INFLUENCES OF SCHOOLS' BOARD OF GOVERNORS IN RECRUITMENT OF TEACHERS;
IN KAJIADO COUNTY

BY

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JUNE 2012
DECLARATION

Declaration by the Student

This research project is my original work and has not been presented to any other examination body. No part of this research should be reproduced without my consent or that of KENYATTA UNIVERSITY.

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<td>-</td>
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DEFINITION OF TERMS

**Human Resource Management** - this is the management of an organization's employees.

**Recruitment** - this is refers to the process of attracting, screening, and selecting qualified people for a job. For some components of the recruitment process, mid- and large-size organizations often retain professional recruiters or outsource some of the process to recruitment agencies.

**Training** - this is refers to the acquisition of knowledge, skills and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

**Board of Governors** - this is a governing body of an institution or regulatory agency, selected and appointed usually by a government.
ABSTRACT

Teachers form one of the most important human resources that any nation can boast of, for any effective and efficient human capital development the quality of teachers have a major role to play. Teachers have a major role to play in a country’s human resource development. The study objective was to investigate influences of schools’ board of governors in recruitment of teachers in Kajiado County. The study intended to fill the gap of making contributions that will enrich the existing recruitment process in a manner that will maintain public confidence and integrity of teaching process and Teachers Service Commission.

The study used descriptive study design. The target population of this study was all secondary school teachers within Kajiado County together with the respective Board of Governance, using stratified random sampling. A pilot study will be carried out to pretest the research instrument before its actual administration.

Data was collected mainly by use of questionnaire method. The questionnaire consisted of structured, open and closed ended questions. It comprised of two sections. The first part will seek to obtain general information on the respondent’s characteristics.

The second part was devoted to the identification of influences of effectiveness of the schools’ board of governors in recruitment of teachers.

Data was analyzed mainly by use of descriptive and inferential statistics and presented in form of tables and charts.
1.1 **Background of the Study**

The Presidential Working Party on Education and Manpower Training for the next Decade and Beyond, Kamunge report (1988) viewed the establishment of the board of governors by the government as a noble intention to decentralize the day-to-day management of educational institutions to the boards and the heads. The report further acknowledged that the role played by the boards of governors in the management of educational institutions was crucial and therefore, these boards should appoint members on time and carefully select them to ensure the boards have committed members with complementary talents to enhance management and maintenance of high standards of education (Kamunge, 1988).

Coming out clearly from these educational commission reports was the fact that the management of secondary schools had been vested on the boards of governors and all aspects of school administration were under boards of governors cloak Mbiti (1988). In 1996 former Teachers Service Commission Secretary, Jackson Kangali, announced a plan to give powers to school boards to employ teachers. Besides improving efficiency, delegation empowers parents and the communities to participate in recruitment and supervision of teachers’ (Aduda, 2001).

Education and public sector reform strategies, have seen decentralization of education services taking lead in many nations. Gaynor (1998) argues that the strategy assist policy makers to improve on service delivery. In addition, Sang’ (2005) argues that decentralization in organizations has found much favour, especially with corporations growing in size. It is against this background that there has been keen interest in the decentralization of human resource management function to school level by the Teachers Service Commission.

The Education Act (1980), mandates boards of governors of public secondary schools to run schools in delegated authority. Republic of Kenya (1967) empowered Teachers Service Commission to recruit and employ teachers to public secondary schools in Kenya, on contractual basis Teachers Service Commission (2007) directs that all vacancies for secondary schools be advertised and interested candidates apply to the respective schools’ Board of Governors and all
eligible candidates must be given a chance for interview. In this respect the Teachers Service Commission delegates it authority to Board of Governors to do recruitment on its behalf. Successful candidates are provided with application forms for employment upon being declared on the same date. The merit list is ratified by the selecting Board of Governors and sent to the Teachers Service Commissions headquarter with the employment forms.

According to Okumbe (2001), recruitment refers to the process of filling vacancies with interested and qualified people for example making teachers and other employees interested in teaching or other jobs applied for the available vacancies. It is a positive process of searching for prospective employees and stimulating them to apply for the vacant jobs. According to Attwood (1985), recruitment is the process of marching the characteristics of an individual to the demand of a job. Recruitment process is undertaken after the manpower requirement process of an organization has shown need for new challenges. Stages of recruitment includes sourcing candidates by advertising or other methods screening potential candidates, using tests, interviews, selecting candidates based on the results of interview.

In recruitment by Board of Governors (B.O.Gs) - the primary objective of involvement of the B.O.G and District Education Board (D.E.B) who are stake holders in the recruitment of teachers are; to ensure the school local community has an opportunity to manage their local educational resources and contribute significantly to the teacher employment. Ensure that a high turnover of teachers is contained in the areas that suffer perennial staff shortage. B.O.G constitutes a vital human resource in public secondary schools. B.O.G members are expected to be familiar with management functions. It is a challenge for B.O.G to effectively recruit teachers to fill up the vacancies arising either due to increased demand for education or due to other factors like natural attrition and brain drain (TSC, 2001).

Teachers Service Commission (TSC) indicated that the shift from supply driven to demand system of teacher recruitment would; ensure staff retention in schools, enhance equitable teacher distribution in the schools and improve efficiency of Teachers Service Commission (2001) in service delivery to schools. Nevertheless, teacher recruitment has remained an issue in most rural
public secondary schools in TSC (2005-07-31) and Otieno (2007). The Teachers Service Commission (2007) for instance observed that certain schools in Nyando district had their selection exercise cancelled because of complaints of biasness from the selecting Board of Governors and failure to adhere to the guidelines. The district has also recorded poor distribution of teachers in most public secondary schools with schools within Nyakach constituency attracting higher recruitment (Ministry Of Education, 2007).

Aduda (2005) alleges that the recruitment process is frequently manipulated to suit interest of certain sectors of the society. He raises concern that some schools refuse to shortlist qualified applicants who pose threat to their “identified” candidates, while other schools keep their interview dates sealed so as to achieve their sinister motives.

1.2 Problem Statement

As part of educational and public sector reforms, many countries are decentralizing the financing and administration of educational services to regional, local or school levels Gaynor (1998). The management of public secondary schools in Kenya is vested in the BOGs appointed by the minister for education in accordance with section 10 of the Education Act Cap 211 (1980).

The National Committee on Educational Objectives and Policies otherwise known as Gachathi Report (1976), while addressing the subject of “management of education and training” endorsed that secondary schools be run by boards of governors, and recommended a higher degree of delegation in order to enhance effective management of schools (Gachathi, 1976).

However, the continued use of Board of Governors (B.O.G) in public secondary schools of Kenya to recruit and select teachers on behalf of the Teachers Service Commission (TSC) has elicited a lot of controversy. The biggest question that has remained unanswered is whether the members of B.O.G and D.E.B as TSC agents are adequately prepared to undertake this crucial function of recruitment within the decentralized framework, upholding and maintaining the professional integrity. The proposed study intends to fill the gap of making contributions that will enrich the existing recruitment process in a manner that will maintain public confidence and integrity of teaching process and TSC.
1.3 Research Objectives

1.3.1 Main Objective of the Study

To investigate the influences of schools' board of governors in recruitment of teachers in Kajiado County.

1.3.2 Specific Objectives of the Study

(a) To investigate the influences of members' competencies on effectiveness of schools' board of governors in recruitment of teachers

(b) To assess the influences of institutional independence on effectiveness of schools' board of governors in recruitment of teachers

(c) To examine the influences of organizational politics on effectiveness of schools' board of governors in recruitment of teachers

1.4 Research Questions

(a) What is the influence of members' competencies on effectiveness of schools' board of governors in recruitment of teachers?

(b) What is the influence of institutional independence on effectiveness of schools' board of governors in recruitment of teachers?

(c) What is the influence of organizational politics on effectiveness of schools' board of governors in recruitment of teachers?
1.5 Justification of the Study

The information obtained from this study would be useful to both the Government and in particular the ministry of education and the School Board of Governors in Kajiado County.

The findings of this study would be useful to the government in forming certain policy recommendations regarding recruitment of teachers by the School Board of Governors within the Kajiado County.

The study findings would be useful to the schools boards, in laying strategies that are more averse to internal and external influences that would further ensure that the teachers' recruitment process is above board and the entire process is conducted transparently and professionally.

1.6 Scope of the Study

The scope of this study is all the secondary schools in Kajiado County. Kajiado County is located at the southern tip of the former Rift Valley Region. It is bordered by Tanzania to the southwest and the county of Taita-Taveta (to the south east), Machakos county (to the east), Nairobi county (to the north east), Kiambu county (to the north) and Narok county (to the west). The target population of this study will be all secondary school head teachers within Kajiado County. The study will narrow down to only government owned (public) schools in the County, and focus mainly on the school heads of all these schools.

1.7 Limitations of the study

The researcher will be faced with the problem of concealment of material information by the respondents and to mitigate this, the researcher will stage an effort to clearly explain the research’s manifest intention as only academic.

Some of the respondents might not have a complete picture of the whole research study, and this will require proper orientation by the researcher.
The researcher might be a challenge in recruiting a huge population for the study due to time constraints and the researcher might therefore be forced to make extra effort to recruit as many as possible and consider the possibility of extending the study period.

1.1 Introduction

In this study, various theories and approaches to organizational effectiveness were reviewed. The nature and function of organizations and their management have evolved over time, and have become an integral part of global society. The study of management is distinct from the study of leadership. Management is about getting things done through others, whereas leadership is about changing the course of history. As with all other concepts, leadership is defined by the theories and rules-of-thumb upon which it is built. Organizational effectiveness and management are based on many theories in different fields, including psychology, sociology, and economics. However, many of these theories do not provide new insights into organizational effectiveness (Schonberger, 1969).

Organizations are the foundation of social science as well as the laboratory for new social theories. Organizational effectiveness and management research are under pressure to be more effective measures of organizational outcomes, accountability, and accuracy.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
In this study, the researcher looked for theories, approaches and writings that have been fronted by various authors mainly in the field of effectiveness of organizations. Literature related to effectiveness of the school boards, members’ competencies, institutional independence as well as organizational politics have been reviewed. In addition, the theory of organizational effectiveness has also been reviewed.

2.2.1 Theory of Organizational Effectiveness
Since organization and management science emerged in the early 1900s in conjunction with the industrial revolution, an evolution has occurred in concepts about the nature and function of organizations and the criteria for organizational effectiveness. These concepts have grown and evolved in dynamic interaction with the organizations and institutions that have become the companies, governmental agencies, and not-for-profit organizations of today’s increasingly global society. From almost nothing at the turn of the twentieth century, organization and management science has become pervasive at the turn of the twenty-first, represented prominently in colleges and universities, libraries and bookstores, and in the training classes of public and private sector organizations alike (MacBeath, 1998).

As with all science, present understanding is built upon past thinking and research. Familiarity with the origin and evolution of the concepts, models, and rules-of-thumb upon which contemporary perspectives of effective organizations and management are based can help managers of publicly funded science organizations think more creatively about their own organizations and management strategies (MacBeath, 1998).

Organizations that fund and direct science as well as the laboratories, universities, and other organizations that conduct scientific research are under growing pressure to demonstrate effective management, provide greater accountability, and accomplish more with fewer resources
to improve their effectiveness. Managers in these organizations, though tending to think of themselves as scientists first and managers second, are nevertheless being called upon to address issues of organizational and system effectiveness and to be innovative not only in the scientific research their organizations sponsor or conduct but also in the design and management of their organizations (William, 2001).

As Morgan (1997) vividly describes, there are numerous ways to conceptualize and model an organization, with profound consequences for criteria of effectiveness. These concepts typically deal with organizational form and structure on the one hand and organizational functions and activities on the other.

How the organization is designed and how its functions are defined obviously have important implications for how processes and people are managed. If, for example, managers think of the organization as a machine for the efficient production of products (whether these are widgets, services, or research results), then management controls will seek to maximize production and standardize products for efficiency (Morgan, 1997).

During the nineteenth and early twentieth centuries, organization and management theories held reductionism, determinism, and equilibrium as core principles (the organization as a machine metaphor), and accorded management near total authority over the workplace. As science has developed theories of complexity and adaptive self-organizing systems, organization and management science have increased their emphasis on organization-external environment interactions, participation, worker motivation, and the dynamic aspects of change, adaptation, and learning (Morgan and Wheatley, 1997).

The organization and management sciences are interrelated disciplines, differing primarily in the extent to which they focus on the individual, the organization, or the system as the principal unit of analysis. Organization science, which typically focuses on the organization, deals primarily with organizational models, organizational design, organizational structure, organizational functions, inter-organizational relations, organizational fields, and the organizational environment. Management science, which typically focuses on the individual and relations
among individuals, is principally concerned with the management of organizational functions, organizational employees, and increasingly, the organization's external stakeholders and environment. Although their viewpoints and emphases differ, the two sciences have evolved in close proximity and share many of the same concepts, models, and trends (Crowther, 2000).

2.2.2 Effectiveness of Board of Governors

The nature of work in post-industrial society is changing significantly and this change affects the role of educational leader and the effectiveness of school boards can be reflected in leadership. Understanding the role and the nature of preparation for B.O.G must be based on recognition of how work is being defined and organized in the 21st century. Across Organisation for Economic Co-operation and Development (OECD) Member countries, “school systems and individual schools are experimenting with new approaches to management that seek to run schools in ways that are right for the 21st century” (OECD, 2001).

Society’s most important investment is increasingly seen to be in the education of its people—the society suffers in the absence of good education and society prospers in its presence. In this situation of high expectations of each country’s educational provision, those leading schools have an enormous responsibility. It is no wonder that the “school improvement movement of the past 20 years has put a great emphasis on the role of leaders” (OECD, 2001). Fullan (2002) has gone as far to conclude that, “Effective school leaders are key to large-scale, sustainable education reform.” Not only are school leaders important but also they are generally seen to be taking on more and more roles.

Leithwood et al. (2002) review of the empirical literature on effective leadership in accountable school contexts identifies 121 school leadership practices. Competency lists for school leader professional development programmes or school leader standards can be just as long. These ever longer lists of practices, competencies or standards prompt a concern that school leaders are not only being pulled in many different directions simultaneously but that they may be being asked to do too much.
Tyack and Cuban (1995) points out in their prize-winning book Tinkering towards Utopia, that those responsible for schools need to be careful because education can easily shift “from panacea to scapegoat”. Despite generally strong local support for their schools, this shift will be fuelled, for example, not only by higher and higher expectations but also by growing international interdependencies and improved communication making global diffusion of ‘best practice’ increasingly efficient.

Research conducted by UK’s Institute of Public Policy Research (West & Patterson, 1999), based on an 8-year long study of 100 companies, and concluded that "an employee's satisfaction with their work and a positive view of the organisation, combined with relatively extensive and sophisticated people management practices, are the most important predictors of the future productivity of companies." The people-management practices referred to here include ones that concentrate on enabling staff to actually enjoy their work rather than feel oppressed by it; ones that encourages critical thinking; ones that develop cooperation through investing in social capital and mutual trust within the organisation.

Recent research in England suggests that such conditions may not be a strong feature of schools. A report by the think-tank for the National Union of Teachers in that country Gardner (2001) found that younger teachers in particular felt pay prospects and lack of control over the way they taught as a result of government initiatives, were causing them to question their commitment to the profession. “Most teachers argued consistently that centrally driven educational reform meant that they experienced change as never-ending barrage of externally imposed, randomly timed and badly managed initiatives that they had little constructive role in helping to shape.”

School leaders can be a major influence on such school-level factors as well as help buffer against the excesses of the mounting and sometimes contradictory external pressures. As the analytical framework for OECD ‘Attracting, Developing and Retaining Effective Teachers Project’ OECD (2002) argues. A skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job and conferring professional autonomy to teachers will enhance the attractiveness of the profession as
a career choice and will improve the quality of the classroom teaching practice. Spencer (2001) makes clear that the “single most powerful recruiter of teachers are schools themselves.

People who have had positive experiences in school can prolong that experience by becoming teachers.” Once in the profession, intrinsic rewards are consistently rated highest in studies of teacher satisfaction. For example, annual surveys administered to teachers over the past several decades reflect teachers’ altruism as one of the most common reasons for entering teaching. Teachers who work together in a meaningful and purposeful way have also been found to be more likely to remain in the profession because they feel valued and supported in their work. (Beane 1998; Bath 1999). Little (1995) is one researcher who has found clear evidence of the positive effect of teacher leadership on teachers’ self efficacy and levels of morale.

Blasé and Blasé’s (2002) study in U.S.A. and Canada, contrasts with those who believed they had experienced significant principal mistreatment found that the adverse effects included early and long-term psychological and emotional problems, physical and physiological problems, damaged schools, and ultimately leaving the job. Unfortunately these researchers also found that workplace abusers often target the bold, best and brightest teachers.

Teachers will be attracted to, and stay in, the profession if they feel they belong and believe they are contributing to the success of their schools and students. Louis and Kruse (1995) have shown the important role of school-level leadership in the development of a professional community. Teacher morale, efficacy, conditions of work, and professional autonomy have all been shown to be crucial to the emotional lives of teachers. Hargreaves (2000). “There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school - principals who work ‘with’ rather than ‘through’.” Day et al. (2000)) conclude that, “Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement. … Essentially, schools that are effective and have the capacity to improve are led by head-teachers who make a significant and measurable contribution to the effectiveness of their staff.”
Research on school leaders in Denmark, Scotland, England and Australia by MacBeath (1998) identified a number of characteristics of effective leaders including “Good leaders are in the thick of things, working alongside their colleagues”, “respecting teachers’ autonomy, protecting them from extraneous demands”, and “look ahead, anticipate change and prepare people for it so that it doesn’t surprise or disempower them.” Durland and Teddlie (1996) posit a ‘Centrality-Cohesiveness Model of Differentially Effective Schools’. Differentially effective schools can be distinguished by the cohesiveness of the staff (‘webbed’ versus ‘stringy’) and the centrality of the leadership within the school. ‘Well-webbed’ structures and ‘central’ leadership where found to be more effective than those based on cliques, or ‘stringy’ structures, and a perceived lack of leadership.

One of the most congruent findings from studies of effective leadership in schools is that authority to lead need not be located in the person of the leader but can be dispersed within the school in between and among people. (MacBeath 1998; Day et al, 2000) There is a growing understanding that leadership is embedded in various organizational contexts within school communities, not centrally vested in a person or an office. To illustrate, a recent study in USA by McLaughlin and Talbert (2001) that examined principals’ effects on teachers’ community, instructional practices, and careers found no instances of leaders who created extraordinary contexts for teaching by virtue of their own unique visions; nor did the study reveal any common patterns of strong principals’ characteristics.

Successful principals turned out to be men and women with varied professional backgrounds who worked in collaboration with teacher leaders and showed respect for the teaching culture. They found various ways to support teachers in getting the job done. “The leadership of these principals was not superhuman; rather, it grew from a strong and simple commitment to make schools work for their students and to build teachers’ determination and capacity to pursue this collective goal.” (Copland, 2001) Harris and Muijs (2002) argue that, “the real challenge facing most schools is no longer how to improve but more importantly, is how to sustain improvement” Further, they argue that, “Sustainability will depend upon the school’s internal capacity to maintain and support developmental work [and that] sustaining improvement requires the leadership capability of the many rather than the few and that improvements in learning are more
likely to be achieved when leadership is instructionally focussed and located closest to the classroom.” In other words, Harris and Muijs (2002) are supporting the importance of teacher leadership, as a form of collective leadership in which teachers develop expertise by working collaboratively. Research on teacher leadership and improved student outcomes from Australia (Crowther, 2000 and Silins and Mulford, 2002), Canada (Leithwood and Jantzi, 2000), USA (Louis and Marks, 1998) supports this position.

Harris and Muijs (2002) state that, one of the main barriers to teacher leadership concern the ‘top-down’ leadership model that still dominates many schools. The possibility of teacher leadership in any school will be dependent upon whether the head and the senior management team within the school relinquishes power to teachers and the extent to which teachers accept the influence of colleagues heads will therefore need to become ‘leaders of leaders’ striving to develop a relationship of trust with staff, and encouraging leadership and autonomy throughout the school.” To generate and sustain teacher leadership is seen as requiring not only empowerment but also time and opportunities for continuous professional development.

Effective teacher leadership also requires structural change. As Barth (2001), emphasis in original) has pointed out that to capture the potential of teacher leaders, the profession needs to invent, expand, and honour a variety of opportunities for teacher leadership so that there will be more choices than being either a principal or a teacher. The career ladder for teachers has precious few rungs. If more widespread teacher leadership is to be attained in our schools, educators will also have to explore multiple conceptions of the teacher’s role: team leader, lead teacher, teacher researcher, master teacher. There is no more important form of ‘school restructuring.’ Only when many such roles exist within our profession will the potential to benefit schools that resides in teacher leadership and teachers themselves be realised.

2.2.3 Members Competencies

Competency is the brainchild of McClelland (1973) who states that amount of education or grades i.e. intelligence is not related to job performance but competencies are (Nath and Raheja, 2001). Furthermore, competencies can reduce the traditional bias that is present in race, gender, socio-economies and qualifications.
There are two types of competencies which are essential, that is, threshold competencies and differentiating competencies. An individual can be successful in his or her job only when there is a match on both sets of competencies. Essential competencies are the knowledge, skills and abilities which are quite easy to develop through training whereas the differentiating competencies or the underlying characteristics are self concept, traits and motives which are hard to develop and therefore, they differentiate superior performance from the average performance.

In Kenya public service, there are three categories of competencies which are core, professional and functional competencies. Core competencies are behavioral traits and attitudes which are needed for all types of occupation such as integrity, self confidence, accountability and others. Professional competencies are the knowledge, skills and professional attributes needed by any public servants such as leadership, interpersonal communication and abilities in problem solving and decision making. Functional competencies are the knowledge and skills needed to carry out tasks and specific responsibilities such as the head of departments and others (Malek and Liew, 2002). Employees are said to be competent when these competencies are transformed into behaviors as needed by the organizations (Malek and Liew, 2002; Putra Nurwan and Hizatul, 2004).

Mayer (2003), found the public health workers’ competencies explained (2%) to (20%) of the variance in essential service performance after controlling career demographics. Moreover, Sekaran and Wagner (1980) found that if workers possess a sense of competence i.e. having high self esteem or confidence of oneself competencies, job performance will be high.

Competency is also related to service quality. Suhaila (2005), for example; studied the relationship between employees’ competencies and perceived service quality in a local authority in Kenya. She found that interpersonal skills explained 46% of variance in the perceived service quality. This shows that the employees have used their interpersonal skills in terms of maintaining confidentiality, tactful, compassionate and sensitivity in dealing with customers towards achieving a good service quality. This concept has been used in Human Resource Management (HRM) by Boyatzis (1982) to differentiate between the successful managers and the not successful ones. He found that there were so many factors in determining their success such as quality, motive, experience and behavioral traits. In other words, these positive attributes are the competencies that are usually possessed by high performing managers.
In HRM, competency serves as the common language to integrate the practices in a way to obtain the organization’s objectives i.e. to maximize human performance and eventually, the organization’s performance (Wood and Payne, 1998). Thus, competency based HRM practices are defined as the human resource practices such as career development and performance management which emphasize on competencies in order to differentiate these high performing employees from the average ones (Horton, 2000).

In competency based career development practice, the competency model is used to identify types and level of competencies required by different jobs in the service. Moreover, career ladders are developed for individual workers to match their competencies with the most suitable job competency profile. These workers have to take their own initiatives to conduct competencies gap analysis to identify the competencies they are lacking. On the other hand, the employers too, have to play their part in developing their employees’ careers.

Examples of activities that employers can undertake include conducting career development program to gauge employees’ potential, strengths and weaknesses, developing job assignments for employees to improve their performance in their existing jobs, training and preparing employees to advance to other assignments in the future as well as providing structured mentoring program for employees (PDSM, 2004).

On the other hand, in competency based performance management practice, goals and objectives are set based on competency based performance appraisal form (example the Annual Work Targets form) before discussing the present and future performance with the workers. The performance appraisal is based on objective measure of individual performance produced by the competencies that are important for the success of the organization. In order to ensure the appraisal is just and fair, the employers have to inform employees on the standards used to evaluate job performance. The employers may receive feedback on employees’ job performance from multiple sources (e.g. from superiors, customers, etc.) to monitor their progress. Behavior anchored scale which ranges from one to six are used to enable individuals to assess how much of the required skill/competency/behavior they have been demonstrating. Finally, performance review process is documented by using the Annual Work Performance Report (PDSM, 2004).
The theory that underpins the hypothesis of the relationship between competency based career development and performance management practices and service quality is resource based view (RBV) of the firm. RBV theory asserts that the competencies of the employees are the intangible resources of the organizations. Competency based HRM practices especially competency based career development and performance management are responsible in leveraging and managing these competencies in ensuring that the organizations can obtain competitiveness advantage especially in terms of service quality. Different organizations emphasize on different competencies.

Hence, employees who are competent, and at the same time possess the competencies needed by the organizations are the valuable resources that are rare. Therefore; they could not be imitated and substituted (Barney, 1991).

2.2.4 Institutional Independence

The need to safeguard and recognize the important value and principle of academic freedom in the classroom and in research and scholarly writing argues strongly for substantial autonomy of educational institutions. Yet, amidst increasing calls for accountability, the states and educational institutions must seek a balance between autonomy and accountability. Absent the achievement of balance, education institution will find itself dealing with the increased efforts undertaken by external bodies and political interests, including intrusive behavior, micromanagement, and bureaucratic substitution for professional judgment (Alexander, 2004).

Additionally, policy makers particularly elected officials are an important component of a state’s accountability system as they, too, are to be held accountable for their role, or lack thereof, in ensuring that there is effective and clear public policy in place, accompanied by fiscal support for the state’s goals and objectives through its educational institution enterprise (Alexander, 2004).

However, autonomy in educational institution with respect to the state is, in the contemporary setting, only part of the total picture of institutional freedom. Educational institution is increasingly subject to pressures from sources other than the state: market forces, competition for students and staff, and the commercial interests in commissioned research. For good and bad, such a trend will reduce the traditional values of the state- educational institution relationship,
Yet public trust will continue to be an important issue to be addressed by both parties—the state and educational institution (Alexander, 2004).

As Zumeta (2001) has indicated, that if a contemporary but balanced accountability regime is to be developed, more trust must be built and sustained among the key players: faculty, institutional administrations, governing and coordinating boards, elected policymakers, state budget officials, the media, and ultimately the public (Zumeta, 2001). Such a balance can only be achieved where there is leadership, vision, and trust among and between the important players in the state and its educational institutions. This balance will require clarity, understanding, and foresight. It also will require embracing the past, navigating the present, and understanding the future.

Without transcending current boundaries through collaboration and cooperation embedded in a process of communication, and by reaching across the extended state and educational institution enterprise through a process that is unifying in its intent, there will continue to be a diminution of support and trust in educational institution and the elected officials entrusted to represent the public interest.

In recent years, discussions about accountability for educational institution have become both common and contentious. Many reasons for this have been advanced, but virtually all can be related to two factors: declining public resources and the sense that educational institutions are ill-prepared to meet the needs of the 21st century. Policy leaders at both the state and federal levels have struggled to improve educational institution’s responsiveness to these conditions through a range of increasingly proactive initiatives. But they have experienced growing frustration about the inability of their actions to change the ways educational institution behave. A new political climate also has emerged emphasizing deregulation and government downsizing. Both conditions have decisively shaped the way policymakers approach conversations about accountability.

Struggling hard to make ends meet, institutional leaders meanwhile are in growing rebellion against what they perceive as overly bureaucratic approaches to achieving accountability. At the most basic level, they see complex, overlapping, and duplicative systems of reporting and
assessment that are unnecessarily expensive in terms of time and resources. In addition, they view with alarm a growing shift away from established institution-centered measures, and toward government-mandated standards-driven accountability systems they believe threaten institutional diversity and autonomy (Trow, 1996).

Amidst the calls for accountability there continue to be voices raised relating to the historic recognition of autonomy and institutional independence. Concerns focus attention on the mounting intrusiveness, intervention, and micromanagement of states in the affairs of its educational institutions, whether by statute or through the power of the budget. And, at the national level, there are mounting concerns about efforts to overhaul the educational institution data collection system to include what is referred to as a “unit record” system whereby each institution would submit records on individual students, including such details as Social Security number, gender, ethnicity, data of birth, tuition, loans, grant awards, permanent and local addresses, number of courses, and number of credit hours (Trow, 1996).

With considerable authority and autonomy granted by statute or a state’s constitution, and absent strong regulatory or coordinating agency or centralized educational institution system, colleges and universities must assure elected officials—as representatives of the public—that they are responsible stewards of the public’s money and can deliver quality education at an affordable price. In essence, they must demonstrate that they are accountable, responsible, and trustworthy. A search for balance between autonomy and accountability is important as the nature of accountability is undergoing a change, particularly as it relates to where it is and where it is going.

Accountability includes a range of policy issues, not all of which are related to one another. As a general policy construct, the term refers to the responsibility (if not legal obligation) of educational institution and system administrators, as well as governmental officials, to provide superiors (ultimately the public) with reports of their stewardship of public funds. Such officials have always had a professional responsibility to account for their use of public dollars, but since the mid-1970s, deteriorating state and national economic conditions have generated demands for greater accountability. Accountability requires that educational institution produce evidence that it has fulfilled, in some measure, its various obligations. Critics argue that, in fact, most
institutions have not produced evidence of successful performance on most points of interest or obligation, and are unable to do so. Statements about educational institution accomplishments should be outcome-oriented rather than process-oriented.

While different interpretations have been given to the meaning of "accountability system," for purposes of this discussion on Accountability in educational institution, the following definition is applicable: Accountability systems for higher education are the systematic collection of input, process, and outcome data, their analysis and information dissemination, contributing to internal and external decision making by policy makers, educational leaders, and other stakeholders in the educational institution enterprise. Also, the use of the term "accountability" within this discussion has the following intended definition: Accountability is a systematic method to assure those inside and outside the educational institution system and students are moving toward desired goals.

2.2.5 Organizational Politics

Organizational politics is a controversial concept. While there is no doubt that internal politics is a common phenomenon in every organization, very little is known about the nature and boundaries of such politics. An individual's political behavior may help to formulate his perceptions of the work environment. In other words, political behavior affects perceptions of organizational politics. Accordingly, one's perceptions of politics should affect one's political behavior. As suggested by Kacmar and Ferris (1989) and Kacmar and Carlson (1994), perception of organizational politics represent the degree to which respondents view their work environment as political in nature, promoting the self interests of others, and thereby unjust and unfair from the individuals point of view.

Given the situation of resource scarcity and the perspective that people are self-interested, it seems that no one can avoid the influence of organizational politics. Ferris, Russ and Fandt (1989) proposed a model, which indicated the antecedents and consequences of perceptions of organizational politics. Their model charged the negative outcomes resulted from perceptions of organizational politics, which are job anxiety, job involvement, organizational withdrawal and job dissatisfaction. Many other researchers extended and developed the model using various
other antecedents and outcome variables. As the scholars have expanded Ferris, Russ and Fandt (1989) model in different ways the researcher felt it may be useful exercise.

Robbins (2005), identified a number of factors that appear to encourage political behavior. Some are individual characteristics, derived from the unique qualities of the people the organization employs. One of the personality traits which affect the perception of organizational politics is the locus of control. Locus of control is the predictor for perceptions of organizational politics. However, according to O’Connor and Morrison (2001), previous researchers seem not be able to identify the significant and consistent relationship between locus of control and perceptions of organizational politics. Scholars reasoned that could be prior researchers’ reliance on global measures instead of specific work locus of control scale. The relationship between locus of control and job satisfaction which has been identified also caused interest on the preciseness for prior researches. Besides, after literature review, none of previous researchers have identified the relationship between locus of control and job satisfaction in the model of perceived organizational politics developed by Ferris et al. (1989).

Robbins (2005) states two specific personality attributes that have been found to be powerful predictors of behavior in organization. The first is related to where one perceives the locus of control in one’s life. It means some people believe that they are masters of their own fate. Others believe that what happens to them is due to luck or chance. The first types are those who believe that they control their destinies, have been labeled internals, whereas the latter, who see their lives as being controlled by outside forces, have been called externals. A person’s perception of the source of his or her fate is termed locus of control.

Ferris et al., (1989) suggested the concept of the perception of organizational politics (Perception of Organizational Politics Scale – POPS) as a good measure of Organizational Politics. Moreover, Kacmar and Ferris (1991) and Ferris and Kacmar (1992) argued that the higher the perceptions of politics are in the eyes of an organization member, the lower in that person’s eyes is the level of justice, equity, and fairness. While these studies distinguished between politics and fairness, it became a consensus that these variables are strongly related. Thus, other studies (Ferris et al., 1996; Folger et al., 1992) have used the theory of procedural justice to argue that
organizational politics is related to the leader member exchange relationships as well as to the efficiency of human resource systems and to decision-making processes.

Lack of minimal justice and fairness in these systems was found to be a major cause of higher perceptions of organizational politics and therefore of hampered organizational performance. All these studies relied on Kurt Lewin’s (1936) argument that people respond to their perceptions of reality, not to reality itself. Likewise, politics in organizations should be understood in terms of what people think of it rather than what it actually represents. Similarly, studies proposed that in many cases perceptions of justice and fairness reflect a political climate in the workplace and may also be related to formal and informal work performance (Drory, 1993; Cropanzano et al., 1997).

These ideas were replicated extensively and advocated in many studies (Ferris et al., 1996a, b; Ferris and Kacmar, 1992; Kacmar and Ferris, 1991; Vigoda, 2002, Vigoda-Gadot, 2003). Ferris et al. (1989) stated that organizational politics is not only invisible and symbolic but also different across individuals because of subjective perception, as a result, the same political behavior can be interpreted into political or non-political behavior by different observer, depending on each observer’s prior experience and frame of reference. Kacmar and Ferris (1991) also mentioned that perceptions of organizational politics consist of an individual’s perceptions of others’ political activities instead of one’s own, such as favoritism, suppression of competing entities, and the manipulation of organizational policies.

Keller and Dansereau (1995) stated that perceived control refers to the extent to which employees feel that they have control over their work unit and relationships with supervisors. To have perceived control, or to feel empowered, subordinates should perceive that their work environment is liberating rather than constraining the employees’ ability so that their actions matter the outcomes that stemming from their decisions. Understanding, as Ferris et al. (1989) suggested, refers to the extent to which one understands how and why things happen the way that they do in organizations.

Recent research and observation have identified a number of factors that appear to encourage political behavior. Some are individual characteristics, derived from the unique qualities of the
people the organization employs. At the individual level, researchers have identified certain personality traits, needs, and other factors that are likely to be related to political behavior. In terms of traits, they found that employees who are high self-monitors, possess an internal locus of control, and have a high need for power are more likely to engage in political behavior. The high self-monitor is more sensitive to social cues, exhibits higher levels of social conformity, and is more likely to be skilled in political behavior than the low self-monitor. Individuals with an internal locus of control, because they believe they can control their environment, are more prone to take a proactive stance and attempt to manipulate situations in their favor Robbins (2005). Hence, internals may be more familiar with political tactics than externals.

The components of locus of control are internals and externals. Internals believe that they can handle the environment. They are automatic, aggressive, and independent because they believe the environment is under their control Spector et al. (2001). The organizational politics in their eyes may be low because they believe their destiny is in their hands and they can manipulate the environment. In contrast, externals are described as passive and they believe their lives as being controlled by external forces. Dunk and Nouri (1998) proposed that externals tend to believe that outcomes are more a function of outside forces than their actions. Therefore, internals are assumed to passively related to performance. Internals believe they can handle the environment. The situation of organizational politics in their eyes may not mean an influence on their work outcomes, because they only believe their ability.

Hyatt and Prawitt (2001) proposed that the characteristics of locus of control influence their assessment on work environment. They indicated that the internals generally perceive a relatively strong link between personal efforts and outcomes. Internals believe that their actions make a difference. Those individuals are more effective at manipulating ambiguous work environment to find the information they need to perform their jobs that result in performing better in situations that allow them to exercise control and to take actions under the ambiguous circumstances. Hence, internals may be more familiar with political tactics than externals. Ferris et al. (1989) mentioned three potential responses to political situation like increased job anxiety, decreased job satisfaction and withdrawal from the organization.
He suggested that an increase in perceived organizational politics is associated with a decrease in job satisfaction. One possible explanation for this association is that decisions, such as resource allocation decisions, that are governed by political considerations are usually viewed as unfair. If employees perceive decisions to be unfair they will be unhappy. Furthermore, the stress that follows from working in a politically charged environment will add to employees' dissatisfaction with their job. The significant negative relationship between perceived organizational politics and job satisfaction has been identified by researchers (Kacmar et al., 1999; Randall, Cropanzano, Borman, and Birjulin, 1999). Kacmar and Baron (1999) cited eleven studies that reported a relationship between politics and job satisfaction.

Drory (1993) found that perceptions politics were negatively related to job satisfaction and organizational commitment. He found that organizational politics had a potentially damaging effect on lower status employees but no negative effect on higher status employees. Vigoda (2000) was found perceptions of organizational politics had a negative relationship with job attitudes of job satisfaction and organizational commitment. According to Mowday, Steers and Porter (1979), organizational politics is the fundamental variable in determining job attitudes. It comprises involvement in and identification with the organization and it is greatly affected by job satisfaction and overall climate.

Central to the Ferris et al., (1989) model is the notion that the effects of experiencing politics are moderated by other variables. In particular, they focused on perceived control and understanding as important moderators of the relationship between perceived politics and outcomes. According to Ferris et al., (1989), if people perceive that politics go on in the work environment, and if they have little understanding or control over the process, politics can be interpreted as a threat and would be expected to lead to more negative outcomes. However, if employees understand the political game well and feel that they have a high degree of control over the process and outcomes, more favorable outcome should result.

Poon (2004) believed that perceived control is arising from job autonomy and participative decision making. The idea of participative decision making has been suggested as a method of increasing job satisfaction, which is the subsequent response to the perceived organizational
politics. Matteson and Ivancevich (1987) thought that participative decision making can provide employees with a feeling of control which makes them feel less threatened, such as the threats from high level of perceived organizational politics. To acquire self-determining, according to Poon’s (2004) opinion, people must perceive that they have control, which is the belief that one can determine one’s own behavior and influence one’s own environment and has been found to predict a broad range of cognitive and motivational outcomes.

Ashforth and Saks (2000) thought that the perceived control refers to employees’ belief about the extent to which they have autonomy over their job and are allowed to participate in making decisions on issues that affect their task domain; the autonomy over their job includes freedom to schedule work and determine how work is done. When employees have job autonomy, they will feel personally responsible for work outcomes that will lead them to feel satisfied and motivated.

Terick and Larocco (1987) proposed that individuals will feel pressure derived from factors such as perceptions of organizational politics, as a result, impacting on job satisfaction. However, as long as individuals acquire the perceived control, the pressure derived from ambiguous political environment could be reduced. Ferris, Frink, Galang, Zhou, Kaemar, and Howard (1996) believed that political work environments can pose as an opportunity or a threat for employees, and whether workplace politics is perceived as an opportunity or a threat depends on employees’ level of understanding. Understanding can reduce the uncertainty and threat of organizational politics according to Poon’s (2004) belief.

2.3 Conceptual Frame Work
A conceptual framework helps simplify the proposed relationships between the variables in the study and show the same graphically or diagrammatically Mugenda (2003). The conceptual framework of this study is based on three independent variables namely; members’ competencies, institutional independence as well as organizational politics. The dependent variable of this study is the effectiveness of board of governors in recruitment of teachers. Figure 1 shows how the various independent variables influence the dependent variable under study.
2.5 Operationalization of Study Variables

2.4.1 Influence of B.O.G in recruitment of teachers

This variable (dependent) will be operationalised by use of the following effectiveness measures; nature of definition and organization of work measures, nature of work preparation measures, management approaches and practices measures, nature of leadership measures, independence and superiority of communication measures, level of job satisfaction and attitude measures, level of mutual trust measures, nature of relationship measures as well as a sense of ownership measures.
2.5.2 Members’ Competencies

This variable will be operationalised by use of the following competencies measures; level of competencies measures, level of essential competencies measures, level of differentiating competencies measures, level of core competencies measures, level of professional competencies measures, level of professional attributes measures, level of career development and performance management measures.

2.5.3 Institutional Independence

This variable will be operationalised by use of the following independence measures: autonomy measures, intrusive measures, policy measures, pressurization measures, trust and mutual trust measures, leadership measures, resource availability measures, accountability measures as well as ethnicity measures.

2.5.4 Organizational Politics

This variable can be operationalised by use of the following organizational politics measures: political measures, anxiety, withdrawal and dissatisfaction measures, employee quality measures, justice, equity and fairness measures, exchange relationship measures, performance measures, favoritism, suppression and manipulation measures as well as resource allocation measures.

2.6 Overview of Literature Review

Evidence indicates that several studies have been done touching on various aspects of employees competencies, institutional independence as well as organizational politics. However, it is clear that the studies already done have covered specific scope(s) unique in characteristics to the proposed scope of this study. In addition, the specific aspects covered in those studies are different from the aspects the researcher is proposing to investigate.

First, even if there is evidence that studies have been done touching on employees competencies, scanty information is available on its influence on members of the schools’ boards in the recruitment of teachers in Kajiado County. Secondly, with regard to institutional independence, even though there exists documented evidence that studies have been done touching on this area
around the globe, there little evidence to whether or not a similar study has been conducted touching on schools' boards in the recruitment of teachers. This makes it a new perspective.

Thirdly, studies already done on organizational politics have indicated its influence on organizational performance. However, there is no evidence to indicate its' actual influence on schools' boards in the recruitment of teachers. It is therefore in this background that this study has now become necessary.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presented the research design, population of the study, sampling techniques and sample size, data collection instrument, data collection and analysis techniques, ethical considerations as well as limitations of the study.

3.2 Research Design
The type of research design that was used for this project was the descriptive cross-sectional design. This design was chosen because it is more cost-effective, new subjects are recruited to compensate for the loss in statistical power when using a repeated cross-sectional analysis and another advantage of this study design was differentiating cause and effect from simple association.

3.3 Target Population
The target population of this study was all secondary school teachers within Kajiado County. There are 2,236 according to Ministry of Education (2011) in Kajiado. The proportion of the target population that had the characteristics to be measured constituted 43 head teachers within the County. The category of this proportion is as follows;

Table 1: Target Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Population frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kajiado North Region</td>
<td>20</td>
<td>46.5</td>
</tr>
<tr>
<td>Kajiado Central Region</td>
<td>14</td>
<td>32.5</td>
</tr>
<tr>
<td>Kajiado South Region</td>
<td>9</td>
<td>21.0</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Ministry of Education (2012)
3.4 **Sampling design**

According to Kothari (2002), the total sample size can be arrived at through calculation as follows:

Formula:

\[ n = \frac{t^2 \times p(1-p)}{m^2} \]

Where: 
- \( n \) = the required sample size
- \( t \) = the standard normal deviate at the required confidence level
- \( p \) = the proportion in the target population estimated to have the characteristics being measured
- \( m \) = the level of statistical significance set (margin of error)

The sample size will be estimated within 95% confidence interval \((t=1.96)\) and a desired accuracy level of 0.05 as follows;

\[ n = \frac{(1.96)^2 \times (0.019) \times (0.981)}{(0.05)^2} = 28.64 \text{ (approx)} = 29 \]

For this research a total sample size of 29 was considered adequate. was picked as a proportion of 43 using stratified random sampling method as follows.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage (%)</th>
<th>Population frequency</th>
<th>Sample ratio</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ajiado North Region</td>
<td>46</td>
<td>20</td>
<td>0.674</td>
<td>13</td>
</tr>
<tr>
<td>Ajiado Central Region</td>
<td>33</td>
<td>14</td>
<td>0.674</td>
<td>9</td>
</tr>
<tr>
<td>Ajiado South Region</td>
<td>21</td>
<td>9</td>
<td>0.674</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>43</strong></td>
<td></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

**Source:** Author (2012)
3.5.1 Data Collection Instrument

Data was collected mainly by use of questionnaire method. The research used this instrument because questionnaires are very cost effective, especially true for studies involving large sample sizes and large geographic areas. Written questionnaires were considered more cost effective as the number of research questions increased. Questionnaires were easy to analyze. Data entry and tabulation for nearly all surveys were done with by use of computer software packages. Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive. The questionnaires consisted of structured, open and closed ended questions. It comprised of two sections. The first part sought to obtain general information on the respondent's characteristics. The second part was devoted to the identification of influences of effectiveness of the schools' board of governors in recruitment of teachers.

3.5.2 Testing for Reliability and Validity of Instrument

According to Weisberg et. al (1989), reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. Validity is defined as the extent to which the instrument measures what it purports to measure. The researchers assessed reliability by comparing the answers respondents gave in one pretest with answers in another pretest. A pilot study was carried out to pretest the research instrument before its actual administration - a direct interview and filling of a questionnaire was done on five school head teachers from Kajiado County to see whether the questions are appropriate. Analysis of the five questionnaires were then done to see if their outcome corresponds to the objectives of the study. A survey question's validity was then determined by how well it measured the concept(s) it is intended to measure. Both convergent validity and divergent validity were determined by first comparing answers to another question measuring the same concept, then by measuring this answer to the participant's response to a question that asks for the exact opposite answer.

3.5.3 Data Analysis and Presentation

The feedback obtained from the questionnaires was used to gather the data needed for this study. Data was sorted, cleaned and analyzed mainly by use of SPSS for descriptive and inferential
statistics. Descriptive statistics included mean, standard deviation and inferential statistics included; reliability test and multiple regression analysis. The results were then presented in form frequency tables, mean and standard deviations and outputs of inferential statistics.

3.6 Ethical Considerations

This study adhered to appropriate research procedures and all sources of information were acknowledged as far as possible. Before the questionnaires were administered, consent was sought and given by the respondents. The respondents were informed of their rights. Full confidentiality was maintained especially when dealing with questionnaires and the identity of the respondents was kept secret. Personal information was only used for the purpose of the study and the respondents were not be revealed to any other source. Participants were informed of any potential limitations to the confidentiality of any information supplied. Procedures were put in place to protect the confidentiality of information and the anonymity of the participants in all research materials. The participants were offered access to the results of the study.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction
This chapter presented the outcomes of the analysis of the data collected during the study survey. This section was divided into twelve sections. Section 4.1 covers introduction, section 4.2 gives the study response rate, section 4.3 gives summary of the respondents’ profile, section 4.4 gives information on effectiveness of B.O.Gs in recruitment of teachers, section 4.5 gives information on members’ competencies, section 4.6 gives information on institutional independence, section 4.7 gives information on organizational politics, section 4.8 gives information on reliability test, section 4.9 gives information on model formulation and estimation, section 4.10 gives information on ANOVA, section 4.11 gives information on model summary, section 4.12 gives information on test of hypotheses. Both descriptive and inferential statistics were relied on to draw conclusions.

4.2 The Response Rate
Out of the 29 questionnaires administered, 28 were successfully filled and returned. This implied that, the response rate for this study was 97%. This was substantially adequate number for analysis.

4.3 General information
Teachers Employed by the Board
The study found out that 35.7% of the schools under study employed between 1-2 teachers each, 57.1% of the schools between 2-4 teachers while 7.1% of the schools employed between 5-7 teachers. This was as shown in table 4.3.1.
Table 4.3.1: Teachers Employed by the Board

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>10</td>
<td>35.7</td>
<td>35.7</td>
</tr>
<tr>
<td>2-4</td>
<td>16</td>
<td>57.1</td>
<td>92.9</td>
</tr>
<tr>
<td>5-7</td>
<td>2</td>
<td>7.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey data (2012)

Gender of Respondents

It was found out that 67.8% of the respondents were male while 32.2% of the respondents were female. This partly explains some skewness in gender equality and affirmative action towards male dominance among members of boards of governors of secondary schools in Kajiado County. Table 4.3.2 has the details.

Table 4.3.2: Gender of Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>64.3</td>
<td>67.8</td>
<td>64.3</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>28.6</td>
<td>32.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey data (2012)

Length of Time Worked

As relates to the length of time worked or alternatively put the respondents work experience, the study found out that 21.4% of the respondents had worked for less than one year while 35.7% of
the respondents had worked for between 1 and 4 years. 35.7% of the respondents were found to have worked for between 5 and 10 years as 7.1% of the respondents were found to have worked for over 10 years. This partly explains that the employees had sufficient background information to respond to the research questions as provided. See table 4.3.3 for findings.

Table 4.3.3: Length of Time Worked

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Less than one year</td>
<td>6</td>
<td>21.4</td>
<td>21.4</td>
<td>21.4</td>
</tr>
<tr>
<td>Between 1-4 years</td>
<td>10</td>
<td>35.7</td>
<td>35.7</td>
<td>57.1</td>
</tr>
<tr>
<td>Between 5-10 years</td>
<td>10</td>
<td>35.7</td>
<td>35.7</td>
<td>92.9</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>2</td>
<td>7.1</td>
<td>7.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey data (2012)

Respondents' Level of Education

The study found out that 64.3% of the respondents were undergraduates while 35.7% of the respondents were postgraduates. This partly explains that the respondents were substantially knowledgeable to respond to the research questions as provided thus validating the data sources. See table 4.3.4 for findings.
Table 4.3.4: Level of Education

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Undergraduate</td>
<td>18</td>
<td>64.3</td>
<td>64.3</td>
</tr>
<tr>
<td></td>
<td>Postgraduate</td>
<td>10</td>
<td>35.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>28</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey data (2012)

4.4 Effectiveness of B.O.Gs in Recruitment of Teachers

The respondents were asked to rate the effectiveness of B.O.Gs in recruitment of teachers based on B.O.Gs effectiveness measures on a five point likert scale. The range was strongly agree (5) to strongly disagree (1). The scores of strongly disagree and disagree were taken to present a component that had an influence to a small extent (S.E) equivalent to a mean score of 0 to 2.5 on a continuous likert scale; (0 ≤ S.E ≤ 2.4). Scores of neutral were taken to represent a component that had an influence to a moderate extent (M.E) equivalent to a mean score of 2.5 to 3.4 on the continuous likert scale; (2.5 ≤ M.E ≤ 3.4).

The scores for both agree and strongly agree were taken to represent a variable which had an influence to a large extent (L.E) equivalent to a mean score of 3.5 to 5 on a continuous likert scale; (3.5 ≤ L.E ≤ 5.0). A standard deviation of 1.5 implied a significant difference on the influence of the component among respondents.

From the respondent’s views, the study found out that the nature of preparation of the board (mean: 3.56) influenced the effectiveness of B.O.Gs in recruitment of teachers to a large extent. The nature of relationship among board members (mean: 2.86), independent and superior communication (mean: 2.64) and the level of job satisfaction and positive attitude (mean: 2.64) were found to influence the effectiveness of B.O.Gs in recruitment of teachers to a moderate extent. Also found to influence the effectiveness of B.O.Gs in recruitment of teachers to a
Moderate extent included: definition and organization of work (mean: 2.57), management approaches and practices (mean: 2.57) and the sense of ownership and purpose (mean: 2.57).

However, the level of mutual trust among board members (mean: 2.57), leadership standards (mean: 2.57) as well as the nature of leadership exhibited by the board (mean: 2.57) were reported as influencing the effectiveness of B.O.Gs in recruitment of teachers among secondary schools in Kajiado County to a small extent. This is as evidenced by details in table 4.4.
Table 4.4: Effectiveness of B.O.Gs in Recruitment of Teachers

<table>
<thead>
<tr>
<th>Constructs</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition and organization of work</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.57</td>
<td>1.372</td>
</tr>
<tr>
<td>Nature of preparation of the board</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>3.56</td>
<td>1.420</td>
</tr>
<tr>
<td>Management approaches and practices</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.57</td>
<td>1.372</td>
</tr>
<tr>
<td>Nature of leadership exhibited by the board</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.07</td>
<td>1.245</td>
</tr>
<tr>
<td>Leadership standards</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.36</td>
<td>1.311</td>
</tr>
<tr>
<td>Independent and superior communication</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.64</td>
<td>1.367</td>
</tr>
<tr>
<td>Level of job satisfaction and positive attitude</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.64</td>
<td>1.129</td>
</tr>
<tr>
<td>Level of mutual trust among board members</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.43</td>
<td>1.425</td>
</tr>
<tr>
<td>Nature of relationship among board members</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.86</td>
<td>1.208</td>
</tr>
<tr>
<td>The sense of ownership and purpose</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.57</td>
<td>1.476</td>
</tr>
</tbody>
</table>

Source: Survey data (2012)
Members’ Competencies

The respondents were asked to rate the influences of members’ competencies on effectiveness of B.O.Gs in recruitment of teachers based on competencies measures on a five point likert scale. The range was strongly agree (5) to strongly disagree (1). The scores of strongly disagree and disagree were taken to present a component that had an influence to a small extent (S.E) equivalent to a mean score of 0 to 2.5 on a continuous likert scale; (0≤ S.E≤ 2.4). Scores of neutral were taken to represent a component that had an influence of a moderate extent (M.E) equivalent to a mean score of 2.5 to 3.4 on the continuous likert scale: (2.5≤ M.E≤ 3.4). The scores for both agree and strongly agree were taken to represent a variable which had an influence to a large extent (L.E) equivalent to a mean score of 3.5 to 5 on a continuous likert scale; (3.5≤ L.E≤ 5.0). A standard deviation of 1.5 implied a significant difference on the impact of the component among respondents.

From the respondent’s views, the study found out that the level of essential competencies of board members such as knowledge, skills and abilities (mean: 3.50) influenced the effectiveness of B.O.Gs in recruitment of teachers to a large extent. The level of core competencies such as integrity, self confidence and accountability (mean: 3.36), the level of competencies among board members that reduces bias present in tribe, gender and social economies of the applicant (mean: 3.21) as well as the level of differentiating competencies such as self concept, traits and motives (mean: 3.00) were found to influence the effectiveness of B.O.Gs in recruitment of teachers to a moderate extent. In addition, the level of professional attributes such as leadership, interpersonal communication and abilities in problem solving and decision making (mean: 3.00), the level of professional competencies such as knowledge and skills (mean: 2.79) and the level of career development and performance management practices (mean: 2.79) were also found influence the effectiveness of B.O.Gs in recruitment of teachers among secondary schools in Kajiado County to a moderate extent.

None of the variable measures was found to have a small influence in effectiveness of B.O.Gs in recruitment of teachers. Table 4.5 has details of the findings.
<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The level of competencies among board members reduces bias present in tribe, gender and social economies of the applicant</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>3.21</td>
<td>1.400</td>
</tr>
<tr>
<td>The level of essential competencies of the board members such as knowledge, skills and abilities</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>3.50</td>
<td>1.319</td>
</tr>
<tr>
<td>The level of differentiating competencies such as self concept, traits and motives</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>3.00</td>
<td>1.089</td>
</tr>
<tr>
<td>The level of core competencies such as integrity, self confidence and accountability</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>3.36</td>
<td>1.311</td>
</tr>
<tr>
<td>The level of professional competencies such as knowledge and skills</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.79</td>
<td>1.400</td>
</tr>
<tr>
<td>The level of professional attributes such as leadership, interpersonal communication and abilities in problem solving and decision making</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>3.00</td>
<td>1.440</td>
</tr>
<tr>
<td>The level of career development and performance management practices</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.79</td>
<td>1.397</td>
</tr>
</tbody>
</table>

Source: Survey data (2012)
4.6 **Institutional Independence**

The respondents were asked to rate the influences of institutional independence on effectiveness of B.O.Gs in recruitment of teachers based on institutional independence measures on a five point likert scale. The range was strongly agree (5) to strongly disagree (1). The scores of strongly disagree and disagree were taken to present a component that had an influence to a small extent (S.E) equivalent to a mean score of 0 to 2.5 on a continuous likert scale; (0 ≤ S.E ≤ 2.4). Scores of neutral were taken to represent a component that had an influence of a moderate extent (M.E) equivalent to a mean score of 2.5 to 3.4 on the continuous likert scale; (2.5 ≤ M.E ≤ 3.4). The scores for both agree and strongly agree were taken to represent a variable which had an influence to a large extent (L.E) equivalent to a mean score of 3.5 to 5 on a continuous likert scale; (3.5 ≤ L.E ≤ 5.0). A standard deviation of 1.5 implied a significant difference on the impact of the component among respondents.

From the respondent’s views, the study found out that entrenched ethnicity within public schools (mean: 4.29) influenced the effectiveness of B.O.Gs in recruitment of teachers to the largest extent. Other variable measures that were found to influence the effectiveness of B.O.Gs in recruitment of teachers to a large extent included: external bodies’ intrusive behavior, political interests, micromanagement and bureaucracy (mean: 4.21), lack of trust and mutual respect among key stakeholders (mean: 3.79), lack of vision and adequate leadership (mean: 3.71) as well as lack of accountability among board members (mean: 3.51).

Lack of substantial autonomy in running board affairs (mean: 3.51), use of policy by state to interfere with affairs of public schools (mean: 3.51), pressures from such sources as market forces and commercial interests (mean: 3.51) as well as declining public resources in public schools (mean: 3.51) were found to have moderate influences on effectiveness of B.O.Gs in recruitment of teachers among secondary schools in Kajiado County. Table 4.6 has details.
<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of substantial autonomy in running board affairs</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>3.36</td>
<td>1.254</td>
</tr>
<tr>
<td>External bodies intrusive behavior, political interests, micromanagement and bureaucracy</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>4.21</td>
<td>1.228</td>
</tr>
<tr>
<td>Use of policy by state to interfere with affairs of public schools</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>3.14</td>
<td>1.145</td>
</tr>
<tr>
<td>Pressures from such sources as market forces and commercial interests</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>3.14</td>
<td>1.268</td>
</tr>
<tr>
<td>Lack of trust and mutual respect among key stakeholders</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>3.79</td>
<td>1.449</td>
</tr>
<tr>
<td>Lack of vision and adequate leadership</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>3.71</td>
<td>1.182</td>
</tr>
<tr>
<td>Declining public resources in public schools</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>2.86</td>
<td>1.208</td>
</tr>
<tr>
<td>Lack of accountability among board members</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>3.57</td>
<td>.997</td>
</tr>
<tr>
<td>Entrenched ethnicity within public schools</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>4.29</td>
<td>1.117</td>
</tr>
</tbody>
</table>

**Source:** Survey data (2012)
4.7 Organizational Politics

The respondents were asked to rate the influences of organizational politics on effectiveness of B.O.Gs in recruitment of teachers based on organizational politics measures on a five point likert scale. The range was strongly agree (5) to strongly disagree (1). The scores of strongly disagree and disagree were taken to present a component that had an influence to a small extent (S.E) equivalent to a mean score of 0 to 2.5 on a continuous likert scale; (0 ≤ S.E ≤ 2.4). Scores of neutral were taken to represent a component that had an influence of a moderate extent (M.E) equivalent to a mean score of 2.5 to 3.4 on the continuous likert scale: (2.5 ≤ M.E ≤ 3.4). The scores for both agree and strongly agree were taken to represent a variable which had an influence to a large extent (L.E) equivalent to a mean score of 3.5 to 5 on a continuous likert scale; (3.5 ≤ L.E ≤ 5.0). A standard deviation of 1.5 implied a significant difference on the impact of the component among respondents.

From the respondents’ views, the study found out that organizational politics’ effects on level of justice, equity and fairness in the board decision making process (mean: 4.14), its negative shaping of unique qualities of the board members (mean: 3.93), its causes on job anxiety, organizational withdrawal and job dissatisfaction (mean: 3.86), its influence on member change relationship and efficiency of human resource system (mean: 3.86) and cause on favoritism, suppression of competing entities and manipulation of policies (mean: 3.86) as well as its negative impact on resource allocation decisions (mean: 3.86) influenced effectiveness of B.O.Gs in recruitment of teachers among secondary schools in Kajiado County to a large extent.

The hampering of the boards’ performance as a result of organizational politics was also found to influence the effectiveness of B.O.Gs in recruitment of teachers to a large extent. None of the variable measures used in this study was found to have influence the board to a moderate or small extent. Table 4.7 has details.
<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational politics has led to job anxiety, organizational</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>3.86</td>
<td>.848</td>
</tr>
<tr>
<td>withdrawal and job dissatisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational politics within public schools negatively shapes</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>3.93</td>
<td>.900</td>
</tr>
<tr>
<td>the unique qualities of the board members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational politics within public school affects level of</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>4.14</td>
<td>.756</td>
</tr>
<tr>
<td>justice, equity and fairness in the board decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational politics within public schools influences member</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>3.86</td>
<td>.651</td>
</tr>
<tr>
<td>exchange relationship and efficiency of human resource system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational politics within public schools has hampered board</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>3.79</td>
<td>.787</td>
</tr>
<tr>
<td>performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational politics within public schools has led to</td>
<td>28</td>
<td>1</td>
<td>5</td>
<td>3.86</td>
<td>1.268</td>
</tr>
<tr>
<td>favoritism, suppression of competing entities and manipulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational politics within public schools has negatively</td>
<td>28</td>
<td>2</td>
<td>5</td>
<td>3.86</td>
<td>1.079</td>
</tr>
<tr>
<td>impacted on resource allocation decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey data (2012)
Further tests were performed to establish the reliability of the study components, to examine the nature of relationship that existed between study variables and estimate the predictive power of the study model. To this end reliability test and multiple regression analysis were carried out.

4.8 Reliability test

A reliability test was done using Cronbach's alpha test. The main reason for this test was to measure the internal consistency of the study components, which is, how closely related a set of components are as a group. The Cronbach's alpha value for this research was found to be 0.783 suggesting that the components have relatively high internal consistency. Wherry (1984) argued that a reliability coefficient of 0.70 is considered "acceptable" in most social science research situations. The findings of this study were as indicated in table 4.8

Table 4.8: Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.783</td>
<td>37</td>
</tr>
</tbody>
</table>

Source: Survey data (2012)

4.9 Model formulation and estimation

Model formulation and estimation was done using the coefficients of multiple regression analysis.
### Table 4.9: Model formulation and estimation

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>Unstandardized coefficients</th>
<th>Standardized coefficients</th>
<th>95% confidence interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.331</td>
<td>.830</td>
<td>2.808</td>
</tr>
<tr>
<td>Members’ Competencies</td>
<td>.246</td>
<td>.117</td>
<td>.245</td>
</tr>
<tr>
<td>Institutional Independence</td>
<td>.381</td>
<td>.152</td>
<td>.315</td>
</tr>
<tr>
<td>Organizational Politics</td>
<td>-.367</td>
<td>.151</td>
<td>-.321</td>
</tr>
</tbody>
</table>

*Dependent Variable: Effectiveness of B.O.Gs in recruitment of teachers*

Since $X_1$ – Members’ Competencies, $X_2$- Institutional Independence, $X_3$- Organizational Politics and $Y$- Effectiveness of B.O.Gs in recruitment of teachers, then the multiple regression equation for this model would be as follows:

$$Y = 2.331 + 0.246X_1 - 0.381X_2 - 0.367X_3$$
4.10 Analysis of variance

Table 4.10: Analysis of Variance

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>24.861</td>
<td>3</td>
<td>8.287</td>
<td>6.727</td>
<td>.002a</td>
</tr>
<tr>
<td>Residual</td>
<td>29.567</td>
<td>24</td>
<td>1.232</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>54.429</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Organizational Politics, Members’ Competencies, Institutional Independence

b. Dependent Variable: Effectiveness of B.O.Gs in recruitment of teachers

The ANOVA findings of this study explains that the 0.002 ≤ p-value ≤ 0.05 implying that there are significant differences in the means of the groups from which the study data was sourced and thus, the groups are independent i.e. the study confirms that there are variations among the groups which make them different and hence independent.

4.11 Model fit

In addition, a model fit analysis was done using multiple regression analysis. This was aimed at establishing how fit the model equation fits the data. The coefficient of determination was used to establish the predictive power of study model. The coefficient of determination of this study was found to be 0.711 (see table 4.11), implying that 71.1% of the variations in effectiveness of B.O.Gs in recruitment of teachers are explained by members’ competencies, institutional independence and organizational politics. This implies that the multiple regression equation above appears useful in making predictions since the $r^2$ is close to 1.
Table 4.11: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.843(a)</td>
<td>.711</td>
<td>.701</td>
<td>.88357</td>
</tr>
</tbody>
</table>

Predictors: (Constant), Organizational Politics, Members’ Competencies, Institutional Independence

4.12 Test of Hypotheses

The null hypotheses of this study were: Ho1: There is no significant relationship between members’ competencies and the effectiveness of B.O.Gs in recruitment of teachers; Ho2: There is no significant relationship between institutional independence and the effectiveness of B.O.Gs in recruitment of teachers as well as Ho3. There is no significant relationship between organizational politics and the effectiveness of B.O.Gs in recruitment of teachers.

Since the sampling of this study was done at a significance level of $\alpha = 0.05$ (see the sampling design) it follows that, at 5% level ($\alpha = 0.05$), since the p-values for members’ competencies ($p = 0.340$), institutional independence ($p = 0.015$), organizational politics ($p = 0.018$) then two of these variables namely institutional independence and organizational politics have critical values and are therefore within the rejection region. While members’ competencies does not. Consequently, the null hypotheses which state that; Ho2: There is no significant relationship between institutional independence and the effectiveness of B.O.Gs in recruitment of teachers as well as Ho3. There is no significant relationship between organizational politics and the effectiveness of B.O.Gs in recruitment of teachers are rejected. However, the null hypothesis which state that Ho1: There is no significant relationship between members’ competencies and the effectiveness of B.O.Gs in recruitment of teachers is accepted.
Hence, the study concludes that at the $\alpha = 0.05$ level of significance, since the p-value for members’ competencies was found to be more than 0.05 (i.e. $0.340 \geq 0.05$), institutional independence found to be less than 0.05 (i.e. $0.015 \leq 0.05$) as well as organizational politics found to be less than 0.05 (i.e. $0.018 \leq 0.05$), then there exists enough evidence to conclude that the slope of the multiple regression line is not Zero and hence the two variables namely; institutional independence and organizational politics are significant and good predictors of effectiveness of B.O.Gs in recruitment of teachers and should be retained in the study model, while members’ competencies is insignificant and a poor predictor of effectiveness of B.O.Gs in recruitment of teachers among secondary schools in Kajiado County and therefore qualifies to be excluded from the study model.
CHAPTER FIVE

SUMMARY OF THE KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter covered summary of the key findings, conclusions, policy recommendations as well as areas for further study.

5.2 Summary of the key findings
This study was conducted within secondary schools in Kajiado County to investigate the influences of schools’ board of governors in recruitment of teachers. The concerns of the study included: to establish the influences of members’ competencies on effectiveness of schools’ board of governors in recruitment of teachers, to assess the influences of institutional independence on effectiveness of schools’ board of governors in recruitment of teachers as well as to examine the influences of organizational politics on effectiveness of schools’ board of governors in recruitment of teachers. This was to be achieved based on various corresponding variable measures used in the study.

As a result, the study found out that there existed a significant relationship between institutional independence (i.e. $0.015 \leq p\text{-value} \leq 0.05$) and organizational politics (i.e. $0.018 \leq p\text{-value} \leq 0.05$) and the effectiveness of the schools’ board of governors in recruitment of teachers on one hand and an insignificant relationship between members’ competencies and the effectiveness of the schools’ board of governors in recruitment of teachers within Kajiado County on the other.

As relates to the influences of institutional independence on the effectiveness of the schools’ board of governors in recruitment of teachers based on specific variable measures, the study found out that entrenched ethnicity within public schools influenced the effectiveness of B.O.Gs in recruitment of teachers to the largest extent. Other variable measures that were found to influence the effectiveness of B.O.Gs in recruitment of teachers to a large extent included: external bodies’ intrusive behavior, political interests, micromanagement and bureaucracy; lack of trust and mutual respect among key stakeholders; lack of vision and adequate leadership as well as lack of accountability among board members in that order respectfully.
lack of substantial autonomy in running board affairs; use of policy by state to interfere with affairs of public schools; pressures from such sources as market forces and commercial interests as well as declining public resources in public schools were found to have moderate influences on effectiveness of B.O.Gs in recruitment of teachers among secondary schools in Kajiado County in that order.

In terms of the influences of organizational politics on the effectiveness of the schools' board of governors in recruitment of teachers based on specific variable measures, the study found out that organizational politics' effects on level of justice, equity and fairness in the board decision making process; its negative shaping of unique qualities of the board members; its causes on job anxiety, organizational withdrawal and job dissatisfaction; its influence on member exchange relationship and efficiency of human resource system and its cause on favoritism, suppression of competing entities and manipulation of policies as well as its negative impact on resource allocation decisions influenced effectiveness of B.O.Gs in recruitment of teachers among secondary schools in Kajiado County to a large extent. The hampering of the boards' performance found to influence the effectiveness of B.O.Gs in recruitment of teachers to a large extent. None of this variable measures used in this study was found to influence the board to a moderate or small extent.

Although members' competencies was found to have an insignificant relationship with the effectiveness of the schools' board of governors in recruitment of teachers, based on specific variable measures the study found out the level of essential competencies of board members such as knowledge, skills and abilities influenced the effectiveness of B.O.Gs in recruitment of teachers to a large extent. The level of core competencies such as integrity, self confidence and accountability; the level of competencies among board members that reduces bias present in tribe, gender and social economies of the applicant; as well as the level of differentiating competencies such as self concept, traits and motives were found to influence the effectiveness of B.O.Gs in recruitment of teachers to a moderate extent. In addition, the level of professional attributes such as leadership, interpersonal communication and abilities in problem solving and decision making; the level of professional competencies such as knowledge and skills and the level of career development and performance management practices were also found to influence
the effectiveness of B.O.Gs in recruitment of teachers among secondary schools in Kajiado County to a moderate extent.

5.3 Conclusions

The study concluded that for the schools' boards within Kajiado County to be effective in recruitment of teachers, there was need to consider putting in place mechanisms necessary to safeguard against institutional independence and to moderate organizational politics that was found to be negatively influencing the boards' decision making process. The study also concluded that there was no need to focus much on competencies of the members of such boards because this was found to have an insignificant relationship with effectiveness of the boards of secondary schools within the County.

As relates to institutional independence, the study concluded that there was an urgent need to tackle entrenched ethnicity that was found to compromise the boards' decision making process and hampering the effectiveness of such boards. The study also concluded that mechanisms should be put in place to guard against external bodies' intrusive behaviour, political interests, micromanagement and bureaucracy that were working to block the boards from carrying out their work independently. Furthermore, the study concluded that there was need to find ways of nucleating trust and mutual respect among board members that were pointedly lacking, disrupting the operations of the schools' boards.

With respect to organizational politics, the study concluded that this was an issue of concern that required urgent intervention. For instance the study concluded that organizational politics was compromising dispensation of justice, equity and fairness in the boards' decision making process impairing the overall effectiveness of the said boards. The study also concluded that organizational politics needed to be moderated because it was negatively shaping the unique qualities of board members by advancing job anxiety, organizational withdrawal and job dissatisfaction among members and promoting favoritism and manipulation of recruitment policies among schools' boards within the County.

Finally, as relates to members' competencies, the study concluded that even though essential competencies such knowledge, skills and abilities were critical in execution of the mandate of
there was nothing compelling to focus on them as they had no significant relationship with the effectiveness of the schools’ boards within Kajiado County.

5.4 Policy Recommendations

The following policy recommendations were proposed to improve the effectiveness the schools’ board of governors in recruitment of teachers. First, mechanisms are devised on how to determine the effects of negative ethnicity in the recruitment process. This is to be achieved through providing for the standard operating procedures and benchmarks on ethnic balance in the recruitment process. Secondly, mechanisms are devised on how to cushion the boards against external interferences. This is to be achieved through putting in place rules of engagement with different stakeholders and building strong public relations based on the values of the schools and communicating them effectively to relevant stakeholders.

Thirdly, a mechanism is devised that clearly defines how board members should relate with each other. This is to be achieved through putting in place clear rules of engagement among board members. This can also be achieved through having clearly defined roles for each member of the boards. Fourthly, on organizational politics, mechanisms are devised to monitor and evaluate the dispensation of justice, equity and fairness in the recruitment process. This can be achieved through renouncing biasness in the process based on gender, race, ethnicity or status in society.

Fifth, mechanisms are devised of motivating board members to avoid job anxiety, organizational withdrawal and job dissatisfaction. This is to be achieved through building strong cohesion among board members as well as high commitment and ownership of the outcomes of the boards’ decisions. Sixth, a mechanism is put in place that measures the boards’ performance in execution of its mandate. This can be achieved through putting in place a clearly defined score card on intended achievements by the board and closely working towards attaining such scores.

Seventh, as relates to members competencies, a mechanism is devised on how to improve members’ skills, knowledge and abilities. This is to be achieved through attending refresher courses on issues related to general management and good governance. Finally, the boards to formulate their own recruitment policy and put mechanisms in place that ensures that such policies are strictly adhered to. This can be achieved through recognizing that such policies and policy documents are ‘living documents’.
3.5 Areas for further study

A study is done to incorporate more variables like; organization structure, resistance to change, HR policies, resource allocation among many other variables. This is supported by the fact that the coefficient of determination of the model of this study was not found to be 1 implying that there are other extraneous variables that explain variations in effectiveness of board of governors among Secondary Schools in Kajiado County.
REFERENCES

Barth, R. (2001). Teacher Leader. Phi Delta Kappan. 82(6), 443-449


Martin Trow, “Trust, Markets and Accountability in Higher Education: A Comparative Perspective,” Berkeley, University of California, June 12, 1996


APPENDIX 1:
LETTER OF AUTHORITY
APPENDIX 2:
CONSENT FORM

This study aims to investigate the influences of effectiveness of schools' board of governors in recruitment of teachers in Kajiado County.

I work as a teacher, and I am currently a student at Kenyatta University, pursuing an MBA at School of Business. I am taking this research so that I can help come out with recommendations that will improve the standards of quality education in Kajiado Country and the nation as a whole.

I would wish to include you in my research and assure you that you will be among the first beneficiary of this research as you are always our number one concern.

All the investigations done will remain confidential and will only be shared to the relevant authority.

Name.................................................................

Sign.................................................................

Degree: [ ] Undergraduate [ ] Postgraduate

Date.................................................................
APPENDIX 3:
QUESTIONNAIRE

This questionnaire is meant to collect information on the influences of effectiveness of schools' board governors in recruitment of teachers in Kajiado County. Kindly answer the questions by writing a statement or ticking in the boxes provided as will be applicable. The information provided will be treated as strictly confidential and at no instance will your name be mentioned in this research. This research is intended for an academic purpose only.

SECTION ONE: DEMOGRAPHIC INFORMATION

1. Name of School (Optional)

2. How many teachers have been employed by the board in the last two years?

3. What is your gender? Male [ ] Female [ ]

4. How long have you worked in your current position?
   i. Less than one-year [ ]
   ii. Between 1-4 years [ ]
   iii. Between 5-10 years [ ]
   iv. Over 10 years [ ]

5. What is your highest level of education? (Please tick one)
   i. Secondary [ ]
   ii. Undergraduate [ ]
   iii. Tertiary College [ ]
   iv. Postgraduate [ ]
   v. Other (specify) [ ]
SECTION TWO: THE EFFECTIVENESS OF B.O.G IN RECRUITMENT OF TEACHERS

The following are statements about the effectiveness of B.O.G in recruitment of teachers. To what extent do you agree with these statements? Guide: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

<table>
<thead>
<tr>
<th>Description</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board has properly defined and organized its work leading to its effectiveness in recruitment of teachers</td>
<td></td>
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<tr>
<td>The effectiveness of the board is depicted in its nature of preparation</td>
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<tr>
<td>The board has superior management approaches and practices leading to its effectiveness in recruitment of teachers</td>
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<tr>
<td>The nature of leadership exhibited by the board has led to its effectiveness in recruitment of teachers</td>
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<tr>
<td>The leadership standards set by the board have led to its effectiveness in recruitment of teachers</td>
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<tr>
<td></td>
<td>The independent and superior communication of the board have led to its effectiveness in recruitment of teachers</td>
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<tr>
<td>vii</td>
<td>The level of job satisfaction and positive attitude among board members have led to its effectiveness in recruitment of teachers</td>
<td></td>
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<tr>
<td>viii</td>
<td>The level of mutual trust among board members have led to its effectiveness in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix</td>
<td>The nature of relationship among board members has led to its effectiveness in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>x</td>
<td>The sense of ownership and purpose of board members have led to its effectiveness in recruitment of teachers</td>
<td></td>
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</tr>
</tbody>
</table>
### SECTION THREE: MEMBERS’ COMPETENCIES

7. Comment on the following issues on the influences of members’ competencies. Guide: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The level of competencies among board members reduces bias present in tribe, gender and social economies of the applicants leading to its effectiveness in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The level of essential competencies of the board members such as knowledge, skills and abilities have led to its effectiveness in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>The level of differentiating competencies such as self concept, traits and motives have led to the effectiveness of the board in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>The level of core competencies such as integrity, self confidence and accountability have led to the effectiveness of the board in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
The level of professional competencies such as knowledge and skills have led to the effectiveness of the board in recruitment of teachers

The level of professional attributes such as leadership, interpersonal communication and abilities in problem solving and decision making have led to the effectiveness of the board in recruitment of teachers

The level of career development and performance management practices of the board have led to the effectiveness of the board in recruitment of teachers

<table>
<thead>
<tr>
<th>SECTION FOUR: INSTITUTIONAL INDEPENDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Comment on the following issues on the influences of institutional independence. Guide: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>The board lacks substantial autonomy of running its affairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue</td>
<td>Details</td>
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<tr>
<td>Impairing effectiveness in recruitment of teachers</td>
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</tr>
<tr>
<td>External bodies intrusive behavior, political interests, micro-</td>
<td>intrusive behavior, political interests, micro-management and bureaucracy impair effectiveness of boards in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>management and bureaucracy</td>
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<tr>
<td>Public policy is usually used by the state to interfere with affairs of public schools impairing the effectiveness of their boards in recruitment of teachers</td>
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<td></td>
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<tr>
<td>Pressures from such sources as market forces and commercial interests</td>
<td>impairs effectiveness of boards in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of trust and mutual respect among key stakeholders</td>
<td>impairment effectiveness of boards in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of vision and adequate leadership</td>
<td>impairment effectiveness of boards in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declining public resources in public schools has compromised the</td>
<td>effectiveness of boards in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION FIVE: ORGANIZATIONAL POLITICS

9. Comment on the following issues on the influences of organizational politics. Guide: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Organizational politics within public schools has led to job anxiety, organizational withdrawal and job dissatisfaction impairing the effectiveness of boards in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>Organizational politics within public schools negatively shapes the unique qualities of board members impairing their effectiveness in recruitment of teachers</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Organizational politics within public schools affects level of justice, equity and fairness in the board decision making process impairing their effectiveness in recruitment of teachers

Organizational politics within public schools influences member exchange relationship as well as efficiency of the human resource system impairing their effectiveness in recruitment of teachers

Organizational politics within public schools has hampered performance impairing the effectiveness of boards in recruitment of teachers

Organizational politics within public schools has led to favoritism, suppression of competing entities and manipulation of organizational policies impairing the effectiveness of boards in recruitment of teachers

Organizational politics public schools has negatively impacted on resource allocation decisions
impairing the effectiveness of boards in recruitment of teachers

THANKS FOR YOUR RESPONSE
APPENDIX 4:
MAP OF STUDY AREA

Source: Author (2012)
TO WHOM IT MAY CONCERN:

RE: NAOMI WAIRIMU KURIA – D53/OL/3401/04

This is to confirm that the above named is a Master of Business Administration MBA (HRM) option Student in the School of Business, Kenyatta University.

She is through with course work and has successfully defended her Masters Degree proposal (Influences of Schools’ Board of Governors in Recruitment of Teachers in Kajiado County) and has done all the corrections that were pointed out by the examiners during the defense. She is now embarking on data collection.

Any assistance accorded her will be much appreciated by this office.

Thank you.

ISAAC P. LOKERIS
FOR: DOCTORAL AND MBA PROGRAMME COORDINATOR

IPL/nt