in Nairobi.

4.6.1 Belonging and Acceptance of Teachers in Private Schools

According to Eshiwani (1993), the school management tries to ensure that the sense of belonging and acceptance of the teachers by the school community is cultivated. This study established that the school management uses different ways of instilling a sense belonging and acceptance to the teachers. Teacher who participated in the study rated their sense of belonging and acceptance as very good [3.5% (3)] good [8.3% (8)] average [24.4% (21)] below average [29.0%]
(25)] and poor [33.5% (29)] respectively. These results show that most teachers do not have a strong sense of belonging and acceptance in the schools they teach. Most of them were demotivated and on the look for greener pastures.

4.6.2 Teacher Welfare Groups

Most teachers’ welfare groups are associated with support of members during bereavement or other calamities. Up to 7/4 of the teachers reported that welfare groups are not encouraged by management and therefore were rated very poor. However, only one teacher reported that these groups were very good while 8.1% (7) reported that they are good.

Welfare groups that would help in keeping teachers closely knit are otherwise discouraged by management except where the school benefits academically. Therefore, such groups do not individually motivate respective teachers.

4.7 Self-Esteem Needs

4.7.1 Independence and Freedom at Work

The researcher in this study found out that the rating by the teachers of the independence and freedom given to teachers at work depended on whether the respective school was ran by an individual or a body such as the church basis. In this regard the rating by the teachers depends on the school they teach. Majority of them [65.1% (56)] rated independence and freedom at work as poor, but 11.6% (10) rated it average, and 23.2% below average. None of the teachers rated it as
being good or very good. By controlling the freedom and independence of teachers, management fault and limit the amount of initiative that teachers can take within the school for the benefit of all members of the school community especially the students.

4.7.2 Recognition for Achievements

In most cases the private school management takes cognizance of excellent performance of teachers, a practice that is encouraged management by Koech (1998). In current study the teachers reported that there is little recognition for achievements taken by management as being average, while 1/5 of the teacher rated it below average. A sizeable number [47.6% (41)] rated it average, while 14.0% rated it poor. Up to [11.6% (10)] of the teachers did not respond. This information is provided in Figure V.
Recognition for individual achievements is a morale booster (Szilagyi 1984) that can be useful in the school environment. It is important to note that a few schools promptly take cognizance for staff achievements either monetarily or by use of non-monetary rewards. In those schools teachers strive further for better performance.
4.8 Self-Actualisation Needs

4.8.1 Promotion at work

Career progression enhances motivation at work as argued by Beardwell and Holden (1997). Only 2.3% of the teachers did not respond to this question, while 10.5% (9) and 11.6% (10) rated promotion at work very good and good respectively. However, 44.1% (38) rated it poor, and 26.7% (23) below average, (Figure VI). Promotion at work mostly dictates salary increment, which private schools’ management reported as being regularly carried out. However, the teachers’ reports do not collaborate this.
FIGURE VI: PROMOTION OF TEACHERS AT WORK

The rating by the teachers is contradictory and de-motivating due to irregular and infrequent promotions.

4.8.2 Self Fulfillment

In general, self-fulfillment need was met by management in private secondary schools was poorly rated by the teachers, and none of them reported that it was either very good, good or average. Most teachers [77.9% (67)] rated self-fulfillment as poor while 16.3% (14) rated it below average. Up to 5.8% (5) of the
teachers did not respond to this question. This research therefore, found that most teachers are not self-fulfilled.

These results show that none of the teachers in the private schools under study have reached the highest level of Maslow’s Hierarchy of Needs.

4.9 Performance Inhibiting Factors

It would be idealistic to assume that any school does not face performance-inhibiting problems. Overall, the teachers reported that there are performance-inhibiting problems facing them. This was reported by 94.2 % (80) of the teachers while the rest did not respond to this question. Up to 3.5% (3) of the teachers reported that they had no problems. The main problems that face the teachers are poor salaries and benefits, heavy workloads, teaching/learning materials, unrealistic performance expectations, and lack of job security respectively. The big number of teachers reporting on this question may also be a reflection of the magnitude of the problems that they face.

4.10 Why Respondents Work in Private Schools

This study attempted to establish why the teachers who participated in the study have continued working in these schools in spite of these problems. Varied reasons prompt individuals to work in a given organization. This ranges from financial as reported by 2/3 of the respondents [66.3% (57)], lack of jobs in the public schools [48.8% (42)], challenging work [58.1% (50)], linkage with studies
undertaken through teachers’ training [30.2 % (26)] especially for teachers whose main teaching subject is technical, for example drawing and design or languages such as German, French Arabic or Spanish which are mainly offered in private schools. (Koech, 1998). Other respondents reportedly choose to work in these schools due to better management (47.7 % (41)), better opportunities to realize personal potential [69.8% (60)], and better equipped/ facilities [47.7% (41)]. It is interesting to note that some respondents cited the better location of private schools especially in accessible urban areas [25.6 (22)] as being the reason for working in these schools.

Some private schools no longer offer competitive salaries compared to the public sector. This may help in explaining why only a few teachers gave finances as their main reason for working in the private sector.

4.11 Teachers’ Status in Private Schools

One’s status is a morale booster in that it gives one image in society.

4.11.1 Positions Held by the Teachers in their Schools

Positions held at place of work gives one status, while motivation is to some extent a function of job size (Amstrong, 2004). In this regard, besides teaching, most teachers have other established positions in their schools [90.7% (78)]. Only 8.1% (7) did not hold any other positions. These positions ranged from Deputy School heads, Heads of Departments (HOD), in-charge of guidance and counseling and clubs, sports and games, (co- curricular activities), boarding
master, subjects heads and director of studies, among others. Some teachers hold more than one other position. This shows that most of the teachers are fully occupied beyond class time. Sometimes, this heavy workload acts as a source of de-motivation for some teachers.

4.11.2 Teachers' Workloads

This study sought to establish the amount of workload that the teachers have per teaching week. Most of the teachers reported heavy workloads ranging from, 20-25 lessons [26.7% (23)], 31 –35 [46.5% (40)] and over 35 lessons [7.0% (6)]. Only three of the teachers had less than 20 lessons per week, reportedly on medical grounds. This indicated that the workload of teachers in private schools is prohibitively heavy. Coupled with other positions (assignment) that they hold in those schools, the heavy workloads may be de-motivating.

4.11.3 HODs Decision-Making Powers

The private schools differed in terms of the number of departments. This depends on the subjects offered in these schools. For example, the Art subjects are clustered to form the department of Humanities. The number of departments therefore mostly ranged from 6 –10, each with a HODs representatively.

In any school, the HODs carry out different duties with respect to their departmental demands (MOEST, 1998). According to the few teachers, HODs are allowed to make decisions concerning the running of their departments without
consulting the head teacher/school managers. This information was contradicted by the managers [69.2% (9)] who reported that in almost all the schools, HODs are allowed to make decisions concerning the running of their departments without consultations.

Giving the HODs some latitude on what they can do in their departments like scheduling of learning activities, workload distribution, counseling departmental members, and setting respective tests and examinations gives flexibility, enthusiasm and realization of the teachers potential for enhanced performance. This was however, lacking in most schools leading to de-motivation.

**4.12 Code of Ethics**

This study established that most of the private schools have no published guidelines [76.9% (10)] on a code of ethics for teachers. Their only referral point is the Teachers Service Commissions (TSC) Teachers Guide, which is only referred to by the school management when taking disciplinary action against teachers as opposed to serving teachers’ and school’s interests. The indirect association between the private schools and the TSC emanates from the teachers background because most of them have had an experience of starting their teaching careers in the public schools. Further, those who have attended local universities and studied education are inculcated with the TSC rules and guidelines as the model for an ideal teacher. The guidelines should be used for guiding, directing, monitoring and evaluating teachers, performance. Where the
guidelines exist, they are otherwise mostly used for punitive reasons, hence acting as a source of demotivation for many teachers.

According to the Education Act (1986), the aim of educating the youth in the country is to prepare them for the future life responsibilities in their cultural, social, economic and political development. In this regard the main goal of the private secondary schools is to ensure that the national educational aims are achieved through them. This is reflected by the respective mottos of some private schools such as:

- Diligence and discipline;
- Not just a school but a way of life;
- Strong to serve;
- Foundation of knowledge;
- Hard work pays;
- Growing in knowledge;
- Reaching for success;
- Empowering children for future self-reliance;
- Aim higher;
- In pursuit of excellence success is a habit;
- Strive to excel, and
Most of the teachers [69.2% (9)] reported that their schools had not achieved their goals. This is caused by over emphasis of school performance based on academic results, as opposed to all round development of youth, ignoring other developmental needs. However, while most schools may aim at aspiring for an all round development of the students, the competitive academic environments in the country compels the schools to marshal their energies and resources towards academic excellence (Kinyanjui, 1974). Thus, ignoring other vital aspects of a child's development. This affects teachers in that they are evaluated on the basis of academics, heading to demotivation when they fail to do so.

The current study also strived to find out whether private schools management motivates their teachers. The following were their responses. Up to 92.3% (12) school managers reported that they do so. One school manager did not respond to this question. The following were the methods used to motivate teachers:

### Table 4 Distribution of School Managers by Methods Used by Management to Motivate Teachers in Private Schools

<table>
<thead>
<tr>
<th>Number of Managers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paying high salaries</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Medical/Insurance cover</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td>Pension scheme</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Giving vacation holidays</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Buying cars/ car allowance</td>
<td>12</td>
<td>92.3</td>
</tr>
<tr>
<td>Giving commissions</td>
<td>1</td>
<td>7.6</td>
</tr>
<tr>
<td>Gifts</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Sponsorships</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Any other parties</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Trips/Night out</td>
<td>5</td>
<td>38.5</td>
</tr>
</tbody>
</table>
The private school management should be more innovative in terms of the methods they use to motivate teachers because as Hezberg argues some of these factors may lead to de-motivation (Beardwell and Hodden, 1997), for example, if the gifts or other rewards are not consistently given teachers' morale may go down.

Summary

The major points of the study are that the private school management in terms of remuneration and incentives of the private school teachers do not lead to motivation and satisfaction. In particular, this lack of motivation and satisfaction can be attributed to the fact that the private school management are not consistent in giving remuneration and incentives. This is in contrast to the public school management who do give remuneration and incentives that are consistent and, therefore, lead to higher morale and higher teachers' performance. The results of this study are based on the use of secondary sources of data by reviewing literature on the topic in the area. This literature pertaining to some of the roles and responsibilities of school managers were highlighted in Chapter 2.
CHAPTER FIVE

SUMMARY, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter covers the summary and conclusion drawn in relation to the study objectives and principal findings. The recommendations that are pertinent to policy-making and for further research are presented.

5.1 Summary

The major purpose of this research was to find out the challenges faced by managers of private secondary school in the application of HR practices. This was particularly with reference to motivation of teachers. The study was conducted in 13 private secondary schools. The opinion of the 86 teachers and 13 private school managers was sought on the HRM practices of management from three divisions in Nairobi province. Data was mainly gathered through structured and self-administered questionnaires.

The study also made use of secondary sources of data by reviewing literature related to the subject area. This literature pertaining to some of the roles, duties and responsibilities of school managers were highlighted in chapter two.

Chapter three has dealt with the design and methodology of data collection and analysis. The chapter has covered the sample, piloting, and administration of the research tools.
Chapter four presented the analysis of data, which were analysed and mainly presented in tables, graphs and percentages. The problems and challenges facing teachers and school managers were analyzed according to their roles. Responses from the respondents showed the various factors that influence their work and effect their motivation.

5.2 Conclusion

This study on the HRM practices used by management in the private secondary school in Nairobi has enabled the researcher to arrive at certain conclusions about the challenges faced by private schools' management and problems faced by teachers while working in those schools:

The private schools use wide variety of motivation tools/methods for their staff such as competitive salaries and benefits package, medical and insurance covers, pension schemes and career development opportunities for further education.

The most frequently reported problems facing the managers are their inability to maintain motivated staff provision of adequate resources in their school. It was observed that teachers are more motivated if; the private school management uses many strategies to solve HRM challenges since no one strategy would suffice. However, different schools use different strategies at different times. Teachers found these strategies wanting in terms of depth and quantity of execution.
5.3 Study Recommendations

Several recommendations are put forward both for policy making and for further research as shown below:

5.3.1 Recommendations for Policy making

On the basis of the collected, analysed and presented data, the researcher recommends the following:

(i) The motivation of teachers is related to availability of resources and facilities in schools. This is in addition to the personal care given to teachers. It is important for proprietors and managers of private schools to equip their schools adequately with facilities that ease and make teachers’ work enjoyable. This would result in highly motivated teachers. Even in situations where finances are inadequate, it is important to improvise and acquire resources from the local environment in the following ways:

   All resources required by teachers and students should be clearly identified and provided promptly. The appropriate Local resources should be sought and used wherever possible. In addition, water, housing and teaching tools should adequately be provided in schools.
(ii) Private school management should review the contracts with teacher and include benefits such as performance bonuses, insurance and retirement benefits for deserving teachers.

(iii) Private school management should ensure that teachers work in a conducive environment where they can exploit their potential by being given adequate independence to work freely. The managers should cultivate a democratic and participatory environment in their schools where teachers get an opportunity to use their latitude in execution of their duties.

There is need to establish a specific national code of conduct to suit teachers in private schools.

The private schools association should explore the possibility of developing a Scheme of Service for staff in private schools. There is also need to enhance the HRM capability in private secondary schools to equip them with the skills to tackle current and emerging HR challenges.

5.3.2 Recommendations for Further Research

The following areas for further research are proposed:

(i) Owing to resource constraints, this study only covered Nairobi Province. Therefore, it is important that another comparative study on HRM practices
used both in public and private schools including primary schools be undertaken nationally.

(ii) Salaries given to teachers in private schools vary greatly. Therefore, it would be important to carry out a salaries and benefits survey for teachers/staff in private schools.

(iv) The problems associated with the management of schools are many and varied. However, this study only identified and studied the HRM and specifically the motivational problems in this context due to resource constraints. It is recommended that another study be carried out on all the HRM problems facing the private schools in Kenya.

(vi) A strategies survey should be undertaken in the private schools on employee perception of HR.

(vii) Due to high turnover of teachers in the private schools as established in this study, there is need for a study to establish the impact of the retention staff on school performance.
REFERENCES


Matheka, R. M. A., (). *Survey of Administrative Problems faced by Secondary School Headteachers in Yatta Division in Machakos District*. Nairobi: Kenyatta University, PGDE.


APPENDIX I

QUESTIONNAIRE FOR TEACHERS (QFT)

Name ------------------------------------------(Optional)

GUIDE

The following options are represented with numbers 1-5 indicating:

5   -   Very good  
4   -   Good  
3   -   Average  
2   -   Below Average  
1   -   Poor  

Think about your needs and tick (✓) the number on the scale that indicates to what level of the given category of needs are met in your present job.

SECTION I

1. Gender:
   (a) Male   
   (b) Female  

2. Please indicate your age bracket
   (a) 20 – 25 years  
   (b) 26 – 30 years  
   (c) 31 – 35 years  
   (d) 36 – 40 years  
   (e) Above 40 years  
   (f) Other Specify ------------------------------------------

3. Indicate your marital status.
   (a) Single  
   (b) Married  

4. What is your highest academic qualification?
   (a) “O” Level  
   (b) “A” Level  
5. (a) Any other professional qualifications?
   (a) Yes ☐ (b) No ☐

5. (b) If yes, please specify

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. (a) Apart from teaching, do you hold any position in the school?
   (a) Yes ☐ (b) No ☐

6. (b) If yes, please specify:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. Why did you choose to work in a private school and not public one?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. How long have you worked as a teacher? _____ Years/months

9. How long have you worked in this school? _____ Years/months

SECTION II

1. Basic or physiological needs
   (a) Salary
      1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
   (b) Housing facility
      1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
   (c) Water Availability
      1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2. Safety/Security needs
   (a) Physical harm
      1  2  3  4  5
   (b) Job security
      1  2  3  4  5
   (c) Retirement benefits
      1  2  3  4  5

3. Social Needs
   (a) Belonging and acceptance in the school
      1  2  3  4  5
   (b) Teachers' Welfare Groups
      1  2  3  4  5

4. Self Esteem Needs
   (a) Independence and freedom at work
      1  2  3  4  5
   (b) Recognition for achievements
      1  2  3  4  5

5. Self Actualization Needs
   (a) Promotion at work
      1  2  3  4  5
   (b) Self fulfillment
      1  2  3  4  5

6. (a) Are there any factors that inhibit you from performing well as a teacher?
      (a) Yes  (b) No

6 (b) If yes, is explain these factors:

   -----------------------------------------------------------------------------------------------------
   -----------------------------------------------------------------------------------------------------
   -----------------------------------------------------------------------------------------------------
   -----------------------------------------------------------------------------------------------------

THANK YOU FOR YOUR CO-OPERATION

Researcher
APPENDIX II

QUESTIONNAIRE FOR MANAGERS (QFM)

Information collected from this Questionnaire will be highly confidential and will strictly be used for academic proposes by the researchers.

SECTION I

1. What is the name of your School? --------------------------------------------------------------

2. What is the number of teachers in your school? ----------------------------------------------

3. How many departments do you have in your school?----------------------------------------

4. Are the heads of department allowed to make decisions concerning the running of their departments without consulting the head teacher/manager?
   (a) Yes [ ] (b) No [ ]

SECTION II

1. Do you have published guidelines on a code of conduct for teachers?
   (a) Yes [ ] (b) No [ ]

2. Are there any penalties for those who fail to abide with published guidelines?
   (a) Yes [ ] (b) No [ ]

3. What is your school’s main goal?
   (a) Yes [ ] (b) No [ ]

4. Has the school achieved this goal?
   (a) Yes [ ] (b) No [ ]

5. If “Yes”, in question 4, what has been done about the achievement?

   -----------------------------------------------------------------------------------------------

   -----------------------------------------------------------------------------------------------

   -----------------------------------------------------------------------------------------------

6. If “No”, in question 4, what has been done about the failure?

   -----------------------------------------------------------------------------------------------

   -----------------------------------------------------------------------------------------------
7. Do you motivate your teachers?
   (a) Yes ☐          (b) No ☐

8. If your answer in question 7 is "Yes", tick appropriately the method(s) used from the list given below:
   (a) Paying high salaries ☐
   (b) Medical Insurance Cover ☐
   (c) Pension Scheme ☐
   (d) Giving Vacation ☐
   (e) Holidays ☐
   (f) Offering ☐
   (g) Buying them cars or giving car allowance ☐
   (h) Giving commissions ☐
   (i) Any other (Specify) ————————————————————————

9. Do you notice any difference in the way teachers work when motivated and when not?
   (a) Yes ☐          (b) No ☐

10. What is your view on the performance of the school in examinations?
    ————————————————————————————————————
    ————————————————————————————————————

11. How does motivation of teachers in your view affect the performance?
    ————————————————————————————————————
    ————————————————————————————————————

12. What is your suggestion as to the best way to improve staff performance?
    ————————————————————————————————————
    ————————————————————————————————————

13. Do you maintain adequate staff always in your school?
    (a) Yes ☐          (b) No ☐

14. (a) What are the main causes of staff turn-over in your school?
    ————————————————————————————————————
14.(b) What do you do to retain good teachers in your school?

15. In your view, what would you say is the biggest challenge in keeping the morale among teachers high?

THANK YOU FOR YOUR CO-OPERATION

Researcher
INTERNAL MEMO

FROM: A.K. Ngaba

TO: Co-ordinator, Graduate Programmes

DATE: 17th August, 2005

SUBJECT: MATHU BERNARD – D53/M/1519/02

This is to confirm that the above named has conformed to our panel requirements in respect of his research proposal and you may advice him to proceed according to procedure.

Thanking you.

Yours faithfully,

D.K. Ngaba
ACCOUNTING & FINANCE DEPARTMENT
TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: RESEARCH PROJECT: DATA COLLECTION

Bernard N. Mathu

This is to confirm that the above named is our student in the School of Business, Department of Business Administration, Kenyatta University.

The student is embarking on her/his project and would like some information from your organization.

Any assistance you may accord her/him will be highly appreciated.

Dr. G. Gongera
CHAIRMAN, BUSINESS ADMINISTRATION DEPARTMENT
MOEST 13/001/35c 434/2

24th August, 2005

Bernard N. Mathu
Kenyatta University
P.O. Box 43844
NAIROBI

Dear Sir

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Human Resource Management practices in private schools: A case study of the challenges faced by managers in motivation and retention of teachers in Nairobi”. I am pleased to inform you that you have been authorized to carry out research in Secondary Schools in Nairobi for a period ending 30th October, 2005.

You are advised to report to the Provincial Commissioner, the Provincial Director of Education and the Principals of the Secondary Schools you will visit before embarking on your research project.

Upon completion of your research, you are expected to submit two copies of your research findings to this Office.

Yours faithfully

B. O. ADEWA
FOR: PERMANENT SECRETARY
Cc
The Provincial Commissioner
Nairobi

The Provincial Director of Education
Nairobi

The Principals
Secondary Schools
Nairobi
APPENDIX VI

CONCLUSIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do so may lead to the cancellation of your permit.

2. Permission must be sought in advance for the release of student records.

3. Any questionnaire—oral or written—must be approved in advance.

4. Excavation, mining, and collection of historical specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) final copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.
## APPENDIX VII
### DISTRIBUTION OF PRIVATE SECONDARY SCHOOLS BY DIVISION (NAIROBI)

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>NO. OF SCHOOLS (DIVISION)</th>
<th>NAME OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kasarani</td>
<td></td>
<td>Exeter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Global Vision</td>
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<tr>
<td></td>
<td></td>
<td>Lili Vision</td>
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<tr>
<td></td>
<td></td>
<td>Tree Side Special School for the Mentally Handicapped</td>
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<tr>
<td></td>
<td></td>
<td>St Bernard's</td>
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<td></td>
<td></td>
<td>Mogra</td>
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<tr>
<td></td>
<td></td>
<td>Riverside Academy</td>
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<tr>
<td></td>
<td></td>
<td>Queen of Apostles Seminary</td>
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<tr>
<td></td>
<td></td>
<td>St. Catherine Mountain View</td>
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<tr>
<td></td>
<td></td>
<td>Allumini Academy</td>
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<tr>
<td></td>
<td></td>
<td>Augustana School</td>
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<tr>
<td></td>
<td></td>
<td>Kenya iviushm Academy</td>
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<tr>
<td>Dagoretti</td>
<td></td>
<td>Riruta central School</td>
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<tr>
<td></td>
<td></td>
<td>Light Academy</td>
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<tr>
<td>Makadara</td>
<td></td>
<td>Buru Buru High School</td>
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<tr>
<td></td>
<td></td>
<td>Apostolic Carmel Girls School</td>
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<tr>
<td></td>
<td></td>
<td>Parkview Academy</td>
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<tr>
<td>Westlands</td>
<td></td>
<td>Strathmore College</td>
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<td></td>
<td></td>
<td>Kyuna Aca‘demy International School</td>
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<td></td>
<td></td>
<td>St. Martins Kibagare</td>
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<td></td>
<td></td>
<td>Rusinga School</td>
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<td></td>
<td></td>
<td>Premier academy</td>
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<td></td>
<td></td>
<td>Karura SDA</td>
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<td></td>
<td></td>
<td>Kianda School</td>
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<tr>
<td></td>
<td></td>
<td>Aga Khan High School</td>
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<tr>
<td></td>
<td></td>
<td>Aga Khan Academy</td>
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<tr>
<td></td>
<td></td>
<td>St. Edwards High School</td>
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<tr>
<td></td>
<td></td>
<td>Visa Oshwals Girls</td>
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<tr>
<td></td>
<td></td>
<td>Oshwal Boys</td>
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<tr>
<td></td>
<td></td>
<td>C.G.H.U Girls</td>
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<tr>
<td></td>
<td></td>
<td>St. Mary School</td>
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<td></td>
<td></td>
<td>Loreto Covenant Msongari</td>
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<tr>
<td></td>
<td></td>
<td>Balkan High School</td>
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<tr>
<td></td>
<td></td>
<td>Anada Marga Manga</td>
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<tr>
<td></td>
<td></td>
<td>Kisu Boys High</td>
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<td>Arboretum College</td>
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<td></td>
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<td>St. Austin’s</td>
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<td>MASA School</td>
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<td>Laureateae Aovan Level Institute</td>
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<td></td>
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<td>Braeside School</td>
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<td>Jeffery Academy</td>
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<td></td>
<td></td>
<td>Sharde High School</td>
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<td>Location</td>
<td>Schools</td>
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<tr>
<td>Starehe</td>
<td>R.G.S Secondary School</td>
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<td></td>
<td>Imperial Academy</td>
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<tr>
<td></td>
<td>Devonshire Secondary</td>
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<tr>
<td></td>
<td>Wakulima Secondary</td>
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<tr>
<td></td>
<td>SSD Girls</td>
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<tr>
<td></td>
<td>Arya Boys secondary</td>
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<tr>
<td></td>
<td>St. Dominic’s Savios Secondary</td>
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<tr>
<td></td>
<td>Revals Secondary</td>
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<td>Kenyan College</td>
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<td></td>
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<td></td>
<td>Don Bosco Secondary</td>
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<td></td>
<td>Khalsa Girls</td>
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<td>Arya Girls</td>
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<td></td>
<td>Justino Secondary School</td>
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<td></td>
<td>Guru Nanak Secondary</td>
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<td></td>
<td>Ngara Queens Academy</td>
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<td></td>
<td>Temple Road High School</td>
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<tr>
<td></td>
<td>OTC Sec. and Commercial College</td>
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<tr>
<td></td>
<td>Race Course Road</td>
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<tr>
<td>Embakasi</td>
<td>St. Mary</td>
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<tr>
<td></td>
<td>Koma Hill Secondary School</td>
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<tr>
<td></td>
<td>Riara Springs Academy</td>
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<tr>
<td>Kamukunji</td>
<td>St. John’s High School</td>
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<td></td>
<td>Shauri Moyo Muslim Harambee Sec.</td>
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<td>Lang’ata</td>
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<td>St Gabriel Academy</td>
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<td></td>
<td>Kibera Academy</td>
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<td></td>
<td>St. Elizabeth Academy</td>
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<tr>
<td></td>
<td>Kibera Glory Secondary</td>
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<td>St. Hannah’s</td>
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<tr>
<td></td>
<td>Kibera secondary</td>
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<td></td>
<td>Good Samaritan</td>
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<td>TAPH Academy</td>
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<td></td>
<td>Malezi School</td>
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<td>NBI South Nursery Primary and Secondary School</td>
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<td></td>
<td>Forest View</td>
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<td></td>
<td>Samaj School</td>
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<td></td>
<td>Karengata Academy</td>
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<td></td>
<td>Brookhouse School</td>
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<td>Makini Academy</td>
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<tr>
<td></td>
<td>Sunshine School</td>
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**TOTAL** 74