A SURVEY OF FACTORS AFFECTING TURNOVER OF BOARD OF GOVERNOR GRADUATE TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KIKUYU DISTRICT IN KENYA

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D53/12331/2004

Research Project Submitted to the School of Business in Partial Fulfillment of the Requirements for the Award of Degree of Masters in Business Administration of

Kenyatta University, Kenya
DECLARATION

This research project is my own work and has not been presented for a degree or any other course in any other institution or University.

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DEDICATION

I would like to dedicate this work to my beloved family. You have all supported me during this challenging endeavor and your encouragement and understanding is highly appreciated.

Also, I wish to appreciate and thank my dear parents who taught me the value of hard work and selflessly supported me morally and materially. Surely, you gave me the best that you could.

I gladly thank you and may the Almighty God bless you all.
ACKNOWLEDGEMENT

I am grateful to the Almighty God for the gift of life, resources, a sound mind and everything else that enabled me go through the course and I will be forever grateful.

I would wish to acknowledge my Supervisors, Mr. Shadrack Bett and Mr. Julius Murungi for their enlightening guidance.

I equally place on record my appreciation to all my classmates and group members for cooperation, support and their valuable contribution that enabled me sail through the course.

I acknowledge my family for their undying support and encouragement. There are many more who contributed in any form and whose list may be endless to publish.

To all of you, may our dear Lord richly bless you.
ABSTRACT

Secondary school education development in Kenya has been one of the main concerns of the government since independence. Recommendations have been made by education reports, starting from the Ominde report (1964), on provision of sufficient and well trained teachers in the Kenyan schools. Besides supply of teachers, there have also been efforts to retain and motivate them in the teaching profession so as to provide quality education in secondary schools. Improvement of conditions of service for teachers is a promising way of increasing teacher morale, making the profession more attractive, enhancing retention of teachers, mitigating turnover, and improving the quality of teaching and learning.

The purpose of this study was to investigate the factors affecting turnover of board of governors' teachers in public secondary schools in Kikuyu district, Kenya. The objectives of the study were; to find out how compensation influence commitment and turnover of such teachers, to establish the effect of their working conditions, to determine the extent to which institution support to get placement in TSC affects their commitment and turnover, and finally to examine how further training affects commitment and turnover of the BOG teachers in Kikuyu district.

The study adopted a descriptive survey design. Purposive random sampling technique was used to select principals while simple random sampling was used to pick BOG teachers from all the public secondary schools in Kikuyu district. A sample of 78 respondents was selected from a target population of 520 out of which 60 responded to the questions. Closed ended questionnaires were used to collect data from respondents. Data analysis was facilitated by use of Statistical Package for Social Sciences (SPSS).
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<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
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<td>BOG</td>
<td>Board of Governors</td>
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<td>CDF</td>
<td>Constituency Development Fund</td>
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<td>DEB</td>
<td>District Education Board</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>HRDR</td>
<td>Human Resource Development Report</td>
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<tr>
<td>IMF</td>
<td>International Monetary Fund</td>
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<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<td>MDG</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
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<tr>
<td>NARC</td>
<td>National Alliance Rainbow Coalition</td>
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<td>NCEOP</td>
<td>National Committee on Educational Objectives and Policies</td>
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<td>NCTAF</td>
<td>National Commission on Teaching and America’s Future</td>
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<td>PDE</td>
<td>Provincial Director of Education</td>
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<td>SAP</td>
<td>Structural Adjustment Policy/Programs</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>VSO</td>
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CHAPTER ONE
INTRODUCTION

In today’s competitive world, no organization or institution can perform at its peak level unless each employee is committed to the organization’s objectives and works as an effective team member. As noted by Armstrong (2009) it is extremely important for employees to think like entrepreneurs while at the same time, working in teams, and exploiting their potential. The author also argued that, employees want to be associated with successful organization which provides a good income and the opportunity for development which enhances career growth.

The process of providing quality education requires proper and sound planning for financial, human and physical resources and curriculum. This will assure and promote sustainable acquisition of knowledge either intellectual or practical for the individual to contribute effectively in national and global development. According to MOEST Statistics (2005), Kenya has a teaching force of about 240,000 teaching force serving in both public primary and secondary schools. The role of the teacher is not limited only to impart knowledge, but also to aid students learn how to be agents of change in order to achieve the desired education goals and targets.

In 2005, the Ministry of Education announced that it would focus on increasing the transition rate into secondary education from 47 percent to 70 percent by 2011. How to contend with the challenge of ensuring sufficient number of teachers for secondary schools is not sufficiently addressed (MOEST, 2005). The author argued that, in most developing countries, the demand for secondary school teachers will significantly exceed the projected supply and annual growth rates of the teaching force. This is attributed by factors such as attrition, HIV/AIDS, and inadequate funds to employ qualified teachers which constrain these countries’ secondary school education (Mulkeen et al. 2005). Based on this information, Kenya will require to nearly doubling the number of teachers in order to meet the demands of the expanding system. This is not achievable at an instant and that’s why the option of BOG in secondary schools came up with the choice of tapping potential teachers as the qualified teachers are quickly becoming the hardest segment of the teaching profession to attract and retain (World Bank 2005).
1.1 Background to the study

The government of Kenya bowed to a decade of pressure in 1990 from World Bank (WB) and the International Monetary Fund (IMF) to reduce government funding in the education sector by resizing the civil service (including teachers) through retrenchment and freezing employment of teachers. In addition, the recruitment of teachers was decentralized to curb corruption and lastly rationalizing expenditure on education. To aid in implementation of this recommendations, the government appointed the Kamunge Education Commission (1988) to review the education sector with a view to institute the changes (Akala, 2002).

After the World Bank and IMF recommended the freezing of teacher employment, Makau (1996) and Manda (1997) observed that, there was a very big shortage of teachers in schools. As a result, the commission decentralized some of its services such as teacher recruitment from the TSC to the board of governors at the secondary school level. This was demand driven as they recruited only when there are vacant positions to fill. However, due to the introduction of free primary and secondary education by the NARC government in 2003, the enrolment of students has grown tremendously thus the need to employ more teachers to cater for the additional teacher workload (MOEST Statistics, 2005). Consequently, as noted by the Daily Nation dated 15th June 2007, the Constituency Development Fund initiative brought about by parliament has also helped in opening up of many public day secondary schools in the country. This calls for employment of more teachers by the board of governors. The rationale of BOG to employ teachers in public secondary schools is also in line to meet the recommended transition rate from primary to secondary school by the Millennium Development Goals (MDG) of Education for ALL (EFA) (Kamunge, 2007).

Makau (1986) and Manda (1997) noted that the cost-benefit analysis used by the World Bank and IMF in evaluating education in Kenya had little success. They argued that the econometric input-output model applied to schooling emphasized on dependence of the output of schooling (i.e. earnings of the educated portion of the society) in measuring teachers’ performance. In this case, teachers’ salaries are interpreted as the cost or input. This implies that no attempt is made to determine the actual effort that teachers put into the learning process. The role and impact of teachers in schools is thus indispensable and hence not enough to understand it in purely
economic or monetary terms. Increased student enrollment and the natural attrition among teachers through death and retirement from service implied that more teachers would be recruited in the subsequent years despite the World Bank policy of restructuring the civil service (Pritchett and Filmer, 1997).

Brewer (1996) observed that teachers have also to bear with the common trend in education in developing countries of being posted in hardship areas with meager supplements added on top of their inadequate salaries. Referred to as hardship allowances, they are usually insignificant and this has further demoralized teachers thereby limiting their commitment and retention in the profession. However, the provision of education and training to all Kenyans is fundamental to the realization of the governments overall development goals as noted by Republic of Kenya (2003). In essence, the long term objective of the government is to provide every citizen with basic quality education and training, including 2 years of pre-primary, 8 years of primary and 4 years of secondary education. This is to reduce illiteracy levels in the country and at the same time, enhancing the ability of Kenyans to preserve and utilize the environment for productive gain and sustainable livelihoods.

Developing countries especially in Africa will need to invest and focus more on expanding and improving secondary education to take advantage of its potentially to transform a nations economic growth (Alvarez, 2003; Mulkeen, et al 2005). As noted by UNESCO (2001) secondary education has been long neglected but that has changed as it is now believed to be the fastest growing segment of the education sector. Mulkeen, et al observed that, secondary school teachers are an important resource in the teaching/learning process, their training and utilization therefore requires critical consideration. The authors concluded that, the current government programs for teacher education should aim at providing qualified teachers and thus ensuring the provision of quality education.

As noted by Ingersoll (2001), teachers are considered to be the central actors in education, facilitators of learning, source of knowledge and greatly influence how the pupils/students relate with society. The author argues that, in most developing countries, public secondary school teachers are inadequately paid, their educational and training needs are neglected which hinders their effective performance. Similarly, Makau (1986) emphasizes that there is poor morale in their teaching career with little career progression .Due to these drawbacks, the teaching
profession is characterized by poor levels of commitment and high turnover among BOG teachers. Similarly, they have low self esteem and are unable to create positive learning experiences for their students (Bennell, 2004).

As noted by Kamunge (2007), teachers are poorly paid for their services. For example, a 150-200% salary increment awarded to them in 1997 has yet to be fully implemented. This delay has a positive relationship with the poor morale and lack of commitment among teachers, which ultimately lowers the quality and relevance of education. He argued that, improved compensation of teachers and promotion policies that encourage selection, training, and rewarding of teachers and in-service training can go a long way in improving the quality of education through strengthening teacher morale and retention. In this regard, the Ministry of Education in Kenya has the obligation to set guidelines that will allow standardization of BOG teachers’ salaries offered by different schools to avoid high turnover as they migrate from one school to another (MOEST, 2005). Governments are aware that in today’s globalized society, knowledge and skills increasingly hold the key to a country’s productive future (World Bank 2005).

The teacher resource being one of the most important inputs into the education system as noted by Kamunge (2007) requires efficient management and utilization to realize quality learning is achieved. The author argued that, the TSC which was established through the Act of Parliament in 1968 is mandated to: register, recruit, transfer, promote and discipline teachers. Kamunge (2007) observed that to discharge these tasks, it relies on BOGs in secondary schools, PDEs and DEOs, Municipal Education Officers (MEOs) and DEBs in the case of primary schools as its agents. Notably, as noted by MOEST (2005), the process is well managed and serves well to effectively manage the utilization of teachers. However, the author argued that, there are many weaknesses and loopholes that need to be addressed. The boards of governors (BOGs) are legally mandated by the ministry of education under the education Act Cap 211 to manage secondary schools in Kenya. Their roles have not been clearly defined in the laws and there are no standards that have been adopted to measure their effectiveness.

Their involvement in the management of secondary schools in Kenya came into place after independence following recommendation by the Kenya education commission report of Ominde (Republic of Kenya, 1964). The major role of BOGs is to manage human and other resources so as to facilitate smooth operations, infrastructural development, and provision of teaching and
learning materials (MOEST, 2005; Kamunge, 2007). Other decisions carried out by BOGs members are on teachers’ adequacy and transfer. They are supposed to ensure that schools have adequate teachers throughout and that in case of any shortage, they are expected to provide solutions that will lead to hiring or employment of new teachers. The major challenges faced by the potential BOG teachers as noted by Kamunge (2007) include: the recruitment process is usually through by word of mouth i.e. no letters of appointment hence locking out many interested candidates. The author concluded that, the boards of governors’ terms of conditions are mainly vague including job description and no clear guidelines in case of termination of their services.

In addition, there are many factors that normally influence the turnover of BOG teachers including poor pay among other factors. It is against this background that the purpose of this study was to investigate the factors influencing turnover of BOG teachers in Kikuyu District.

1.2 Statement of the problem

Most public secondary schools lack proper induction, administrative support and placement, further training programs, poor compensation and poor working condition for graduate BOG teachers. This has contributed to lack of commitment and low retention of these teachers. Effective teacher induction programs pair new teachers with a more experienced mentor who provides support and assistance to enable them navigate the early years of teaching as they perfect their skills (NCTAF, 1996).

According to Wekesa (1993) staff motivation through awards to the teachers is one of the key roles of BOG members. They provide teachers with incentives through annual award schemes that greatly improve their overall output. It is also their responsibility to make sure that they try to standardize the salaries of these teachers in relation to other schools to avoid migration from one school to another. He noted that, graduate BOG teachers already hired should be absorbed in the school system instead of recruiting graduate teachers on the basis of period he/she has been out of employment.

In addition, there is no specified criterion used in the recruitment of BOG secondary school teachers other than the academic training. This is not even followed in some schools especially in
the remote areas of the country. Also, most of these teachers are hired with no specific schemes of service combined with poor pay. Most public secondary schools pay these teachers inadequately, usually with no regular increments despite the fact that they do not enjoy basic allowances enjoyed by the TSC teachers. Majority of graduate BOG teachers have to contend with the low pay considering the high unemployment levels in the country hence their need for employment and survival (Kamunge, 2007).

Similarly, working conditions in most schools play a substantial role in the turnover of teachers. They are usually overworked by the teachers in collusion with the school administration. In addition, they are at the mercy of the school administration and the board of governors. Teachers plan to remain in teaching as a career is greatly influenced to their perception of their working conditions. Most graduate BOG teachers are poorly remunerated which as a result has contributed to lack of commitment and hence high turnover of these teachers. Brewer (1996) argued that teachers are more likely to quit when their salaries and wages are low relative to alternative wage opportunities. Along with adequate training, the extent to which institutions support the graduate BOG teachers to get placement in Teacher Service Commission is of great importance in promoting commitment of these teachers (Kamunge, 2007). By being employed by the TSC, the teacher attracts better salaries, become pensionable in addition to other benefits. It was therefore imperative to carry out research in this area to find out the pertinent issues affecting the commitment and turnover of graduate BOG teachers in public secondary schools so that shortcomings can be identified and remedial measures taken to mitigate them.

1.3 Objectives of the study

1.3.1 Broad Objective
1. To investigate factors influencing turnover of BOG teachers in public secondary schools in Kikuyu district.

1.3.2 Specific Objectives
1. To find out how compensation influence turnover of graduate BOG teachers in public high schools in Kikuyu district.
2. To establish the effect of working conditions in the turnover of graduate BOG teachers in the said public high schools.
3. To determine the extent to which institution support to get placement in TSC affects the turnover of graduate BOG teachers in the said district.

4. To examine how further training affects turnover of the graduate BOG teachers in Kikuyu district.

1.4 Research Questions
The research focused on factors affecting turnover of BOG teachers in secondary schools in Kikuyu district. The research objectives above shaped the research questions:

1. How does compensation influence turnover of BOG teachers in public schools?
2. How does working conditions affect the turnover of graduate BOG teachers in the said public schools?
3. To what extent is institution support to get placement in TSC affect the turnover of graduate BOG teachers?
4. What is the effect of further training in turnover of the said teachers in Kikuyu district?

1.5 Significance of the Study
The need and purpose of this study was to:

1. To find out the factors that affect turnover of graduate BOG teachers in secondary schools. The continuing shortage of qualified teachers that are being employed by the Teachers Service Commission makes it crucial to find ways that promote the retention of these BOG teachers. This was important as the findings may serve as a guide to educational practice by determining which areas of dissatisfaction need to be addressed to improve commitment and their retention of BOG teachers.

2. The study helped in mitigating high turnover of BOG teachers in public secondary schools.

3. The research was useful in promoting better understanding on the roles of BOGs in hiring and recruiting of teachers.

4. The study was of interest to the various stakeholders e.g. the government in addressing the problem of shortage of teachers in public secondary schools.
1.6 Scope of the study

The researcher intended to focus on the working conditions, including professional teaching conditions as they play a substantial role in making such decisions such as leaving a particular school or district, and they contribute to decisions to leave the profession altogether hence a factor to consider in teachers turnover. Teachers plan to remain in teaching as a career is highly sensitive to their perceptions of their working conditions. The proportion of teachers who report that they plan to remain in teaching as long as they are able are strongly associated with how they feel about the administrative support, resources, and their voice and influence in their schools (Greenwald, 1996).

As noted by Mulkeen et al. (2005), delegation of teacher recruitment to the school boards has led to controversy as schools in some areas refuse to hire shortlisted applicants, who are considered a threat to their preferred candidates. Other schools keep their interview dates a secret in order for them to lock out potential rivals. It is also common for schools to hire candidates who do not meet the qualifications so long as they have a degree certificate with no prior relevant teaching experience. This highlights the fact that school board members' knowledge base on educational matters is inadequate and limited, recruitment process is venerable to corruption, inefficient and subject to manipulation. Due to these factors, the general management of secondary schools is weak due to lack of management capabilities of the school boards (Mulkeen et al., 2005).

There is a difference in working conditions that affects BOG teachers in relation to teachers employed by the TSC. Also, those who teach in more advantaged communities experience much favorable working conditions, such as smaller class sizes, and much more control over decision making processes in their schools. On the other hand, graduate BOG teachers in low income schools especially in marginalized areas report significantly worse working conditions including poorer facilities, scarce resources and less administrative support.

In addition the research critically analyzed the aspects of compensation and remuneration of graduate BOG teachers in relation to their fellow colleagues employed by the Teachers Service Commission (TSC). The study also looked into how further training of BOG teachers and the extent to which institution support promotes retention and commitment of these teachers.

On the area of study, the sample area covered was in public secondary schools in Kikuyu district.
1.7 Limitations of the study

1. The study focused on secondary schools in Kikuyu district, hence limiting the research to a specific area. However, secondary schools are located all over the country thus the results were generalized.

2. Other limitations encountered in carrying out the study included difficulties in collecting quantitative data. The different practices regarding maintenance of BOG teachers' information in different public schools did not meet the research requirements. The extraction of the quantitative data from the available data was also laborious or simply not available. This was acute in poor performing public schools where the head teacher and members of the staff were not willing to give the required information.

3. The area of study (Kikuyu district) was expansive and travel and communication difficulties were also taken into consideration. This was particularly significant in rural areas of the district.

4. The busy schedule of head teachers and teachers made it to be inconvenient thus leaving very little time to be interviewed and/or to look for requested data. Booking appointments was hindered as teachers were in classes teaching. Absenteeism of head teachers and the teaching staff was expected in low performing schools.
CHAPTER TWO
LITERATURE REVIEW

This chapter examines a survey of factors affecting commitment and turnover of BOG teachers in secondary schools in Kenya, a case study of public secondary schools in Kikuyu district. This chapter will therefore review essential factors that contributed to their overall commitment and turnover so that policy makers, researchers, schools, administrators and teachers need to be aware of factors for increasing new teacher retention.

2.1 Introduction to Literature Review

Public secondary schools are faced with an ever increasing competition from the private schools and as they prepare for new challenges, one of the key components of survival is maintaining and upgrading their ability to use human resource (teachers) effectively and efficiently. As noted by Armstrong (2009), employee behavior essential for organizational effectiveness include employee

a) Entering and remaining with the organization
b) Carrying out specific role requirements
c) Engaging in innovative and spontaneous activity that goes beyond role prescription.

The selection and hiring of workers is thus critical, but of even greater significance is the organization’s ability to create a committed workforce. Hence the need for managers to understand the concept of turnover: what it is, how it operates, and most importantly, which behaviors are displayed by those employees not committed in the organization.

As noted by UNESCO (2001) before independence, the teaching profession enjoyed an elite status in the society. This was especially so for secondary school teachers considering the fact that only a few segment of the population could afford secondary schooling. Teachers were viewed as agents of change, modernity, and development and were thus rewarded handsomely. In the late 1960s and 70s, there were tremendous efforts in developing countries to increase enrolment among school age children in primary education. This translated to increase in transition rate to secondary schools (UNESCO, 2001). This increase led to high demand of teachers and this resulted to some extent, employment of a large number of unqualified,
untrained BOG teachers. They were often employed on temporally or contract basis with poor remuneration. The impact of these problems was much felt in remote and disadvantaged rural areas (Bennell, 2004).

The National Committee on Educational Objectives and Policies also known as Gachathi Report (1976) on the other hand, while addressing the subject of “management of education and training” recommended that secondary schools be run by boards of governors, and advised a higher degree of delegation in order to enhance effective management of schools. Kamunge (1988) further observed that, the role played by the board of governors in the management of education institutions was crucial and necessary. With regard to this, board members should be carefully selected so as to ensure that the boards have committed members with the required attributes to enhance and promote maintenance of high standards of education. On his contribution, Mbiti (1988) noted the fact that the management of secondary schools was largely vested on the boards of governors.

The former Teachers Service Commission (TSC) Secretary Mr. John Kangali, announced a plan to give powers to school boards to employ teachers. While addressing head teachers of secondary school at a conference in 1996, he asserted that this was vital as it was intended to empower parents and communities in that they participate in the recruitment and supervision of teachers (Aduda, 2001). The government thus launched the process of recruiting teachers at the district level where the local communities were expected to hire teachers to serve in their institutions. The school boards assists the state ministry of education with the day to day administration of secondary school teachers (Nwankwo, 1982). For the first time in Kenya, the government announced 2,500 vacancies in secondary schools in August 2003. The board of governors conducted interviews for secondary school places after being given guidelines on how to select candidates. Consideration was given to those who had graduated earlier, had work experience under boards or private schools or those who had special talent. In order to ensure balance across districts, those employed were supposed to teach in the same station for at least five years before seeking transfer (Daily Nation, August 20th 2003).

The shortage of teachers in public secondary schools is continually going up in the country and is expected to get worse since the new constitution stipulates education is a basic right.
permanent secretary James ole Kiyapi recently said that it had been proposed that the Treasury provide the funds for hiring of teachers on contract (Daily Nation January 26th, 2011). According to the Human Resource Development Report (2011), the government recruited 2,700 teachers on permanent basis due to the freeze on employment. The Teachers Service Commission (TSC) has only been replacing teachers who left through natural attrition. This has led to perennial deficit of teachers in schools which are forced to hire extra BOG teachers to bridge the ever widening gap.

Turnover of BOG teachers is a challenging priority in the education sector hence the literature is aimed at reviewing some of the factors affecting their commitment and retention in public secondary schools in Kenya. Considering the need and importance of maintaining and increasing the number of teachers, it is crucial to examine some of the factors related to their turnover. According to Liu and Meyer (2005), developing an understanding of the factors that promote and encourage new and current graduate BOG teachers to remain in the profession may greatly help administrators to reduce turnover and promote commitment. In addition, improving retention of these teachers may greatly improve the stability of the educational environment. While BOG teachers encounter unique challenges in the schools they teach, these challenges often lead to job dissatisfaction, low morale and, ultimately a decision to abandon teaching (Liu and Meyer, 2005).

The literature therefore looks at several possible factors that may create dissatisfaction among this cadre of teachers and prompt them to leave the field. As noted by Certo and Fox (2002), financial compensation or salary is perhaps the mostly cited reason for lack of commitment, low retention and attrition. According to the author, salary is a major factor in relation to teacher retention and other factors such as poor preparation for teaching. BOG teachers in public secondary schools may feel overwhelmed by the demands of teaching particularly if they are to teach in rural schools where resources may be scarce and increased teaching skills necessary. Ingersoll (2001) argued out that teacher shortages occur more often because they leave the profession early or move to other schools due to dissatisfaction with working conditions than because of retirement, low availability of traditionally prepared teachers or growth in general student population.

Other related issues include behavior management whereby BOG teachers more frequently find themselves in “challenging” classrooms and therefore are likely to feel that their behavior
management skills are inadequate (Bobbit, 1993). This related issues of preparation for teaching and behavior management skills for difficult and challenging classrooms may contribute significantly to teachers' commitment and subsequently retention.

Liu and Meyer (2005) observed that some demographic variables also tend to impact the likelihood of BOG teachers to remain in the teaching profession and affect their overall commitment. They argued that teachers in private secondary schools were more likely to be satisfied with their jobs despite the lower base salary. This is partly due to fewer student discipline problems and better working conditions which may contribute to increased commitment and retention in private secondary schools. Also, while some teaching challenges are common to both TSC teachers and BOG teachers, some are exclusive to the latter. Institutional and administrative support, for example may be very important to this teachers in their decision to remain in the career (Weiss, 1999). Administrative and institution support may come in form of mentorship, common planning time, reduced first-year schedule, or release time. They may feel overwhelmed without support to help and assist them tackle challenging assignments and lower their overall commitment and retention hence important to monitor this challenges in order to increase retention in this group (Weiss, 1999).

The need to examine issues affecting BOG teachers' commitment and retention is therefore important as few teachers abandon the field, will translate to educational stability for students. They are faced with several difficulties in addition to the challenges that all teachers face on a daily basis. Sang (2005) observed that most of these teachers are especially vulnerable because they face new teaching challenges for the first time. They also tend to work in less endowed public schools where demands are greater and resources lesser. As such attending to problems unique to BOG teachers and developing a better understanding of the challenges facing them is essential in building a strong base of highly committed teachers.

Given the ever increasing student population in public secondary schools, it is crucial to retain as many BOG teachers as possible who are more prone to attrition. If school administrators understand factors these factors that make them more likely to stay in teaching, they will be better be able to accommodate and encourage them to remain in the field (Betancourt-Smith et al., 1994).
This chapter will review the literature on some of the conditions which are responsible for lack of commitment and high turnover which are responsible for low teacher morale and the difficulty in attracting and retaining quality and adequate teaching personnel in the teaching profession.

2.2 Past Studies/ Main Review

A past study conducted by Sang (2005) on teacher recruitment in secondary schools in Kenya discussed decentralization of educational services as one of the many reforms that have been undertaken by the government. This strategy was a way to improve service delivery to its citizenry. The paper surveyed the challenges and experiences in the decentralization of teacher recruitment in the country's secondary schools. Sang (2005) suggested that training or in-service courses should be availed for board members to equip them with basic knowledge on education issues. He argued that teachers had no confidence with the BOG regarding teacher recruitment and that the responsibility of hiring teachers should be taken back to the TSC. This is basically due to the BOG low academic qualifications and biased selection of teachers.

He further concurred that head teachers complained that due to the absence of a clear cut method of selecting board members, BOG nominations bring into office who are ignorant and lacking in qualities necessary for enhanced school development. Head teachers and teachers agree that the political nature of their appointment of the members makes them prone to make ill equipped decisions on teachers' recruitment as they lack knowledge on professional matters related to education.

2.2.1 Labour turnover

The labor turnover of BOG teachers in public secondary schools is an issue of continuing concern in the education sector. According to Merrow (1999), “the pool keeps losing water because no one is paying attention to the leak”. He further observes that we are misdiagnosing the problem as recruitment when it’s really retention. High turnover of teachers is costly in the long run and has negative effects at the school level. It may be due to attrition (leaving the profession voluntarily or involuntarily) or through migration i.e. intra or inter-district movement from school to school.

It is thus appropriate to identify the personal and situational influences that have an effect on teacher commitment and turnover in an effort to develop an intervention designed to attract
teachers to remain in teaching. Under normal circumstances, the number of teachers entering the workforce increases annually especially for the BOG teachers being employed by schools. However, it seems that teachers already in the workforce are leaving faster than they can be replaced. The high turnover of these teachers is quite high in the first few years of teaching due to the fact that they must recognize and develop the resources that will sustain them and increase their resilience as they enter the initial career stages (Bobek, 2002).

As noted previously, it is widely believed that perennial teacher shortages are one of the pivotal reasons of poor and inadequate school performance. However a major problem associated with BOG teachers' commitment and turnover not only stem from teacher attrition, but also with migration when teachers hop from one school to pursue a teaching job at another school, either within or outside of the same district. Ingersoll (2001) and Liu & Meyer (2005) argued that teacher migration has a negative impact on a school as well as teacher attrition because the position left vacant must be filled, which is disruptive to the schools education program. Macdonald (1999) argued that teacher turnover is influenced by economic factors, as teachers make rational economic decisions about their career and look for better paid wherever they can. There is also a general brief that teachers feel their work is becoming increasingly stressful and that their work is not being appreciated as before. The general loss of secondary school teachers is not evenly distributed across the teaching force. Attrition is generally high in geographical areas where living conditions are extremely poor, harsh, and expensive or where teachers do not feel comfortable with the local customs (Macdonald, 1999).

According to Day (2004) teacher commitment is also closely associated with motivation, morale, job identification and identity. Teachers are generally influenced by the motives in taking up teaching as a career, the confidence level and concerns in teaching. Qualified secondary school teachers with low motivation to teach often have little enthusiasm and interest towards teaching. A teacher who has been teaching for sometime may find the work monotonous and consequently interest decreases and the teacher fails to work to his or her full potential.

Day (2004) also asserted that teacher commitment is a predictor of teacher’s overall work performance, absenteeism, burn-out and turnover and this greatly influences students’ achievement and attitudes towards school. Similarly, in a study of teachers’ commitment and
efficacy by Coladarci (1992) commitment to teaching was defined as the “teacher’s psychological attachment to the teaching profession”. Teachers not committed to the teaching profession do not stay for long in the career and opt to leave after a few years of teaching. Policies and strategies that promote retention could focus on adjusting the rewards and benefits offered by teaching vis-à-vis those offered by competing careers or activities (Hedges, 2002). Studies on commitment and turnover might be able to evaluate the factors that determine whether a BOG secondary school teacher decides to quit the career, wishes to take another form of employment, or to switch to another school or district.

2.2.2 Compensation
Relatively low salaries and wages especially after considering the resources invested and the number of years of higher education that a BOG teacher has completed is frequently cited as a factor promoting high turnover and lack of commitment of teachers. Stinebrickner (2001) argued that the effect of wages on attrition is in the context of the larger labor market. According to the author, graduate education and teaching experience are significant determinants of teaching salary, which in turn has a positive effect on teacher retention. In cases where teachers pay is very inadequate, it is generally accepted that the ‘labor process’ in public schools has to be organized in such a way that enables teachers the opportunity or autonomy to generate extra income. These secondary employment activities are likely to both directly and indirectly lower the commitment and motivation in their main jobs. Moreover, they are forced into second jobs or private tutoring as observed by Gaynor (1994) and results in high teacher absenteeism, as they supplement their income with second and third jobs.

Understanding teacher compensation is important in developing countries, where teacher pay counts for most educational expenditures in the national budgets. It is prudent to consider the fact that in most African countries, teachers’ salaries form an enormous proportion of education spending, according to UNESCO (1996) and in some cases, also account for the largest part of the public service pay bill. Caillods (2001) argued that raising salaries for secondary school teachers is an effective way to attract and retain more and better qualified teachers. Low pay often results in disinterested teachers who lack commitment and hard to retain, thus reducing the quality and impact of the education system. On the other hand, the large number of teachers
means that even a slight pay increase of teachers can have dramatic financial consequences for the government (Macdonald, 1999).

Higher teachers' salaries have been linked to increases in commitment to the teaching profession, and also associated with lower teacher attrition (Guarino et al., 2006). Similarly, Figlio (1997) noted that higher salaries can attract more teachers and can improve their commitment and retention while other researchers assert that salary levels do not actually ensure increased commitment and retention, that other factors such as school systems and students characteristics are often more important than salaries (Hoxby, 1996). Although teachers universally request higher salaries, evidence suggests that increased salaries alone would be unlikely to improve commitment of the teaching force. Improving salaries only in special circumstances, such as the provision of bonuses, developing a career structure where advancement and salary are dependent on good quality of performance is an important measure to enhance commitment and retention of BOG teachers.

Lavy (2002) argued that by rewarding BOG teachers, could attract more promising candidates to the field, keep them teaching, increasing teacher effort, and improve teaching but other analysts, however, critique these rewards and incentives. According to Clotfelter and others (2004) such rewards can damage teachers' intrinsic commitment and effort, and often results in inappropriate teacher behavior thus resulting in lower teaching quality in the long run.

On their contribution, Mumame and Cohen (1986) argued that individual compensation incentives may be detrimental in the education sector, where both teachers and students benefit from working together. This can encourage teachers to compete rather than cooperate resulting in confusion, opportunistic behavior and resentment thereby affecting commitment and retention negatively.

2.2.3 Working Conditions

The teaching conditions, as observed by Hammond (1997) plays a substantial role in decisions made by teachers on whether to leave teaching in a particular school or district, and they contribute to decisions to leave the profession altogether. The majority of teachers who report that they plan to remain in teaching as long as they are able are strongly linked with how feel
about the working conditions in their schools (Hammond, 1997). Little effort has been directed towards improving secondary school teachers working conditions, one of the primary causes of lack of commitment and retention. There is a need for an elaborate framework for policy that promotes teacher support initiatives that connects all aspects of the teachers’ career, in addition to a development system that is linked to national and local educational goals (Darling-Hammond, Berry, Haselkorn and Fideler, 1999).

Although higher salaries would probably encourage better performance, improvements in conditions of service are also very important in promoting retention and commitment. Improving the working conditions for BOG teachers is a promising way of increasing teacher morale, making the profession more attractive, mitigating high turnover and enhancing increased commitment. It may involve budget implications as asserted by Bobbitt (1993) but it can be more effective in the long run than an overall increase in teachers’ salaries and wages. This can be achieved through providing teachers with better resources for teaching and giving special assistance to teachers especially female teachers in rural areas to get appropriate housing.

In addition, providing teacher support and recognition and providing teacher counseling and medical care are also benefits that can improve commitment and retention (Macdonald, 1999). An effective working environment in which enables secondary school teachers succeed can make a positive impact in improving commitment and retention of teachers. A curriculum structure that aids teachers to organize their teaching so that it is systematic and progressive and is accompanied by good quality instructional materials that explain the content and that help structure appropriate learning activities can increase motivation and the opportunity to succeed.

2.2.4 Institutional Support and Placement

Institutional support and placement of teachers plays a significant role in reducing turnover and promoting commitment throughout their careers. Support for BOG teachers can take a variety of forms including access to resources, in-service courses and assisting them get placement in teachers unions’ key teacher support missing in many school systems is an opportunity to talk with other professionals regarding teachers personal challenges and experiences in their career. As noted by Halliday (1999) the practice has been successful with school administrators and
other promoted staff in mentoring new teachers so that they improve their teaching in the initial and beginning years of teaching.

Moreover, there is also a need for teacher supervision and monitoring by having an efficient and reliable system that help teachers develop good practice and to ensure that they have the required course materials. However, such systems are inadequate and most of them focus on fault-finding rather than support (VSO, 2002).

Assisting BOG teachers get placement in the teachers union can boost their morale and commitment in addition to improved retention. This is because a teachers union is important in shaping the conditions of teachers’ working lives as they engage the government as partners in educational quality improvement initiatives. They further operate largely as trade unions, with the main goal of protecting teachers’ interests and promoting cooperation among teachers (Farrel and Oliveira, 1993). The teachers service union is also involved in providing a mechanism through which teachers can be more effectively represented and consulted on the issues, programs and policies that affect them in the profession.

2.2.5 Need for Further Training and development

To be effective and efficient, newly and existing BOG teachers need to be continually equipped with practical classroom skills that are so evidently useable that they replace the instinctive replication of the methods experienced at personal level. Due to lack of classroom experience, they are often at risk of transferring theories not personally validated into practice (Paniagua, 2002). The quality of the BOG teaching force is a further concern. This is largely because the duration of teacher training varies from two-year diploma courses to four or five undergraduate training. Long training courses often do not produce enough teachers to meet the requirements of the ever expanding education system in the country (Paniagua, 2002). Most of these teachers have inadequate pedagogical training. Teacher education programs vary in their organization, duration, and scope, but most have common content (Coolahan, 2002; Nwaboku, 1996). According to them, the programs include;

a) Academic studies, usually in the subjects to be taught
b) Pedagogic preparation which comprises studies in educational sciences, general instructional strategies, and subject-specific teaching methods

c) Teaching practice

It is necessary to further train the newly hired teachers as most of them tend to teach as they were taught. This arises because the longest and most intensive in-service that all teachers undergo is their own experience as students, which often relied heavily on transcription of notes and memorization of facts for examination purposes (Akyeampong et al., 2000). To improve their teaching capabilities, two predominant models of secondary teacher training have evolved i.e. concurrent and consecutive models. The concurrent model involves a course with academic subject knowledge combined with educational and professional studies throughout the course duration. In the consecutive model, the teachers first get qualifications and credentials in the subjects that they wish to teach, then go an extra mile and undertake a short teaching training course (Coolahan, 2002).

Continuous professional training is necessary not only to help teachers deal with revised curricula and evolving methods, but also to reenergize, motivate, and to improve commitment and reduce turnover. Also important is the assimilation and induction of newly hired BOG teachers. As noted by Fullan (1993) majority of beginning BOG teachers are often "thrown in at the deep end," with a full teaching load and associated responsibilities. Induction largely involves support from the school principal and the teachers in the school who acts as mentors to the new teacher and assists him or her in settling down more quickly and to focus on teaching sooner (Fullan, 1993). They are also able to form positive attitudes towards teaching as a career. Although the value of good induction processes for newly hired teachers is generally accepted, coherent policy on the implementation is lacking, despite it being one of the most cost efficient strategies around (Fullan, 1993).

Moreover, blending the different types of training with self evaluation and self study materials before the teachers start teaching is advantageous as they improve general commitment and retention. Adjusting the training curricula is also desirable to focus more on developing practical classroom skills and less on the theoretical core disciplines structure in which training courses
are provided on a part-time basis outside of school hours could facilitate the use of practicing secondary school teachers to provide teacher training effectively as observed by Fullan (1993).

2.3 Critical Review of Major Issue

The result of the free primary education in the country has led to growth of secondary school education, thereby resulting in an increase in demand for teachers in these institutions. This combined with severe budget constraints, puts pressure on the government and secondary schools administration to seek effective and efficient approaches to recruit, retain and promote commitment of BOG teachers. In an attempt to mitigate the teacher shortages, a growing number of BOG and contract teachers have to be hired. While some of these may have some teacher preparation, most have not, and they are generally paid less than permanent teachers (Caillods, 2001). Teacher turnover and commitment is affected by economic factors as they have to make economic decisions about their careers and seek better paid work where they can. Due to increased demand of secondary school teachers, the teaching conditions in these public schools have deteriorated coupled with insufficient resources, poor living conditions and a high number of students per classroom (Caillods, 2001).

The Ministry of Education has the mandate of facilitating training and capacity building of teachers. The Teachers Service Commission (TSC) is the employer of teachers and ensures optimal utilization of teachers (Republic of Kenya, 2003). According to Akala (2002) before 1999, teachers used to be employed automatically upon graduating from teachers training colleges and universities. However, this changed as the economy and education sector faced major challenges in the 1970s and 1980s due to poor terms of international trade, including the oil crisis, corruption and ethnically-inspired nepotism and inequity. For this reasons, the International Monetary Fund (IMF) pushed for the implementation of Structural Adjustment Programs (SAPs) in the 1980s during which time the country sought financial aid to implement some of its development policies. SAPs recommendations were that the Government cut down its budgetary expenditure in the education sector.
Faced with the need to cut down the wage bill in the education sector in order to accommodate a tight budget constraint, the strategy to hire contract (BOG) teachers that are not given full civil servants status has come into play. They are hired for a short term contract and are mainly offered a lower wage than those teachers employed by the teachers service commission. Furthermore, they are generally not entitled to the numerous benefits that often constitute a large part of the total compensation of teachers in the civil service. This strategy is in line with the World Bank recommendation (World Bank, 2002) that hiring should be made at a lower cost than is currently the case, while recognizing the difficulty to reduce salaries of the existing teaching force.

2.4 Summary and Gaps to be filled by the study

Much of the research relating to teachers in the country in has mainly focused on the primary school level, leaving a relatively sparse literature on secondary school teachers and in particular Board of governors teachers. Research on the primary level provides valuable data, but policies and operational issues in the commitment and retention of BOG secondary school teachers differ from those associated with those at the primary level. This is largely due to the fact that at the secondary level, teachers specialize in particular subjects making teacher deployment more complex. In addition, the educational preparation of secondary school teachers is more substantial and they have more career mobility than primary school teachers. This factor makes it harder to retain the secondary teachers.

Although there is a particular need to differentiate between secondary school teachers employed by the TSC and BOG teachers, much of research carried out fails to make a clear distinction between the two. It is because of these gaps that the research on survey of factors affecting commitment and retention of BOG teachers will be important.
2.5 The Conceptual Framework

COMPENSATION

WORKING CONDITIONS

SUPPORT & PLACEMENT

FURTHER TRAINING AND DEVELOPMENT (Independent variables)

Source: Author (2011)

Figure 2.1 The factors affecting commitment and turnover of BOG teachers in secondary schools.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter describes the methodology that was used in the study. It presents the research design, location of the study, target population, sampling procedures and sample size as well as instrumentation, data collection procedure and data analysis methods which helped in coming up with a meaningful conclusion.

3.1 Research Design
Research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure (Babbie, 2002). It deals with the decision regarding: what techniques will be used to gather data, what kind of sampling strategies and tools will be used and how time and cost constraints will be dealt with. The function of research design therefore is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money.

The descriptive survey research was used in this study. The method is quite a precise measurement and reporting of the characteristics of the phenomena under investigation, and describes, phenomena, situations and events (Miller 1991). Therefore, this design was appropriate for the study because the views of a section of stakeholders sought to determine the factors affecting turnover of BOG secondary school teachers in Kikuyu district.

3.2 Location of the Study
The research was conducted in Kikuyu district.

3.3 Target Population
Mugenda and Mugenda (2003) describe population as, the entire group of individuals or items under consideration in any field of inquiry and have a common attribute. For this study, the subjects that were targeted for information included all 26 secondary school in Kikuyu district. However, only 20 out of 26 public secondary schools had BOG teachers while the rest had none.
3.4 Sampling procedure and Sample Size
A sample is a set of entities drawn from a population with the aim of estimating characteristics of
the population (Siegel, 2003). It is a fraction of a population selected such that the selected
portion represents the population adequately. For the purpose of this study, the number of public
secondary schools in Kikuyu district was 26 and the sampling unit used by the researcher was
census or 100% investigation for all the twenty six schools. However, only twenty schools had
BOG teachers. In this regard, the researcher targeted all principals who were twenty, two board
of governors’ teachers in each of the twenty schools. In this connection, the researcher collected
information from 40 BOG teachers and 20 principals out of 520 teachers which represented 12%.
This is in line with 10% recommendation by Kothari (2004).

Census method or 100% investigation was used to pick all the 26 schools in the district. Two of
the board of governors’ teachers was targeted using questionnaire and selected using simple
random sampling technique to provide the required data for the study. Similarly, purposive
sampling was used to select all the Head teachers in all 20 public secondary schools. According
to Mugenda and Mugenda (2003) a proportion of 50% of the population is an adequate sample in
a survey research.

3.5 Instrumentation for Data Collection
Creswell (1994) noted that, data collection methods of primary data include: structured and semi-
structured questionnaires, mailed questionnaires, structured and semi-structured interviews,
observation, and focus group discussions. Questionnaires are the most commonly used methods
when respondents can be reached and are willing to co-operate. These methods can reach a large
number of subjects who are able to read and write independently.

Structured questionnaires were used to collect data for this study. The questionnaires were
constructed by the researcher and used to collect information relating to teacher commitment and
retention, working conditions, compensation, support and placement, and further training.
According to Kothari (2004) the questionnaire method is the most suitable tool for collecting
data in a survey research. It is very economical in terms of time and cost compared to other
methods. Similarly, it is easier to collect and analyze the data using this method. The
questionnaires were hand delivered and collected on the same day but where not possible, were
hand delivered and collected later.
3.6 Pilot Study
A pilot study was conducted to determine the reliability of the research instrument. Two schools in the district formed the pilot study and were randomly sampled from all schools in Limuru district and the findings not included in the main study. The test re-test method was used to establish the reliability index of the questionnaire. The questionnaires were administered to the principals and two boards of governors' teachers in the selected schools.

3.7 Data Collection Procedure
A permit to conduct the research was sought from the Ministry of Education and ministry of higher learning. A letter was written to the principals of the targeted schools in the study district requesting for permission to access the institution and carrying out interviews to the BOG graduate teachers. A request was also made to the teachers to participate in the study. Each respondent was expected to put a mark against the choice of response that best reflected his/her opinion on each questionnaire item. The principle researcher supervised the fieldwork during data collection but the actual data collection was undertaken by a research assistant who was also guided on the process of data editing while a computer programmer carried out the entry and processed the analysis.

3.8 Data Analysis and Presentation Technique
The data collected was coded and analyzed using the statistical package for social science (SPSS). Descriptive statistics that included frequencies and percentages was used to organize and summarize the data. Tables, pie charts and bar charts were drawn to represent the collected data. According to Kothari (2004) tables, bar charts, pie charts, frequencies, and percentages are important statistical methods of organizing and summarizing raw data into a meaningful way for the ease of interpretation.

3.9 Ethical Considerations
Ethics refers to norms that govern human conduct and which have a significant impact on human welfare. It involves making a judgment about right and wrong behavior. The word ethics is borrowed from a Greek word, ethos, meaning the character or custom of the people hence has to do with the expected practices of a community and its individual members. In this study, the names of respondents were not disclosed and the names of the specific secondary schools to be involved remained secret.
Conclusion

The study adopted a descriptive design. The population was drawn from public secondary schools in Kikuyu district. Using random sampling, a sample was selected and data collected using questionnaires. The results of the data analysis will be presented and discussed in chapter four of the study.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction
In this chapter the results of the statistical analysis are presented in the order of the research questions. This section presents findings from a research survey conducted on perceived factors affecting commitment and retention of BOG teachers in public secondary schools in Kenya (a case study of public secondary schools in Kikuyu district. The statistical analysis has been done by use of the Statistical Package for Social Sciences (SPSS) software. Descriptive statistics that include frequencies and percentages was used to organize and summarize the data. Tables, pie charts and bar charts were drawn to represent the collected data.

4.2 Section A: Personal Details (BOG Teachers)
In the questionnaire, personal details were asked for from the respondents and the response was as indicated in Table 4.1 below.

Gender
In relation to gender, the researcher wanted to establish how gender was distributed in Kikuyu district public secondary schools.

To determine the gender distribution of the respondents, the findings were as follows;

Table 4.1: Gender distribution

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>42</td>
<td>70%</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source; Author (2011)

The above Table 4.1 shows that 70% (42) of the respondents who participated in the study (BOG teachers and principals) were males and 30% (18) were females. This indicates that the gender
gap is wide i.e. there were more males to a large extent than females in the public secondary schools in the district.

**Number of years taught**

With increasing employment opportunities in the private sector, however, retention of teachers becomes a greater concern. One concern for ministries of education is retaining teachers in the public school sector. Majority of BOG teachers would opt go to private schools because they feel they have more options for further training or a better salary. The option to leave teaching in the public education sector seems to be related to available opportunities for work in private schools or in the private sector.

Table 4.2 shows the number of years the various respondents have been teaching in their respective secondary school.

**Table 4.2: Teaching Duration**

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than Year</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Between 1 and 5 years</td>
<td>22</td>
<td>37%</td>
</tr>
<tr>
<td>Between 6 and 10 years</td>
<td>24</td>
<td>40%</td>
</tr>
<tr>
<td>Above 10 years</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source; Author (2011)

The researcher wanted to find out the period of time the respondents have been teaching in their respective schools. The findings are represented in Table 4.2 and shows that most of the respondents 40% (24) in total had a teaching duration of between 6 and 10 years. 37% (22) have worked in their schools for between 1 and 5 years and 20% (12) have taught for less than 1 year, 3% (2) have been teaching for above 10 years.
From the findings, it is evident that majority of the respondents had been teaching in their respective schools for between 6 and 10 years. Thus majority of the respondents had taught for a good duration of time hence able to provide adequate information required in this study.

**Education level**

Education level of BOG teachers is a factor which public secondary schools take into consideration when hiring them. In addition, the resources invested and the number of years of higher education that a BOG teacher has completed is frequently cited as a factor promoting high turnover and lack of commitment of teachers compared to the compensation paid. Stinebrickner (2001) argued that, graduate education is a significant determinant of teaching salary, which in turn has a positive effect on teacher retention. Consequently, this may be explained by the reason that BOG teachers with low to middle education e.g. Diploma level may not question much about their working atmosphere and conditions.

**Table 4.3: Education level**

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma level</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Undergraduate level</td>
<td>20</td>
<td>33%</td>
</tr>
<tr>
<td>Graduate level</td>
<td>28</td>
<td>47%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source; Author (2011)

In relation to education level of the respondents, the researcher observed that 47% (28) said that they had graduate level of education, 33% (20) had undergraduate level of education and 20% (12) had diplomas. From the above figures, most of the BOG teachers are basically graduate level holders. The level of education is important as it reflects the capabilities and skills of the BOG teachers in order to enhance efficiency and effectiveness.
Academic specialization

Kamunge (2007) observed that there is no specified criterion used in the recruitment of BOG secondary school teachers other than the academic training. This is not even followed in some schools especially in the remote areas of the country.

Table 4.4: Academic specialization

<table>
<thead>
<tr>
<th>Academic specialization</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>35</td>
<td>59%</td>
</tr>
<tr>
<td>Business Related</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Hospitality</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Author (2011)

In relation to academic specialization, the researcher wanted to find out the specific academic qualifications of the BOG teachers. The findings are represented in Table 4.4 which indicated that most of the respondents 59% (35) in total had teaching as their area of specialization. 30% (18) of the respondents had Business Related academic qualification, 8% (5) had Information Technology as their area of specialization and finally only 3% (2) had Hospitality as their academic specialization. In addition, some secondary school teachers may have a BA or BSc degree in a subject area other than education, while some BOG teachers are hired without these qualifications, as they are not on government payrolls. Therefore, the official number of teachers who are qualified may be an inaccurate depiction of the training level among secondary school teachers (Kamunge, 2007).
Current salary

The Ministry of Education in Kenya has the obligation to set guidelines that will allow standardization of BOG teachers’ salaries offered by different schools to avoid high turnover as they migrate from one school to another (MOEST, 2005). In addition, Macdonald (1999) argued that teacher turnover is influenced by economic factors, as teachers make rational economic decisions about their career and look for better paid wherever they can.

Table 4.5: Current Salary

<table>
<thead>
<tr>
<th>Current Salary</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5,000</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Between 5,000 – 10,000</td>
<td>40</td>
<td>67%</td>
</tr>
<tr>
<td>Over 15,000</td>
<td>20</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Author (2011)

Regarding the current salary, majority of the respondents answered that they earned between 5,000 and 10,000 Kshs per month and were BOG teachers, while the rest earned over 15,000 Ksh per month. This category included principals. None of the respondents earned less than 5,000 Ksh per month. In support, most public secondary schools pay these teachers inadequately, usually with no regular increments despite the fact that they do not enjoy basic allowances enjoyed by the TSC teachers. Majority of graduate BOG teachers have to contend with the low pay considering the high unemployment levels in the country hence their need for employment and survival (Kamunge, 2007).
4.3 Section B: Compensation

Respondents were asked to comment on BOG teachers' workload and the results were represented in form of a bar graph.

BOG teachers tend to work in less endowed public schools where demands are greater and resources lesser. Given the ever increasing student population in public secondary schools, it is crucial to retain as many BOG teachers as possible. Thus, principals and school administrators should understand factors that make them more likely to stay in teaching, and hence will be better be able to accommodate and encourage them to remain in the field (Betancourt-Smith et al., 1994).

Figure 4.1: BOG Teachers workload

![Bar graph showing workload status of BOG teachers](image)

Source: Author (2011)

The above figure 4.1 presents that a big number of the respondents who were 64% (38) expressed that BOG teacher's workload was overloaded. The figure indicates that 33% (20) of the respondents answered that the workload was adequate and only 3% (2) stated that it was not adequate.

In supporting the respondents' answers, Brewer (1996) noted that BOG teachers are usually overworked by the teachers in collusion with the school administration. In addition, they are at the mercy of the school administration and the board of governors. Other related issues include
behavior management whereby BOG teachers more frequently find themselves in challenging classrooms and therefore are likely to feel that their behavior management skills are inadequate (Bobbit, 1993). This related issues of preparation for teaching and behavior management skills for difficult and challenging classrooms may contribute significantly to teachers’ commitment and subsequently retention.

Payment of extra benefits for Head of departments, Head of subject, class teacher, and House teachers.

BOG teachers are generally not entitled to the numerous benefits that often constitute a large part of the total compensation of teachers in the civil service. According to Day (2004) teacher commitment is also closely associated with motivation, morale, job identification and identity. This can be in form of extra bonuses where their work is appreciated when they post good results.

<table>
<thead>
<tr>
<th>Extra benefits for</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of department</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Head of subject</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Class teacher</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>House teacher</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>None of the above</td>
<td>39</td>
<td>65%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Author (2011)

From the findings, it is evident that majority of the respondents 65% (39) indicated that no extra benefits were forthcoming from the school. 20% (12) said that Head of department received extra benefits, 10% (6) indicated Head of subject as receiving extra benefits. Very few respondents 3% (2), 2% (1) indicated that class teachers and house teachers received extra benefits respectively. This is in contrast to Lavy (2002) who argued that by rewarding BOG
teachers, could attract more promising candidates to the field, keep them teaching, increasing
teacher effort, and improve teaching.

However, Murname and Cohen (1986) argued that individual compensation incentives may be
detrimental in the education sector, where both teachers and students benefit from working
together. This can encourage teachers to compete rather than cooperate resulting in confusion,
opportunistic behavior and resentment thereby affecting commitment and retention negatively.

Fringe benefits i.e. bonuses, accommodation are provided in the school.

Bobbitt (1993) noted that improvements in conditions of service are also very important in
promoting retention and commitment. Improving the working conditions for BOG teachers is a
promising way of increasing teacher morale, making the profession more attractive, mitigating
high turnover and enhancing increased commitment. This may involve providing fringe benefits
such as bonuses and accommodation for BOG teachers. It may involve budget implications as
asserted by Bobbitt (1993) but it can be more effective in the long run.

Figure 4.2: Fringe benefits i.e. bonuses, accommodation are provided in the school.

Source; Author (2011)
According to the above figure 4.2, majority of the respondents who were 67% (40) expressed that fringe benefits were not adequately provided in their schools. 23% (14) of the respondents answered Yes while only 10% (6) answered Don’t know. Indeed, Bobbit (1993) noted that providing smaller monetary incentives sends a message of support and recognition for teachers’ hard work and commitment. According to the author, a bonus system would provide motivation and act as an incentive for staying in the job. Implementing a bonus system would require clear criteria and transparency in determining to whom the bonuses would be awarded.

The research indicates that majority of BOG teachers and principals did not enjoy such benefits e.g. housing, medical care e.t.c. According to Macdonald (1999), providing teachers with better resources for teaching and giving special assistance to teachers especially female teachers in rural areas to get appropriate housing, teacher counseling and medical care are also benefits that can improve commitment and retention.

**My salary adequately meets my needs**

Most teachers and principals do not regard their salary as a sufficient compensation for the amount of work they are expected to do. All the principals and BOG teacher respondents in this survey felt their current salary was not fair or adequate to cover their living expenses.

**Table 4.7: Salary adequately meets needs**

<table>
<thead>
<tr>
<th>Adequate salary</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>60</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source; Author (2011)

In support, Caillods (2001) argued that raising salaries for secondary school teachers is an effective way to attract and retain more and better qualified teachers. Low pay often results in disinterested teachers who lack commitment and hard to retain, thus reducing the quality and impact of the education system. Most graduate BOG teachers are poorly remunerated which as a
result has contributed to lack of commitment and hence high turnover of these teachers according to Brewer (1996).

Table 4.8 shows the frequency and percentage scores for the following factors that affected BOG teachers' turnover and commitment in the teaching profession.

In order to achieve this objective, the respondents were provided with a list of various possible factors that contribute to teacher’s commitment in public secondary schools. The responses were summarized and presented in Table 4.8

Table 4.8 is a summary of the research that included factors related to the domain compensation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Respondents</th>
<th>Strongly agree/agree</th>
<th>Neutral</th>
<th>Strongly disagree/disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td></td>
</tr>
<tr>
<td>If there is a better paying job, I won’t teach any more</td>
<td>BOG Teachers</td>
<td>30 75</td>
<td>6 15</td>
<td>4 10</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>14 70</td>
<td>4 20</td>
<td>2 10</td>
<td>20 100</td>
</tr>
<tr>
<td>I am satisfied with my teaching salary</td>
<td>BOG Teachers</td>
<td>0 0</td>
<td>0 0</td>
<td>40 100</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>0 0</td>
<td>0 0</td>
<td>20 100</td>
<td>20 100</td>
</tr>
<tr>
<td>Am regularly rewarded for good performance</td>
<td>BOG Teachers</td>
<td>8 20</td>
<td>10 25</td>
<td>22 55</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>12 60</td>
<td>3 15</td>
<td>5 25</td>
<td>20 100</td>
</tr>
<tr>
<td>Salary for teachers in my area is comparable to salaries of other people with same level of education</td>
<td>BOG Teachers</td>
<td>18 45</td>
<td>10 25</td>
<td>12 30</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>16 80</td>
<td>2 10</td>
<td>2 10</td>
<td>20 100</td>
</tr>
<tr>
<td>Am frequently paid on time</td>
<td>BOG Teachers</td>
<td>26 65</td>
<td>9 23</td>
<td>5 12</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>15 75</td>
<td>3 15</td>
<td>2 10</td>
<td>20 100</td>
</tr>
</tbody>
</table>
According to the results, 75% and 70% of the BOG teachers and head teachers respectively strongly agreed/agreed that if there was a better paying job, they won't teach any more. However, 10% and 10% of them expressed disagreement with the statement respectively. Only 15% and 20% of the teachers and principals respectively were neutral to the statement. Most BOG teachers and principals believed they were not paid sufficiently, thus majority of them said they would leave teaching. Those who disagreed with the statement was perhaps due to staying in the profession there was personal commitment and gratification; teachers enjoy their relationships with students and take pride in contributions they make to students' learning and society. However, a less altruistic reason for staying in teaching was lack of job mobility, either because of a lack of skills to work in other fields or insufficient alternative employment opportunities (Brewer, 1996).

These results suggest that while increasing salaries or benefits may affect the motivation and commitment of teachers in the short term, increasing salaries may not be a major factor in retaining teachers already in the profession, especially if there is a lack of alternative career options.

All the respondents expressed disagreement with the statement of being satisfied with their teaching salary. This is supported by Kamunge (2007), who asserted that teachers are poorly paid for their services. For example, a 150-200% salary increment awarded to them in 1997 has yet to be fully implemented. This delay has a positive relationship with the poor morale and lack of commitment among teachers.

Respondents who expressed agreement with the statement of being rewarded for good performance formed 20% and 60% of the BOG teachers and head teachers respectively. However, a majority 55% of BOG teachers and 25% of the principals disagreed with the statement. 25% and 15% of teachers and principals were neutral to the statement respectively. According to Wekesa (1993) staff motivation through awards to the teachers is one of the key roles of BOG members. They provide teachers with incentives through annual award schemes that greatly improve their overall output. In addition, Hoxby (1996) suggests provision of bonuses, developing a career structure where advancement and salary are dependent on good quality of performance is an important measure to enhance commitment and retention of BOG
teachers. Lavy (2002) argued that by rewarding BOG teachers, they could attract more promising candidates to the field, keep them teaching, increasing teacher effort, and improve teaching. However, Clotfelter and others (2004) argue that such rewards can damage teachers' intrinsic commitment and effort, and often results in inappropriate teacher behavior thus resulting in lower teaching quality in the long run.

The statement that salary for teachers in my geographical area was comparable to the salaries of other teachers with the same level of education was strongly agreed/agreed on by 45% and 80% of BOG teachers and principals respectively. This suggests that all the principals are employed by TSC hence their salary is standardized. For the BOG teachers, those who disagreed with the statement suggest disparity on location of their schools e.g. rural teachers were generally paid less than urban teachers.

Respondents who expressed agreement with the statement of being frequently paid on time formed 65% and 75% of BOG teachers and Principals respectively who strongly agreed/agreed. However, 23% and 15% of BOG teachers and Principals respectively were neutral to the statement while 12% and 10% of BOG teachers and Principals respectively strongly disagreed/disagreed with the statement. The results implies that most BOG Teachers and principals suggested that teachers who were contracted or who were not paid on a regular basis seemed less satisfied with the teaching profession thus the schools made an effort to pay them on time. This could be due to the fact that principals are paid regularly at the end of the month hence majority of them agreed with the statement.
### 4.4 Section C: Working conditions

Table 4.9 is a summary of the research that included factors related to the domain working conditions.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Respondents</th>
<th>Strongly agree/agree</th>
<th>Neutral</th>
<th>Strongly disagree/disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job is too frustrating for me</td>
<td>BOG Teachers</td>
<td>19 48</td>
<td>8 20</td>
<td>13 32</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>4 20</td>
<td>2 10</td>
<td>14 70</td>
<td>20 100</td>
</tr>
<tr>
<td>My administrators support my decisions and actions</td>
<td>BOG Teachers</td>
<td>24 60</td>
<td>4 10</td>
<td>12 30</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>17 85</td>
<td>1 5</td>
<td>2 10</td>
<td>20 100</td>
</tr>
<tr>
<td>School climate helps to create a positive environment to teach</td>
<td>BOG Teachers</td>
<td>12 30</td>
<td>14 35</td>
<td>14 35</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>11 55</td>
<td>2 10</td>
<td>7 35</td>
<td>20 100</td>
</tr>
<tr>
<td>Administrators ensure new teachers are not overwhelmed in their new assignments</td>
<td>BOG Teachers</td>
<td>13 33</td>
<td>7 17</td>
<td>20 50</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>14 70</td>
<td>4 20</td>
<td>2 10</td>
<td>20 100</td>
</tr>
</tbody>
</table>

Concerning the statement on whether teaching job was too frustrating was strongly agreed / agreed by BOG teachers forming 48% of total respondents. However 20% and 32% were neutral and strongly disagreed / disagreed with the statement respectively. This suggests that BOG teacher's lack of attention from policymakers to address their needs, such as curriculum
materials; harassment from students and parents; and increasing demands from administrators, combined with little support as observed by Armstrong (2009). In contrast, the principals’ response indicated that majority of them (70%) did not agree with the statement and only 20% agreed and 10% were neutral to the statement. These findings suggest that the principals especially in the urban and suburban settings did not have a great role in running various aspects of the school and hence viewed their work frustrating for them.

In relation as to whether the administrators supported their decisions and actions, 60% of BOG teachers agreed with the statement and 10% were neutral to the statement. However, 30% of the BOG teachers strongly disagreed / disagreed with the statement. As observed by VSO (2002), way of improving teachers’ motivation and commitment to teaching is to involve them in decision making in the school. However, the questionnaire data revealed that administrators and principals had different views about teachers’ influence in the schools. BOG teachers generally reported that they felt they had “some influence” on the way their school is run. The results further revealed that majority of the principals (85%) agreed to the statement while only 5% and 10% who were neutral and disagreed respectively. This implies that principals often felt they had a participatory and open approach to running the school, such as seeking teachers’ input in resolving problems. In addition, principals’ were involved in committees that were responsible for certain aspects of the life of the school (for example, school cafeteria, PTA, or board member) thus reported feeling more support in their actions and decisions of the school.

Regarding the school climate created by a strong leadership team and support from the staff helps to create a positive environment in which to teach, was agreed on with 30% of BOG teachers, while 35% were neutral and 35% disagreed with the statement. Based on these findings, BOG teachers considered their school climate unfavorable foremost among them were poor working conditions—primarily low salaries, insufficient benefits, and the low regard in which community members and students hold teachers. They suggested that they did not feel respected by other staff members in the school. Those who agreed (30%) implied that staff development, teachers’ welfare, and the academic program were issues discussed with the school leadership team.
The results further indicated that majority of the principals (55%) agreed with the statement. Principals in this study felt that their most important quality was good management, which seemed to refer to coordination of tasks and teachers and good organization and record keeping. Other important qualities were good communication and the ability to build relationships, including being able to handle a variety of issues with students and staff. However, 10% and 35% of the principals were neutral/disagreed with the statement respectively. This response suggests that some principals do not have degrees in educational leadership. Rather, once they become principals, they may participate in in-service or distance education workshops to develop skills in needed areas. These workshops tend to focus on administration and management, (for example, accountability, resource management, and recordkeeping). Principals recognize the need for further training, and several stated that it would be important to have a degree in educational leadership or administration (VSO, 2002).

On the statement administrators' ensured new teachers are not overwhelmed in their new assignment, was strongly disagreed/disagreed by a majority of BOG teachers (50%). 33% and 17% of BOG teachers agreed/neutral to the statement. The results implied that they felt by bringing their concerns to administrators and work with other staff members to get issues resolved but did not get necessary support. Administrators and principals have a greater responsibility for working with teachers, including more direct observation and supervision and ensuring that BOG teachers are not overwhelmed with classroom work as noted by Caillods (2001).

The statement was generally supported by principals, with 70%. In contrast, only 20% who were neutral and 10% who disagreed with the statement. According to Caillods (2001), they were concerned that principals saw the primary responsibilities of principals as administrative. Other people, such as pedagogical supervisors or heads of departments, were regarded as better able to provide assistance to BOG teachers with teaching and learning issues in the classroom.

Respondents were asked whether their school was in a rural, suburban or an urban setting and the results were represented in form of a bar graph.
The above figure 4.3 presents that a big number of the public secondary schools in the district were located in a rural setting 55% (14). The figure indicates that 30% (8) were suburban and only 15% (4) were located in urban area.

Respondents were asked whether they liked teaching in their respective schools and the results represented in table below.

Individuals with high levels of job satisfaction would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and willing staying longer in organization. Teachers maintain that if they feel they have limited opportunities for career advancement, their job commitment may decrease. Hammond (1997) also found out that, most teachers were less satisfied with advancement opportunities and pay.
Table 4.10: Do you like teaching in this school?

<table>
<thead>
<tr>
<th>Do you like teaching in this school?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>BOG Teachers: 24</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS: 16</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>BOG Teachers: 16</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS: 4</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>BOG Teachers: 40</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS: 20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Author (2011)

Majority of the respondents who were 60% (24) BOG Teachers and 80% (16) of the principals expressed that they liked teaching in their schools. However, 40% (16) disagreed with the statement. In contrast, only 20% of the principals disagreed with the statement. As illustrated by Hammond (1997) the teaching conditions play a substantial role in decisions made by teachers on whether to leave teaching in a particular school or district, and they contribute to decisions to leave the profession altogether. The majority of teachers who report that they plan to remain in teaching as long as they are able are strongly linked with how feel about the working conditions in their schools. The findings suggest that those who agreed to the statement experienced favorable working conditions in contrast to the respondents who disagreed with the statement.

Respondents were asked whether they felt they were in the decision making process in the school, and the results represented in table below.

Ongoing and long-term meetings that allow for in-depth discussions of issues and consultations with BOG teachers and the rest of the staff is important as they feel involved in decision making and encourage professional growth and development of all teachers over time.

Another option for improving teaching and learning in schools is to give principals greater responsibility for working with BOG teachers, including more direct observation and supervision (VSO, 2002).
Table 4.11: Do you feel you are in the decision making process in this school?

<table>
<thead>
<tr>
<th>Do you feel you are in the decision making process in the school?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes BOG Teachers</td>
<td>27</td>
<td>68%</td>
</tr>
<tr>
<td>PRINCIPALS</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>No BOG Teachers</td>
<td>13</td>
<td>32%</td>
</tr>
<tr>
<td>PRINCIPALS</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Total BOG Teachers</td>
<td>40</td>
<td>100%</td>
</tr>
<tr>
<td>PRINCIPALS</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source; Author (2011)

According to the above table 5.1, majority of the BOG teachers (68%) and 90% of the principals felt they were in the decision making process in their schools. Indeed, as illustrated by VSO (2002), teachers who were involved in committees that was responsible for certain aspects of the life of the school (for example, school cafeteria, cultural group, PTA, or board member), reported feeling more influence in the decisions of the school.

Principals often felt they had a participatory and open approach to running the school, such as seeking teachers’ input in resolving problems (VSO, 2002). However, only 32% and 10% of BOG teachers and principals respectively who disagreed with the statement perhaps due to the fact that a participatory approach to running the school was not well defined by this sample of BOG teachers and principals. Methods for making the school a participatory organization is an issue for further exploration (VSO, 2002).
4.5 Section D: Institutional support and placement

Table 4.12 is a summary of the research that included factors related to the domain institutional support and placement

<table>
<thead>
<tr>
<th>Statement</th>
<th>Respondents</th>
<th>Strongly agree/agree</th>
<th>Neutral</th>
<th>Strongly disagree/disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>The evaluation process to monitor teacher's progress is implemented with clear objectives</td>
<td>BOG Teachers</td>
<td>11</td>
<td>28</td>
<td>15</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>14</td>
<td>70</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Teachers in my school work as a team to ensure student achievement</td>
<td>BOG Teachers</td>
<td>26</td>
<td>65</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>16</td>
<td>80</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>My school institution makes sure that we have all the materials needed to teach our subject</td>
<td>BOG Teachers</td>
<td>14</td>
<td>35</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>13</td>
<td>65</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>If the school does not provide teachers support, teachers need not be committed in implementing school policies</td>
<td>BOG Teachers</td>
<td>4</td>
<td>10</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>2</td>
<td>10</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>
I have a strong sense of belonging in the school I teach

<table>
<thead>
<tr>
<th></th>
<th>BOG Teachers</th>
<th>PRINCIPALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24 60 10 6</td>
<td>15 75 2 10</td>
</tr>
<tr>
<td></td>
<td>25 15</td>
<td>3 15</td>
</tr>
</tbody>
</table>

The appreciation displayed by the school/principal makes me work harder

<table>
<thead>
<tr>
<th></th>
<th>BOG Teachers</th>
<th>PRINCIPALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28 70 2 5</td>
<td>13 65 4 20</td>
</tr>
<tr>
<td></td>
<td>10 25</td>
<td>3 15</td>
</tr>
</tbody>
</table>

Source: Author (2011)

According to the Table 5.2 above, only 28% of the BOG teachers agreed to the statement that the evaluation process to monitor their progress was implemented with clear objectives. Majorities (37% and 35%) were neutral and disagreed with the statement respectively. This suggests that there was a decline in the evaluation process they received from the administrators and the BOG members. Perhaps surprisingly, evaluation appeared to be regarded as essentially helpful and motivating as the BOG teachers gain feedback and praise for good performance or to seek advice and tips on how to improve (Wekesa (1993).

On the other hand, majority of the principals forming 70% agreed to the statement while only 10% and 20% responded neutral and disagreed to the statement respectively. This may be explained by the fact that principals as the head of schools chair Staff meetings which are avenues through which teachers and principals can discuss issues and concerns related to their teaching. These meetings address school goals and administrative procedures and policies, students’ academic performance, including assessments and behavioral problems. Staff development, teachers’ welfare, and the academic program are other issues discussed.

Regarding the statement that teachers in my school work as a team to ensure student achievement was agreed on by 65% of the BOG teachers while 15% and 20% of them were
neutral and disagreed with the statement respectively. This was also collaborated by majority of the principals forming 80% who agreed with the statement. In contrast, only 10% who were neutral or disagreed with the statement. This is supported by the creation of learning communities in which teachers meet with other teachers to discuss ideas and issues in their practice in most schools in the district. As noted by Ingersoll (2001), learning communities generally meet outside of classroom teaching times, yet they are best attended if meetings occur regularly and during teachers’ paid work schedule. Furthermore, topics that are most useful to discuss in these communities are concerns related to classroom work and new content, rather than one-time issues that could be addressed through individual mentoring or staff meetings. Ongoing and long-term learning communities allow for in-depth discussions of issues and encourage professional growth and development of all teachers over time (Ingersoll, 2001).

In relation to the statement that the school institution makes sure that all the materials needed to teach are available was disagreed with 35% and 25% of BOG teachers responding neutral. However, 40% agreed with the statement. These suggest that learning materials were inadequate. For instance, with no enough textbooks or supporting materials left teachers feeling that their possible approaches to teaching were limited and as a result they struggled to manage in the classroom (VSO, 2002). This was largely a problem in the rural public secondary schools with no enough resources.

On the other hand, majority of the principals (65%) agreed to the statement while 15% and 20% responded neutral and disagreed respectively. this implied that principals have the responsibility to ensure that their schools have adequate number of textbooks and materials, classrooms, and lab equipment. By providing these resources, teachers feel better able to teach as observed by VSO (2002).

Regarding the statement that if the school does not provide teachers sufficient support, then teachers need not be committed in implementing school policies was disagreed by the majority of the BOG teachers (72%) and principals (70%). Only 10% of BOG teachers and principals disagreed while 18% and 20% were neutral to the statement respectively. It is interesting to note that despite lack of sufficient support, BOG teachers and principals voiced very little concern
about their commitment. This may be due to the fact that sheer survival figured so largely in their consideration of their concerns, leaving little room for lower end anxieties.

On whether the respondents had a strong sense of belonging in their respective schools, was agreed on by 65% of the BOG teachers and 75% of the principals. However, 15% of the BOG teacher and principals disagreed with the statement while 25% and 10% were neutral respectively. It is important for the BOG teachers and principals to feel part and parcel of the institutions in which they teach. Liu and Meyer (2005) observed that qualities crucial to realize this are good communication and the ability to build relationships, including being able to handle a variety of issues with students and staff. In addition, respect that teachers receive from the community and students has a great bearing on their sense of belonging in schools.

In relation to the statement that the appreciation displayed by the school/principal makes me work harder was largely agreed on with 70% and 65% of BOG teachers and principals agreeing to the statement. Only 25% and 15% BOG teachers and principals respectively disagreed with the statement while 5% and 20% responded neutral. Indeed this may be in form of being awarded certificates of merit bonuses e.t.c. as noted by Liu and Meyer (2005), Anxiety, stress, and burnout can affect a teacher’s ability to create an environment conducive to learning. Burnout most often occurs for those teachers who are very dedicated and committed to their careers without being appreciated. They tend to work long, intense hours to achieve their goals. For BOG teachers and principals to remain enthusiastic year after year, the school administration must implement strategies that will enhance the mental health of the teaching staff (Liu and Meyer 2005).
### 4.6 Section E: Further training and personal development

Table 4.13 is a summary of the research that included factors related to the domain further training and personal development.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Respondents</th>
<th>Strongly agree/agree</th>
<th>Neutral</th>
<th>Strongly disagree/disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a professional development plan for new BOG teachers i.e. further training to improve their skills</td>
<td>BOG Teachers</td>
<td>13 33</td>
<td>4 10</td>
<td>23 57</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>7 35</td>
<td>2 10</td>
<td>11 55</td>
<td>20 100</td>
</tr>
<tr>
<td>My principal is very supportive to the staff when new teaching methods are implemented</td>
<td>BOG Teachers</td>
<td>17 43</td>
<td>3 7</td>
<td>20 50</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>17 85</td>
<td>2 10</td>
<td>1 5</td>
<td>20 100</td>
</tr>
<tr>
<td>School regularly sponsors new BOG teachers for seminars and in-service courses</td>
<td>BOG Teachers</td>
<td>4 10</td>
<td>5 12</td>
<td>31 78</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>2 10</td>
<td>3 15</td>
<td>15 75</td>
<td>20 100</td>
</tr>
<tr>
<td>I feel confident that I have the necessary skills to teach effectively</td>
<td>BOG Teachers</td>
<td>23 58</td>
<td>6 15</td>
<td>11 27</td>
<td>40 100</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>16 80</td>
<td>2 10</td>
<td>2 10</td>
<td>20 100</td>
</tr>
</tbody>
</table>

**Source:** Author (2011)
Regarding the statement that there is a professional development plan for new BOG teachers so as to give them an opportunity for further training as a way to improve their skills was strongly disagreed / disagreed by 57% and 55 of BOG teachers and principals respectively. This implied that there was a strong desire for opportunities for professional development. Naturally, BOG teachers had aspirations to upgrade their qualification as noted by Paniagua (2002). However the responses gave a clear indication that their interest in professional development was not met by a majority of the schools. Those who agreed to the statement comprised 33% and 35% of BOG teachers and principals respectively while 10% of them were neutral to the statement. This may be due to the fact that where the plan did exist, there was little follow up or support from the management. As noted by Akyeampong et al., 2000, It is necessary to further train the newly hired teachers as most of them tend to teach as they were taught. This is arises because the longest and most intensive in-service that all teachers undergo is their own experience as students.

Concerning the statement that my principal is very supportive of the staff when new teaching methods are being implemented the response was varied. 50% of the BOG teachers disagreed in contrast to 85% of the principals who agreed with the statement. In contrast, only 5% and 10% of the principals who disagreed and responded neutral to the statement respectively. This could be as a result of BOG teachers being aware of different teaching styles and techniques they could apply, such as group work and other interactive methods. However, any new learned methodologies were often stymied by the lack of materials (Fullan (1993). Consequently, principals had elaborate plans and a set of priorities that did not satisfy the true demands of the situation. In addition, the results suggest that principals play a critical role in the success of strategies to improve teaching and learning. The knowledge they have of good teaching and learning practices, the leadership they provide for the school and community, and the ongoing support they give to teachers are all elements important to implementing new teaching methods (VSO, 2002).

In relation to the statement my school regularly sponsors new BOG teachers for seminars and in-service courses to improve their teaching abilities, was strongly disagreed / disagreed by 78% and 75% of BOG teachers and principals respectively. However, 10% and 10% of the BOG teachers and head teachers respectively agreed with the statement. This implied that seminars and in
services were in short supply as they are expensive, may entail teachers being released from school, and are not designed with the intention of achieving coverage of the whole teacher population (Fullan, 1993).

Regarding the statement I feel confident that I have the necessary skills to teach effectively, 58% and 80% of BOG teachers and principals strongly agreed / agreed. 27% and 10% of BOG teachers and head teachers respectively disagreed with the statement. The results suggest that BOG teachers felt lacking in confidence and ideas because of the limited access to training courses, seminars and in-service courses. At the same time, these responses suggest that, generally, principals regard their qualities or roles as including knowledge of effective teaching and learning strategies as adequate hence feel confident to be successful as a principal (Paniagua, 2002).

Respondents were asked whether evaluation process to monitor teachers’ progress is implemented with clear objectives, and the results represented in Table 5.4 below. There is a need for teacher evaluation through supervision and monitoring by having an efficient and reliable system that help teachers develop good practice and to ensure that they have the required course materials. However, such systems are inadequate and most of them focus on fault-finding rather than support (VSO, 2002).

Table 4.14: Evaluation process to monitor teachers' progress

<table>
<thead>
<tr>
<th>Evaluation process is implemented with clear objectives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>35% (BOG Teachers)</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>60% (PRINCIPALS)</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>50% (BOG Teachers)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>20% (PRINCIPALS)</td>
</tr>
<tr>
<td>Don't know</td>
<td>6</td>
<td>15% (BOG Teachers)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>20% (PRINCIPALS)</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100% (BOG Teachers)</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>100% (PRINCIPALS)</td>
</tr>
</tbody>
</table>

Source: Author (2011)
According to the results above, 35% and 60% of BOG teachers and principals respectively responded Yes to the statement. Half of the BOG teachers and 20% of the principals disagreed with the statement. This suggests that BOG teachers lacked proper evaluation which is important as they gain feedback or to seek advice and tips on how to improve (VSO, 2002). At the same time, these data suggest that BOG teachers and principals have quite different perspectives about the extent of evaluation provided. Principals felt staff meetings are avenue through which teachers and principals can discuss issues and concerns related to their teaching. These meetings address the teachers’ progress, the schools objectives and goals. Students’ academic performance, including assessments and behavioral problems, were the most frequently addressed issues at staff meetings. Staff development, teachers’ welfare, and the academic program were other issues discussed (VSO, 2002).

Respondents were asked whether the school encourages further training by allowing study leaves for teachers, and the results represented in Table 5.5 below. As asserted by Paniagua (2002), to be effective and efficient, newly and existing BOG teachers need to be continually equipped with practical classroom skills that are so evidently useable that they replace the instinctive replication of the methods experienced at personal level. BOG teachers lack classroom experience, thus are often at risk of transferring theories not personally validated into practice (Paniagua, 2002).

Table 4.15: Further training by allowing study leaves for teachers

<table>
<thead>
<tr>
<th>The school encourages further training by allowing study leaves for teachers</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>10% (BOG Teachers)</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>30% (PRINCIPALS)</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>80% (BOG Teachers)</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>70% (PRINCIPALS)</td>
</tr>
<tr>
<td>Don’t know</td>
<td>4</td>
<td>10% (BOG Teachers)</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0% (PRINCIPALS)</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100% (BOG Teachers)</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>100% (PRINCIPALS)</td>
</tr>
</tbody>
</table>

Source: Author (2011)
According to the research findings, only 10% of BOG teachers and 30% of principals agreed to the statement. Majority of BOG teachers (80%) and 70% of principals disagreed with the statement while 10% of BOG teachers responded don’t know. This may be due to the fact that by allowing study leaves for teachers means teachers will be absent from school and is expensive in the long run. Providing opportunities for growth and development through training and promotion may be a good motivator as many people like to grow in skills, capability and experience. As noted by (Paniagua, 2002) specific courses are available to BOG teachers aimed at upgrading their qualifications e.g. from diploma to degree level.

4.7 Section F: Turnover (BOG Teachers)
Respondents were asked whether they worked closely with a more experienced or mentor teacher and the results represented in Figure 4.4 below.
The experienced teachers in the school who acts as mentors to the new teacher should be able to assist new BOG teachers in settling down more quickly and to help them focus on teaching sooner (Fullan, 1993). By mentoring the new teachers, they are able to form positive attitudes towards teaching as a career.

Figure 4.4: Did you work closely with a mentor teacher in your first year of teaching?

Source: Author (2011)
The above figure 4.4 presents that a big number of the respondents who were 65% (26) expressed that they did not work closely with a mentor or experienced teacher in their first year of teaching by answering yes. The figure indicates that only 35% (14) of the respondents answered Yes. Having experienced teachers guide younger teachers allows for an exchange of problems and suggestions and it serves to boost morale and confidence. As noted by Fullan (1993) a process of training the mentor and assessing the mentoring experience would also help address the quality of the experience for new teachers.

In several cases, the BOG teachers (35%) reported that this already occurs, though it may not be a formal practice. Experienced teachers providing guidance can be helpful for newer teachers to learn the classroom practices and teaching methods that are most effective (Fullan, 1993). Respondents were asked whether they planned to remain in the school for a long time and the results represented in Figure 4.5 below.

BOG teachers turnover and retention is affected by economic factors as they have to make economic decisions about their careers and seek better paid work where they can. Due to increased demand of secondary school teachers, the teaching conditions in these public schools have deteriorated coupled with insufficient resources, poor living conditions and a high number of students per classroom (Caillods, 2001).

Figure 4.5: Do you plan to remain in this school for a long period of time?

Source: Author (2011)
In relation as to whether BOG teachers planned to remain in their schools for a long time, 50% responded No, 40% said Yes while 10% were not sure of their decision. This suggests that majority of the BOG teachers did not feel satisfied or motivated to teach in the schools. This could be as a result of lack of commitment due to poor compensation, working conditions especially in rural areas. Those who responded Yes were perhaps from urban/sub urban secondary schools with relative adequate infrastructure. As noted by Ingersoll (2001) a strategy to retain BOG teachers is to improve the school environment in which they work. One common suggestion for improving secondary education was to provide an adequate number of textbooks and materials, classrooms, and lab equipment. By providing these resources, teachers feel better able to teach (Ingersoll 2001).

Respondents were asked whether they ever thought of leaving the teaching profession and the results represented in Figure 4.7 below.

(BOG) teachers are not given full civil servants status. They are hired for a short term contract and are mainly offered a lower wage than those teachers employed by the teachers service commission. Furthermore, they are generally not entitled to the numerous benefits enjoyed by teachers who are employed by the TSC. For this reasons, it is generally expected of them to look for better opportunities elsewhere.

**Figure 4.6: Ever thought of leaving the teaching profession?**

![Bar chart showing 60% Yes and 40% No.](image)

Source: Author (2011)
The above figure 4.7 shows that 65% (26) of BOG teachers thought of leaving the teaching profession while 35% (14) of them did not plan of leaving. This results suggest that majority of the BOG teachers were not satisfied with the teaching career. The literature on teacher retention suggests that recruiting and retaining teachers in the profession is influenced by their conditions of service. In this research, BOG teachers and principals noted that work conditions were a main reason for leaving the profession. Work conditions refer to the amount of work BOG teachers do, the remuneration they receive for their work, and the support they receive from the community for their work (Bobek, 2002).

Respondents were asked whether they enjoyed teaching in that school and the results represented in Figure 4.8 below.

Supporting and motivating BOG teachers can take a variety of forms including access to resources, in-service courses and assisting them get placement in teachers unions’ key teacher support which surprisingly is missing in many school systems is an opportunity for administrators to make them enjoy teaching as a career. As noted by Halliday (1999) the practice has been successful with school administrators and other promoted staff in mentoring new teachers so that they improve their teaching in the initial and beginning years of teaching.

Figure 4.7: Do you enjoy teaching in this school?

![Pie chart showing 40% Yes and 60% No](source: Author (2011))
According to the figure 4.8 above, majority of the BOG teachers 60% (24) indicated that they did not enjoy teaching in that school. However, 40% (16) enjoyed teaching in those schools. A number of reasons suggest why BOG teachers did not like their schools. This could be due to lack of motivation, poor working conditions or lack of support from the administration. In some cases the school management committee or principal has the discretion to provide additional benefits, such as food or housing allowances and simple initiatives, such as creating a more comfortable and effective work environment and providing needed materials and supplies. This motivates BOG teachers to teach and reducing turnover as observed by Day (2004).

Respondents were asked whether they considered transferring from that school and the results represented in Figure 4.9 below.

Macdonald (1999) argued that teacher transfer or migration is influenced by economic factors, as teachers make rational economic decisions about their career and look for better paid wherever they can. The general loss of secondary school teachers through transfers is not evenly distributed across the teaching force. The number of BOG teachers seeking transfers is generally high in geographical areas where living conditions are extremely poor, harsh, and expensive or where teachers do not feel comfortable with the local customs (Macdonald, 1999).

Figure 4.8: Do you consider transferring from this school?

Source: Author (2011)
The above figure 4.9 illustrates that majority of BOG teachers forming 70% (26) considered transferring from their schools while only 30% (14) did not consider transferring. The results imply that they did not feel satisfied, a major problem associated with BOG teachers' commitment and turnover. Migration and transfer occurs when teachers hop from one school to pursue a teaching job at another school, either within or outside of the same district. Ingersoll (2001) and Liu & Meyer (2005) argued that teacher transfer and migration has a negative impact on a school because the position left vacant must be filled, which is disruptive to the schools education program.

Table 4.16 is a summary of the research that included factors related to the domain turnover

<table>
<thead>
<tr>
<th>Statement</th>
<th>Respondents</th>
<th>Not challenging</th>
<th>Challenging/ slightly challenging</th>
<th>Significantly challenging / very significantly challenging</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>The working conditions of this school is conducive for new BOG teachers</td>
<td>BOG Teachers</td>
<td>7</td>
<td>17</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>4</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel challenged in my job as a teacher</td>
<td>BOG Teachers</td>
<td>10</td>
<td>25</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>8</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction program for new teachers is long enough</td>
<td>BOG Teachers</td>
<td>4</td>
<td>10</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>2</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other forms of incentives should be included to motivate new teachers</td>
<td>BOG Teachers</td>
<td>9</td>
<td>22</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>3</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible teaching time-tables for new teachers</td>
<td>BOG Teachers</td>
<td>7</td>
<td>17</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>5</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressure from parents and community</td>
<td>BOG Teachers</td>
<td>10</td>
<td>25</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>PRINCIPALS</td>
<td>4</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Regarding the statement working conditions of this school is conducive for new BOG teachers, 17% and 20% of BOG teachers and principals respectively responded as not challenging. Surprisingly, majority of both BOG teachers and principals forming 50% and 55% respectively indicated working conditions as challenging / slightly challenging. 33% and 25% of BOG teachers and principals indicated the working conditions as very / significantly challenging. This suggests that majority of the respondents implied the schools as not conducive for BOG teachers. In supporting these findings, Caillods (2001) observed that due to increased demand of secondary school teachers, the teaching conditions in these public schools have deteriorated coupled with insufficient resources, poor living conditions and a high number of students per classroom.

The statement I feel challenged in my job as a teacher was viewed as not challenging by 25% and 40% of BOG teachers and principals respectively. On the other hand, 45% and 50% of BOG teachers and principals responded as slightly challenging / challenging. Consequently, 30% of BOG teachers indicated as very / significantly challenging. In contrast, only 10% of the principals said their job was very / significantly challenging. This study implied that majority of the principals did not consider their job as challenging. This could be due to the fact that they felt that their most important quality was good management, which seemed to refer to coordination of tasks and teachers and good organization and record keeping. Other important qualities were good communication and the ability to build relationships, including being able to handle a variety of issues with students and staff.

Regarding the statement induction program for new teachers is long enough, was considered significantly / very significantly challenging by 78% and 75% of BOG teachers and principals respectively. In contrast, only 10% of both BOG teachers and principals indicated as not challenging while 12% and 15% of BOG teachers and principals respectively considered the statement as slightly challenging / challenging. This implies that majority of the respondents had the opinion that induction programs for new BOG teachers are not long enough. While supporting the statement, Fullan (1993) noted that the assimilation and induction of newly hired BOG teachers is very important. He observed that majority of beginning BOG teachers are often burdened with full teaching load and associated responsibilities. Induction largely involves
support from the school principal and the teachers in the school who acts as mentors to the new teacher and assists them in settling down more quickly and to focus on teaching sooner (Pullan, 1993). Although the value of good induction processes for newly hired teachers is generally accepted, policy on the implementation is lacking, despite it being one of the most cost efficient strategies around (Pullan, 1993).

Concerning other forms of incentives should be included to motivate new teachers, half (50%) of the BOG teachers and principals indicated it as very / significantly challenging while 28% and 35% of BOG teachers and principals respectively responded slightly / challenging. However, only 22% and 15% of BOG teachers and principals respectively indicated not a challenge. This implied that incentives to motive new teachers were inadequate in most schools. As asserted by Macdonald (1999), this can be achieved through providing teachers with better resources for teaching and giving special assistance to teachers especially female teachers in rural areas to get appropriate housing. In addition, providing teacher support and recognition and providing teacher counseling and medical care are also benefits that can improve commitment and retention (Macdonald, 1999).

In relation to flexible teaching time-tables for new teachers, majority of BOG teachers forming 55% felt very / significantly as challenging. However, only 30% of principals responded very / significantly challenging while 28% and 45% of BOG teachers and principals respectively indicated the statement as slightly / challenging. 17% of BOG teachers did not consider it as a challenge including 25% of principals. This results show that new BOG teachers face a very significant challenge regarding flexible teaching time-tables. As illustrated by Macdonald (1999), a curriculum structure that aids teachers to organize their teaching so that it is systematic and progressive combined with flexible time-tables in addition to good quality instructional materials that explain the content and that help structure appropriate learning activities can increase motivation and the opportunity to succeed.

Pressure from parents and community was considered as slightly / challenging by 50% and 60% of BOG teachers and principals respectively while 25% and 20% of the BOG teachers and principals respectively indicated very / significantly challenging. Surprisingly, 25% and 20% of BOG teachers and principals respectively did not consider the statement a challenge. This study
implied that pressure from parents and the community at large was slightly challenging. Challenge from the community can refer to several different factors for example lack of attention from policymakers to address teachers’ needs, such as curriculum materials, harassment from students and parents; and increasing demands from administrators, combined with little support. Good relations with parents and the community acts as positive motivator for teachers. Some BOG teachers believe lack of respect may arise as a result of their poor remuneration (VSO, 2002).

4.8 Conclusion
This chapter has discussed the interpretation and presentation of the findings. The findings were presented in form of graphs, tables and pie charts. The analysis endeavored to answer all the four objectives of the study namely: to find out how compensation influence turnover of graduate BOG teachers in public high schools in Kikuyu district, to establish the effect of working conditions in the turnover of graduate BOG teachers in the said public high schools, to determine the extent to which institution support to get placement in TSC affects the turnover of graduate BOG teachers in the said district and lastly to examine how further training affects turnover of the graduate BOG teachers in Kikuyu district.

The next chapter discusses the extent to which the objectives were achieved, researcher’s recommendations, conclusions and recommended area for further studies.
CHAPTER FIVE
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction
The research was conducted with an aim of finding out how compensation influence turnover of graduate BOG teachers in public high schools in Kikuyu district, to establish the effect of working conditions in the turnover of graduate BOG teachers in the said public high schools, to determine the extent to which institution support to get placement in TSC affects the turnover of graduate BOG teachers in the said district and finally to examine how further training affects turnover of the graduate BOG teachers in Kikuyu district.

This chapter gives details of the summary of the data collected, conclusions and recommendations based on the findings.

5.2 Summary of the Findings

The findings of the study can be summarized as follows:

A big number of the respondents who were 64% (38) expressed that BOG teacher’s workload was overloaded. The study also found out that most of the respondents 65% (39) indicated that no extra benefits were forthcoming from the school. 20% (12) said that Head of department received extra benefits, 10% (6) indicated Head of subject as receiving extra benefits. Very few respondents 3% (2), 2% (1) BOG teachers and principals indicated that class teachers and house teachers received extra benefits respectively.

Concerning the statement fringe benefits were adequately provided, majority of the respondents who were 67% (40) expressed that fringe benefits were not adequately provided in their schools. 23% (14) of the respondents answered Yes while only 10% (6) answered Don’t know. In addition, all the principals and BOG teacher respondents in this survey felt their current salary was not fair or adequate to cover their living expenses.

75% and 70% of the BOG teachers and head teachers respectively strongly agreed/agreed that if there was a better paying job, they won’t teach any more. However, 10% and 10% of them expressed disagreement with the statement respectively. Only 15% and 20% of the teachers and
principals respectively were neutral to the statement. The study also found that all the respondents expressed disagreement with the statement of being satisfied with their teaching salary.

Respondents who expressed agreement with the statement of being rewarded for good performance formed 20% and 60% of the BOG teachers and head teachers respectively. However, a majority 55% of BOG teachers and 25% of the principals disagreed with the statement. 25% and 15% of teachers and principals were neutral to the statement respectively.

The statement that salary for teachers in my geographical area was comparable to the salaries of other teachers with the same level of education was strongly agreed/agreed on by 45% and 80% of BOG teachers and principals respectively. According to the findings, respondents who expressed agreement with the statement of being frequently paid on time formed 65% and 75% of BOG teachers and Principals respectively who strongly agreed/agreed. However, 23% and 15% of BOG teachers and Principals respectively were neutral to the statement while 12% and 10% of BOG teachers and Principals respectively strongly disagreed/disagreed with the statement.

On whether teaching job was too frustrating was strongly agreed/agreed by BOG teachers forming 48% of total respondents. However 20% and 32% were neutral and strongly disagreed/disagreed with the statement respectively. In contrast, the principals’ response indicated that majority of them (70%) did not agree with the statement and only 20% agreed and 10% were neutral to the statement. In relation as to whether the administrators supported their decisions and actions, 60% of BOG teachers agreed with the statement and 10% were neutral to the statement. However, 30% of the BOG teachers strongly disagreed/disagreed with the statement. The results further revealed that majority of the principals (85%) agreed to the statement while only 5% and 10% who were neutral and disagreed respectively.

Regarding the school climate created by a strong leadership team and support from the staff helps to create a positive environment in which to teach, was agreed on with 30% of BOG teachers, while 35% were neutral and 35% disagreed with the statement. Those who agreed (30%) implied that staff development, teachers’ welfare, and the academic program were issues discussed with the school leadership team. In addition, majority of the principals (55%) agreed
with the statement. However, 10% and 35% of the principals were neutral/ disagreed with the statement respectively.

On the statement administrators’ ensured new teachers are not overwhelmed in their new assignment, was strongly disagreed/disagreed by a majority of BOG teachers (50%). 33% and 17% of BOG teachers agreed/neutral to the statement. The statement was generally supported by principals, with 70%. In contrast, only 20% who were neutral and 10% who disagreed with the statement.

The study established that that a big number of the public secondary schools in the district were located in a rural setting 55%, 30% were sub urban and only 15% were located in urban area. Regarding the statement whether they liked teaching in their schools, majority of the respondents who were 60% (24) BOG Teachers and 80% (16) of the principals expressed that they liked teaching in their schools. However, 40% (16) disagreed with the statement. In contrast, only 20% of the principals disagreed with the statement.

In relation to decision making, majority of the BOG teachers (68%) and 90% of the principals felt they were in the decision making process in their schools. However, only 32% and 10% of BOG teachers and principals respectively who disagreed with the statement.

Only 28% of the BOG teachers agreed to the statement that the evaluation process to monitor their progress was implemented with clear objectives. Majority (37% and 35%) were neutral and disagreed with the statement respectively. However, majority of the principals forming 70% agreed to the statement while only 10% and 20% responded neutral and disagreed to the statement respectively. Regarding the statement that teachers in my school work as a team to ensure student achievement was agreed on by 65% of the BOG teachers while 15% and 20% of them were neutral and disagreed with the statement respectively. This was also collaborated by majority of the principals forming 80% who agreed with the statement. In contrast, only 10% who were neutral or disagreed with the statement.

In relation to the statement that the school institution makes sure that all the materials needed to teach are available was disagreed with 35% and 25% of BOG teachers responding neutral. However, 40% agreed with the statement. However, majority of the principals (65%) agreed to
the statement while 15% and 20% responded neutral and disagreed respectively. Regarding the statement that if the school does not provide teachers sufficient support, then teachers need not be committed in implementing school policies was disagreed by the majority of the BOG teachers (72%) and principals (70%). Only 10% of BOG teachers and principals disagreed while 18% and 20% were neutral to the statement respectively.

On whether the respondents had a strong sense of belonging in their respective schools, was agreed on by 65% of the BOG teachers and 75% of the principals. However, 15% of the BOG teacher and principals disagreed with the statement while 25% and 10% were neutral respectively. In relation to the statement that the appreciation displayed by the school/principal makes me work harder was largely agreed on with 70% and 65% of BOG teachers and principals agreeing to the statement. Only 25% and 15% BOG teachers and principals respectively disagreed with the statement while 5% and 20% responded neutral.

The statement that there is a professional development plan for new BOG teachers so as to give them an opportunity for further training as a way to improve their skills was strongly disagreed / disagreed by 57% and 55 of BOG teachers and principals respectively. Those who agreed to the statement comprised 33% and 35% of BOG teachers and principals respectively while 10% of them were neutral to the statement. The statement that my principal is very supportive of the staff when new teaching methods are being implemented the response was varied. 50% of the BOG teachers disagreed in contrast to 85% of the principals who agreed with the statement. In contrast, only 5% and 10% of the principals who disagreed and responded neutral to the statement respectively.

In relation to the statement my school regularly sponsors new BOG teachers for seminars and in-service courses to improve their teaching abilities, was strongly disagreed / disagreed by 78% and 75% of BOG teachers and principals respectively. However, 10% and 10% of the BOG teachers and head teachers respectively agreed with the statement. Regarding the statement I feel confident that I have the necessary skills to teach effectively, 58% and 80% of BOG teachers and principals strongly agreed / agreed. 27% and 10% of BOG teachers and head teachers respectively disagreed with the statement.
The study found that 35% and 60% of BOG teachers and principals respectively responded Yes to the statement. Half (50%) of the BOG teachers and 20% of the principals disagreed with the statement that evaluation process is implemented with clear objectives. According to the research findings, only 10% of BOG teachers and 30% of principals agreed to the statement the school encourages further training by allowing study leaves for teachers. Majority of BOG teachers (80%) and 70% of principals disagreed with the statement while 10% of BOG teachers responded don’t know.

In relation to mentor teachers, a big number of the BOG teachers who were 65% (26) expressed that they did not work closely with a mentor or experienced teacher in their first year of teaching. In contrast, only 35% (14) of the respondents had mentor teachers. In relation as to whether BOG teachers planned to remain in their schools for a long time, 50% responded No, 40% said Yes while 10% were not sure of their decision. Consequently, 65% (26) of BOG teachers thought of leaving the teaching profession while 35% (14) of them did not plan of leaving. Majority of the BOG teachers 60% (24) indicated that they did not enjoy teaching in that school. However, 40% (16) enjoyed teaching in those schools. In addition, majority of BOG teachers forming 70% (26) considered transferring from their schools while only 30% (14) did not consider transferring.

Regarding the statement working conditions of this school is conducive for new BOG teachers, 17% and 20% of BOG teachers and principals respectively responded as not challenging. Surprisingly, majority of both BOG teachers and principals forming 50% and 55% respectively indicated working conditions as challenging / slightly challenging. 33% and 25% of BOG teachers and principals indicated the working conditions as very / significantly challenging. The statement I feel challenged in my job as a teacher was viewed as not challenging by 25% and 40% of BOG teachers and principals respectively. On the other hand, 45% and 50% of BOG teachers and principals responded as slightly challenging / challenging. Consequently, 30% of BOG teachers indicated as very / significantly challenging. In contrast, only 10% of the principals said their job was very / significantly challenging.

Regarding the statement induction program for new teachers is long enough, was considered significantly / very significantly challenging by 78% and 75% of BOG teachers and principals respectively. In contrast, only 10% of both BOG teachers and principals indicated as not challenging while 12% and 15% of BOG teachers and principals respectively considered the
statement as slightly challenging / challenging. Concerning other forms of incentives should be included to motivate new teachers, half (50%) of the BOG teachers and principals indicated it as very / significantly challenging while 28% and 35% of BOG teachers and principals respectively responded slightly / challenging. However, only 22% and 15% of BOG teachers and principals respectively indicated not a challenge. In relation to flexible teaching time-tables for new teachers, majority of BOG teachers forming 55% felt very / significantly as challenging. However, only 30% of principals responded very / significantly challenging while 28% and 45% of BOG teachers and principals respectively indicated the statement as slightly / challenging. 17% of BOG teachers did not consider it as a challenge including 25% of principals.

Pressure from parents and community was considered as slightly / challenging by 50% and 60% of BOG teachers and principals respectively while 25% and 20% of the BOG teachers and principals respectively indicated very / significantly challenging. Surprisingly, 25% and 20% of BOG teachers and principals respectively did not consider the statement a challenge.

5.3 Discussion

BOG teachers with high levels of motivation and commitment would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and willing staying longer in organization. Teacher commitment and turnover has been the focus of research agenda in various developing countries for a long time as teachers are the key factor in school organization and the development of any country depends on their work; every country needs educated citizens.

How compensation influence turnover of graduate BOG teachers in public high schools in Kikuyu district

Most BOG teachers were not satisfied with how well they are remunerated. The findings indicated that low salaries and wages especially for BOG teachers are cited as a factor promoting their high turnover and lack of commitment. The study found that most of BOG in Kikuyu district earned less than Ksh. 15,000 per month. In cases where teachers pay is very
inadequate, it is generally accepted that the ‘labor process’ in public schools has to be organized in such a way that enables teachers the opportunity or autonomy to generate extra income. These secondary employment activities are likely to both directly and indirectly lower the commitment and motivation in their main jobs. Moreover, they are forced into second jobs or private tutoring as observed by Gaynor (1994) and results in high teacher absenteeism, as they supplement their income with second and third jobs.

Caillods (2001) argued that raising salaries for BOG secondary school teachers is an effective way to attract and retain more and better qualified teachers. Low pay often results in disinterested teachers who lack commitment and hard to retain, thus reducing the quality and impact of the education system. Similarly, Figlio (1997) noted that higher salaries can attract more BOG teachers and can improve their commitment and retention. However, other researchers assert that salary levels do not actually ensure increased commitment and retention, that other factors such as school systems and students characteristics are often more important than salaries (Hoxby, 1996). Although teachers universally request higher salaries, evidence suggests that increased salaries alone would be unlikely to improve commitment of the teaching force. Improving salaries only in special circumstances, such as the provision of bonuses, developing a career structure where advancement and salary are dependent on good quality of performance is an important measure to enhance commitment and retention of BOG teachers. Lavy (2002) argued that by rewarding BOG teachers, could attract more promising candidates to the field, keep them teaching, increasing teacher effort, and improve teaching but other analysts, however, critique these rewards and incentives. According to Clotfelter and others (2004) such rewards can damage teachers’ intrinsic commitment and effort, and often results in inappropriate teacher behavior thus resulting in lower teaching quality in the long run.

**How effect of working conditions in the turnover of graduate BOG teachers in public secondary schools.**

The study found that working condition for most BOG teachers in the district were inadequate and majority of them considered them to be poor. It is due to this fact that BOG teachers had the desire to leave the teaching profession or seek transfers to other schools. The teaching conditions, as observed by Hammond (1997) plays a substantial role in decisions made by teachers on whether to leave teaching in a particular school or district, and they contribute to
decisions to leave the profession altogether. The majority of teachers who report that they plan to remain in teaching as long as they are able are strongly linked with how feel about the working conditions in their schools (Hammond, 1997). Little effort has been directed towards improving BOG secondary school teachers working conditions, one of the primary causes of lack of commitment and retention. Although higher salaries would probably encourage better performance, improvements in conditions of service are also very important in promoting retention and commitment. Improving the working conditions for BOG teachers is a promising way of increasing teacher morale, making the profession more attractive, mitigating high turnover and enhancing increased commitment. This can be achieved through providing teachers with better resources for teaching and giving special assistance to teachers especially female teachers in rural areas to get appropriate housing.

An effective working environment in which enables BOG secondary school teachers succeed can make a positive impact in improving commitment and retention of teachers. In addition, a curriculum structure that aids BOG teachers to organize their teaching so that it is systematic and progressive and is accompanied by good quality instructional materials can increase motivation and the opportunity to succeed.

How the extent to which institution support to get placement in TSC affects the turnover of graduate BOG teachers in Kikuyu district.

According to the results, it was evident that BOG teachers lacked benefits and better working conditions enjoyed by teachers employed by TSC. They were usually burdened with heavy workload and rigid teaching timetables. They also lacked further training to advance their career. Study leaves were not forthcoming in addition to lack of finances to sponsor them for in-service training. Institutional support and placement of teachers plays a significant role in reducing turnover and promoting commitment throughout their careers. Support for BOG teachers can take a variety of forms including access to resources, in-service courses and assisting them get placement in teachers unions’ key teacher support missing in many school systems is an opportunity to talk with other professionals regarding teachers personal challenges and experiences in their career. As noted by Halliday (1999) the practice has been successful with school administrators and other promoted staff in mentoring new BOG teachers so that they improve their teaching in the initial and beginning years of teaching.
Teacher supervision and monitoring was inadequate that help teachers develop good practice and to ensure that they have the required course materials. However, such systems are inadequate and most of them focus on fault-finding rather than support (VSO, 2002).

Assisting BOG teachers get placement in the teachers union can boost their morale and commitment in addition to improved retention. This is because a teachers union is important in shaping the conditions of teachers’ working lives as they engage the government as partners in educational quality improvement initiatives.

**How further training affects turnover of the graduate BOG teachers in Kikuyu district.**

Further training and in-service courses were largely rare for BOG teachers in the district. To be effective and efficient, newly and existing BOG teachers need to be continually equipped with practical classroom skills. However, due to lack of classroom experience, they are often at risk of transferring theories not personally validated into practice (Paniagua, 2002). Most of these BOG teachers have inadequate pedagogical training. Providing opportunities for growth and development through training may be a good motivator as many people like to grow in skills, capability and experience.

It is necessary to further train the newly hired BOG teachers as most of them tend to teach as they were taught. Continuous professional training is necessary not only to help BOG teachers deal with revised curricula and evolving methods, but also to reenergize, motivate, and to improve commitment and reduce turnover. Also important is the assimilation and induction of newly hired BOG teachers. As noted by Fullan (1993) majority of beginning BOG teachers are often “thrown in at the deep end,” with a full teaching load and associated responsibilities. Induction largely involves support from the school principal and the teachers in the school who acts as mentors to the new teacher and assists him or her in settling down more quickly and to focus on teaching sooner (Fullan, 1993). They are also able to form positive attitudes towards teaching as a career.

Moreover, blending the different types of training with self evaluation and self study materials before the teachers start teaching is advantageous as they improve general commitment and retention. Adjusting the training curricula is also desirable to focus more on developing practical
classroom skills and less on the theoretical core disciplines structure in which training courses are provided on a part-time basis outside of school hours could facilitate the use of practicing secondary school teachers to provide teacher training effectively as observed by Fullan (1993).

5.4 Conclusion
In relation to the findings of the study, it can finally be concluded BOG teachers’ commitment and turnover is still a challenge to the education sector. The main perceived factors influencing teachers’ job commitment and retention were; work place conditions, poor compensation, too much work, inadequate in-service courses and lack of support from administration. On the basis of the evidence presented in this study, the conclusion is that most public secondary schooling systems in Kikuyu district are faced with what amounts to a teacher motivation crisis, which has far reaching implications for the education Millennium Development Goals for basic education and for development as a whole. The motivation strategies though present in public secondary schools, the findings indicate that it seems only a few schools use them. To increase teachers’ job commitment and retention, all these factors need to be incorporated in the teaching process. They need to be developed and concentrated on to enrich BOG teaching duties so as to provide them with professional growth and job satisfaction.

Thus, the Ministry of Education need to forecast and plan to enroll and train teacher students at the tertiary level according to the skills demanded in the labour market. The Government of Kenya could use these findings to set clear guidelines involving the recruitment and hiring of BOG teachers in the wake of teacher shortage in the country.

5.5 Recommendations
Improvement of conditions of service for BOG teachers is a promising way of increasing teacher morale, making the profession more attractive, enhancing retention of BOG teachers, and improving the quality of teaching and learning. Creating a sense of cohesion among teachers at the school level or in pairs of secondary schools can help to reduce turnover. This may include groups of BOG teachers and their principals developing a vision, a strong professional identity, and strategies for improving the quality of teaching and learning in their schools.
For the principals and administrators, strategizing with BOG secondary teachers about how a strong and positive professional identity can be created and how higher regard for the profession from society can be earned can make them feel involved or recognized in decision making processes.

Another recommendation is to involve community members in the lives of schools in order to promote quality of education, better student learning, and respect for teachers. Similarly, providing BOG teachers with better resources for good teaching in addition to providing space for them to work in the school can mitigate turnover and improve retention. Consequently, giving special assistance to BOG teachers, especially female teachers in rural areas, in finding appropriate housing and developing programs to recognize and reward teachers, including use of the media to profile excellent teachers can motivate and improve their commitment and retention. If these recommendations are met, then BOG teachers' job commitment and retention is likely to improve which would eventually lead to improved performance in public secondary schools.

5.6 Further Research

Further research will be needed to determine the role of public secondary school principals in the success of strategies to improve BOG teacher recruitment and teaching. The responses from this study suggest that, generally, principals do not regard their qualities or roles as including knowledge of effective teaching and learning strategies. Rather, they saw the role and the qualities necessary to be successful as a principal are primarily defined as administrative. This is an area that will require further research.
REFERENCES


Republic of Kenya (2003). Educational Sector Strategic Plan and implementation


APPENDICES

Appendix A: Letter of introduction

Dear Respondent,

RE : QUESTIONNAIRE FILLING

My names is Mrs. Dorothy Kamwilu, a postgraduate student at Kenyatta University carrying out research for my Masters in Human Resource Management on a survey of factors affecting commitment and retention of BOG teachers in public secondary schools in Kenya (a case study of public secondary schools in Kikuyu district.

The research is purely academic, confidential and will be solely used for that purpose. As a teacher at the school, you are requested to participate in this study by kindly answering the following questions. The information you provide shall be treated with utmost confidence. In this regard, I'm kindly requesting for your support in terms of time and by responding to the attached questionnaire. Your accuracy and candid response will be critical in ensuring objective research. It will not be necessary to write your name on this questionnaire and for your comfort, all information received will be treated in strict confidence.

Thank you for your valuable time on this.

Yours faithfully,

Dorothy Kamwilu
Appendix B : Questionnaire

SECTION A: Personal details

1. Gender  Male [ ]  Female [ ]

2. How long have you been teaching in this school?
   - Less than a year [ ]
   - Between 1 and 5 years [ ]
   - Between 6 and 10 years [ ]
   - Above 10 years [ ]

3. What is the level of your education?
   - Diploma level [ ]
   - Undergraduate level [ ]
   - Graduate level [ ]

4. Kindly indicate your academic specialization
   - Teaching [ ]
   - Business Related [ ]
   - Information Technology [ ]
   - Hospitality [ ]
   - Other (specify) [ ]

5. My current salary is (Ksh):
   a. Below 5,000 [ ]
   b. Between 5,000-10,000 [ ]
   c. Over 15,000 [ ]
SEC\vION B: Compensation

1. Comment on BOG graduate Teachers' workload
   Usually overloaded ( )
   Adequate ( )
   Not adequate ( ) (Tick as appropriate)

2. My school pays extra benefits for
   Head of department ( )
   Head of subject ( )
   Class teacher ( )
   House teacher ( )
   None of the above ( )

3. Fringe benefits i.e. bonuses, accommodation are adequately provided in the school I teach.
   Yes [ ]
   No [ ]
   Don't know [ ]

4. My salary adequately meets my needs.
   Yes [ ]
   No [ ]

5. Please indicate by ticking whether you agree with the following statements.
Responses are in a scale from 1 to 5 as illustrated below

5 – Strongly agree
4 – Agree
3 – Neutral
2 – Disagree
1 – Strongly disagree

<table>
<thead>
<tr>
<th>If there is a better paying job, I won’t teach any more</th>
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<tbody>
<tr>
<td>I am satisfied with my teaching salary.</td>
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<tr>
<td>Am regularly rewarded for good Performance</td>
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<tr>
<td>The salary for teachers in my geographical area is comparable to the salaries of other people with the same level of education.</td>
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<tr>
<td>Am frequently paid on time</td>
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</table>
SECTION C: Working conditions

Please indicate by ticking whether you agree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>My job is too frustrating for me.</td>
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<td>My administrators support my decisions and actions.</td>
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<td>The school climate created by a strong leadership team and support</td>
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<td>from the staff helps to create a</td>
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<td>Positive environment in which to teach.</td>
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<td>Administrators ensure that new teachers are not overwhelmed in</td>
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<td>their new assignments.</td>
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1. My school district is considered to be: (Tick where appropriate)
   • ___ In a rural setting.
   • ___ In a suburban setting.
   • ___ In an urban setting.

1. Do you like teaching in this school?
   
   Yes [ ]
   No   [ ]

2. Do you feel you are in the decision-making process in this school?
   
   Yes [ ]
   No   [ ]
SECTION D: Institutional Support

Instructions: Please read each sentence carefully and circle your response.

SA = Strongly Agree, 4,
A = Agree, 3
D = Disagree, 2
SD = Strongly Disagree, 1

1 – Strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>The evaluation process to monitor teacher’s progress is implemented with clear objectives.</td>
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<td>Teachers in my school work as a team to ensure student achievement.</td>
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<td>My school institution makes sure that we have all the materials needed to teach our subject</td>
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<td>If the school does not provide teachers sufficient support, then teachers need not be committed in implementing school policies.</td>
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<td>I have a strong sense of belonging in the school I teach.</td>
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<td>The appreciation displayed by the school/principle makes me work harder.</td>
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SECTION E: Further Training

Please indicate by ticking whether you agree with the following statements.

Responses are in a scale from 1 to 5 as illustrated below
There is a professional development plan for new BOG teachers
To give them an opportunity for further training as a way to improve their skills.

My principal is very supportive of the staff when new teaching methods are being implemented.

My school regularly sponsors new BOG teachers for seminars and in-service courses to improve their teaching abilities.

I feel confident that I have the necessary skills to teach effectively.

1. The evaluation process to monitor teacher’s progress is implemented with clear objectives.

   Yes [ ]

   No [ ]

   Don’t know [ ]

2. The school encourages further training by allowing study leaves for teachers.

   Yes [ ]

   No [ ]

   Don’t know [ ]
SECTION F: Turnover (Tick where appropriate)

1. In your first year of teaching, did you work closely with a more experienced or mentor teacher?
   Yes [ ]
   No [ ]

2. Do you plan to remain in this school for a long period of time
   Yes [ ]
   No [ ]
   Not sure [ ]

3. Have you ever thought of leaving the teaching profession?
   Yes [ ]
   No [ ]

4. Do you enjoy teaching at this school?
   Yes [ ]
   No [ ]

5. Do you consider transferring from this school?
   Yes [ ]
   No [ ]
How significant is the following statements a challenge regarding your retention and commitment in the school? [Rate each on a scale of 1 – 5, where 1 = Not a challenge, 5= very significant challenge.]

<table>
<thead>
<tr>
<th></th>
<th>1 Not challenging</th>
<th>2 Challenging</th>
<th>3 Slightly challenging</th>
<th>4 Significantly challenging</th>
<th>5 Very significantly challenging</th>
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<tbody>
<tr>
<td>The working conditions of this school is conducive for new BOG teachers</td>
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<td>I feel challenged in my job as a teacher.</td>
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<td>Induction program for new teachers is long enough.</td>
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<td>Other forms of incentives should be included to motivate new teachers</td>
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<td>Flexible teaching timetables for new teachers</td>
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<tr>
<td>Pressure from parents and community</td>
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6. Do you have any comments that you would like to make regarding issues concerning turnover of BOG public secondary school teachers in the country? If yes, please state.

Yes [ ]

No [ ]

THANK YOU FOR YOUR TIME.