

**INFLUENCE OF ADMINISTRATIVE AND SOCIAL FACTORS ON JOB  
SATISFACTION AMONG PUBLIC SECONDARY SCHOOLS TEACHERS  
IN GITHUNGURI SUB COUNTY, KIAMBU COUNTY, KENYA**

**BY**

**FRANCIS IRUNGU MACHARIA**

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## DECLARATION

I declare that this research project report is my original work and has not been presented in any other university or any institution of higher learning for examination.

Signed: .....

Date: .....

**FRANCIS IRUNGUMACHARIA**

**L40/89737/2016**

This research project report has been submitted for examination with my approval as University Supervisor.

Signed: .....

Date: .....

**Dr. Anne Aseey**

**Senior Lecturer, University of Nairobi**

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## **TABLE OF CONTENTS**

<b>COVER PAGE</b> .....	ii
<b>DECLARATION</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	iii
<b>TABLE OF CONTENT</b> .....	iv
<b>LISTS OF TABLES</b> .....	viii
<b>LIST OF FIGURES</b> .....	ix
<b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....	x
<b>ABSTACT</b> .....	xi

### **CHAPTER ONE**

#### **INTRODUCTION**

1.1 Introduction.....	1
1.2 Background of the problem .....	1
1.3 Statement of the problem.....	4
1.4 Purpose of the study.....	5
1.5 Objectives of the study .....	5
1.6 Research questions.....	5
1.7 Significance of the study.....	6
1.8 Limitations .....	6
1.9 Delimitations .....	7
1.10 Assumption of the study.....	7

1.11 Operational definition of terms.....	8
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## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

2.1 Introduction.....	11
2.2 The influence of administrative factors on job satisfaction among public secondary schools teachers.....	11
2.3 Influence of administrative styles and policies on job satisfaction among public secondary schools teachers.....	12
2.4. Influence of low social standing and attitude of the teaching profession on job satisfaction among public secondary schools teachers.....	14
2.5 Influence of teacher’s workload and salaries in relation to job satisfaction among public secondary schools teachers .....	16
2.6. Summary.....	18
2.7 Theoretical framework.....	19
2.8 Conceptual framework.....	20

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

3.1 Introduction.....	22
3.2 Research design .....	22
3.2.1 Variables.....	22
3.3 Location of the study.....	23
3.4 Target population.....	23

3.5 Sampling technique and procedure.....	24
3.6 Research instruments.....	24
3.7 Pilot study.....	25
3.7.1 Validity of the research instrument.....	25
3.7.2 Reliability of the research instrument.....	25
3.8 Data collection procedures.....	26
3.9 Data analysis techniques.....	26
3.10 Ethical considerations.....	29

## **CHAPTER 4**

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

4.1 Introduction.....	30
4.2 Response.....	30
4.3 Demographic information.....	31
4.4 Role of a teacher and job satisfaction.....	31
4.5 Impact of administrative styles and policies and job satisfaction.....	32
4.6 Low social standing and attitude to the teaching profession.....	33
4.7. Teacher’s workload and salaries in relation to job motivation and performance.....	34

## **CHAPTER 5**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	36
5.2 Summary of study.....	36
5.3 Findings.....	38

5.4Discussions.....	39
5.5Conclusions.....	41
5.6Recommendation.....	42
5.7Suggestion for further studies.....	43

**APPENDICES**

<b>Appendix 1:</b> Introduction letter.....	44
<b>Appendix 2:</b> Research questions.....	45
Interview structured questions for teachers.....	45
Interview unstructured questions for teachers.....	50
Interview guide for principals and deputy principals.....	50
<b>REFERENCES</b> .....	53

## LIST OF TABLES

<b>TABLE</b>	<b>PAGE</b>
Table 3.3.1 Target population response rate.....	24
Table 3.2 Sample size.....	25
Table 3.9.1 Motivating factors.....	26
Table 3.9.2 De-motivation rate.....	27
Table 3.9.3 Reported cases.....	27
Table 3.9.4 Factors that influence teacher motivation.....	28
Table 4.2.1 Interview response rate.....	30
Table 4.3.1 Role of a teacher on job satisfaction.....	31
Table 4.5.1 Impact of administrative styles on job satisfaction.....	31
Table 4.5.2 Influence of salary in teacher job satisfaction.....	32
Table 4.6.1 Table on the influence of administrative factors.....	32
Table 4.7.1 Table on society positive attitude on teaching profession.....	33
Table 4.7.2 Influence of teacher workload on teacher motivation.....	34



## LIST OF FIGURES

FIGURE	PAGE
Figure 1.1 Influence of administrative and social factors on job satisfaction among public secondary schools teachers in Githunguri sub county, Kiambu County.....	22

## **LIST OF ABBREVIATIONS AND ACRONYM**

BOM	Board Of Management
CWD	Children With Disability
EFA	Education For All
IEP	Individualized Education Plan
KEMI	Kenya Education Management Institute
KICD	Kenya Institute Curriculum Development
MOE	Ministry of Education, Kenya
TSC	Teachers Service Commission
WYR	World Youth Report
SPSS	Statistical Package for Social Sciences

## ABSTRACT

The purpose of this study was to investigate the influence of administrative and social factors on job satisfaction among public secondary schools teachers in Githunguri sub-county, Kiambu County. This study shows the influence of administrative factors on job satisfaction among public secondary schools teachers. Administrative factors include the role of the teacher and job satisfaction and administrative styles. Social factors include low social standing and attitude of the teaching profession on job, teacher's workload and salaries in relation to job satisfaction among public secondary schools teachers. The problem of students' low achievement in academic work was attributed to teacher motivation and job satisfaction. The findings were aligned to the research objectives, to establish the relationship between teachers role and job satisfaction, to assess school administration styles and policies on teachers motivation to determine the influence of the social standing and attitudes of the society on and to assess the relationship between the teachers' workload, salaries on teacher job satisfaction.

The Descriptive survey design was used where the investigator examined variables under their natural conditions in which they are operating as independent and dependent variables. Descriptive design helps the researcher to gather information, summarize, present and interpret data the way they are. The researcher used both quantitative and qualitative approaches where interviews were conducted with principals and deputy principals whereas questionnaires were administered to teachers. He only managed a population of 32 schools out of the 37 schools in Githunguri Sub County. A total of 111 teachers, 10 discipline teachers, and 12 deputy principals and 5 Principals in three categories (boys boarding, girls boarding and mixed day) of public secondary schools in Githunguri Sub-county was used representing 100% of teachers rate of return and 100% rate of return for discipline teachers. Data were analyzed using SPSS, statistical data analysis software and distribution tables.

Therefore the researcher was able to establish a relationship between the variables identified. From the findings, there was no significant relationship between teacher's gender, age, academic qualification, professional qualification, and time served as a teacher and nature of the school whether day or boarding in terms of how teachers are motivated and are satisfied in teaching. Head teachers rarely get cases of de-motivated teachers. Most de-motivated teachers are not open to the administration. The way school administration deals with teachers and the style of leadership affect teacher motivation. Authoritative administrators de-motivate teacher's more than Democratic leadership. The most common de-motivated teachers are subject teachers and most teachers are de-motivated by student's indiscipline. The government taking sides with undisciplined student's cause's dissatisfaction among teachers.

The problems encountered by the society affect teacher job satisfaction like family instability and low social standing of the teaching profession. Teacher workload is not related to enumeration for teachers who are not administrators. This causes a lack of job satisfaction. Most teachers show their de-motivation by absconding duties and strikes. Teacher's welfare being neglected in schools causes de-motivation among. Finally, the researcher came into a conclusion that all the education stakeholders including the school administration, parents, the ministry of education, SC should devise ways of motivating teachers continuously for high academic performance. He also came into the conclusion that individualized instructions need to be given to students, proper staff balancing, teacher promotions, proper conflict resolutions, and strong guidance and counseling structure need to exist in school. He noted that school high motivated teachers bring value addition to performance.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

This chapter presented literature on the background of the study, a statement to the problem, the purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations, and delimitations the study had the theoretical and conceptual framework and operational definitions of central terms.

### **1.2 Background of the problem**

The most important factor regarding an employee's job satisfaction and unmotivated workers in an organization is the level of motivation may it be monetary or non-monetary. People join organizations to satisfy their own personal reasons and teachers are no exception. It is therefore very crucial for these organizations to play a major role in ensuring that their set up caters for most if not all needs of the teachers so that they feel motivated and thus offer quality services for the benefit of the society.

According to Okwemwa (2003) teachers have a very crucial role in shaping the face of society as they implement policies and programs that lead to manpower development. The growth and development of a country depend on the efficiency and effectiveness of the teaching force that the government has put in place for its people. In Kenya previously most of the teachers are not motivated and they are always looking for better-paying jobs since they believe that they are not well paid in comparison to other professions.

The resultant of this dissatisfaction has resulted in many industrial strikes and unrests as they try to push for better pay and harmonization of salaries as per the other civil servants.

According to Foster (1996) a study conducted in Nigeria reveals that there is an attitude that has developed on the teaching career as a career of those students who did not attain high marks to be enrolled in highly rated courses such as medicine law and engineering thus they also expect their remunerations to be lower than for those other professions. Poor teaching conditions are another reason why most teachers feel dissatisfied as they are not always provided with the necessary materials and also there is an imbalance of those teachers in rural areas and those in urban areas. According to Davis (1977) when the employees are not provided with favorable working conditions the result are low productivity, strikes, slowdowns, and absenteeism.

Teachers working in rural areas, for example, have no access to facilities such as libraries; laboratories and proper housing as their urban counterparts and they are expected to perform in the same manner. CWD also lack enough special facilities and enough special teachers in marginalized areas. It is the responsibility of the government to put incentives that will attract teachers to perform better and remove any attitude that has been created to perceive the career as a low-status profession. Another reason is the rules and regulations and even procedures laid by the T.S.C when it comes to hiring, promoting and disciplining of teachers within the service. They are so rigid and teachers perceive them as draconian since you have to wait for a certain number of years to be recruited within the service and there is some sort of favors when it comes to promotion in the respective job groups.

According to Shiundu (1984) the community also views the teaching profession as a low-status one as they involve them in certain skills that unmotivated the teachers and there is a culture that has been there for so many decades and never seems to change thus teachers feel not so respected within their communities and the nation at large.

According to the World Youth Report (WYR), it indicates the population of children who do badly because of poor teaching and unmotivated teachers. It states that the population of these

children has increased from eighty million to one hundred and fifty million between 2000 and 2012. (Undesadspd.org, 2015). This huge number of children explains the high number of teachers that are not doing their work effectively. The teachers strike is more recently and higher than in most countries like Germany, Europe, and Asian countries. The media doesn't focus on de-motivated teachers as compared to other social groups. There is a need for international organizations to provide IEP to children to rise up to the level of children in rural areas who perform poorly and hence lower the teacher motivation

Muola et al (2009), notes that education quality has decreased and unrest in schools increased in Kenyan school with reported incidences include St Kizito Secondary School in 1990 where 19 girls were attacked by boys at night, other scenarios in Kenya include Nyeri high school in 1999 where 4 prefects were set on fire because students felt they were given so many powers by the teachers. Other attacks where teachers have not been in school include Endarashaboys' high school where 2 students were beaten by fellow students at night. The number of teachers' strikes has increased at very high levels. This background lacks important information on the causes of the insurgency. This study concentrated on the influence of administrative and social aspects of teacher motivation and job satisfaction.

### **1.3 Statement of the problem**

There has been quite a great deal of concern relating to the examination performance of public high schools within Githunguri district which has been deteriorating over time. Every year the examination performance within the district has been deteriorating and this is something that has been a major worry for the related stakeholders who include the students, teacher's parents and also the government and community at large. According to the daily nation report March 28<sup>th</sup>, 2013 Kenya certificate of secondary education results, the schools within the district although there is no any national school did not feature within the top twenty counties out of forty-seven counties national wide.

This problem prompted the need for the teacher's role and performance to be studied as the teacher plays a major role in the examination performance of the students Access to learning institutions is another factor as most of the students cannot access boarding schools within the district as a result of the rampant poverty levels among their parents and guardians. Student's strikes and unrest rates are also very rampant as by mid-August last year half of all the boarding schools were at home as a result of the strikes and some had undergone recurrent strikes where they go on strike then they are recalled back then they strike again.

This study investigated the administrative and social factors contributing to lack of motivation and job satisfaction among secondary school teachers in Githunguri district in order to enhance performance and subsequently raise academic standards.

#### **1.4. Purpose of the study**

The main purpose of the study was to investigate the administrative and social factors contributing to lack of motivation and job satisfaction among teachers in public secondary schools in Githunguri district.

#### **1.5 Objectives of the study**

The study was guided by the following objectives;

- i. To establish the relationship between teachers role and job satisfaction in Githunguri sub county, Kiambu county
- ii. To asses school administration styles and policies on teachers motivationsatisfaction in Githunguri sub county, Kiambu county
- iii. To determine the influence of the social standing and attitudes of the society on teachers in satisfaction in Githunguri sub county, Kiambu county
- iv. To assess the relationship between the teacher's workload, salaries on teacher job satisfaction in Githunguri sub county, Kiambu county

#### **1.6 Research questions**

The research was guided by the following questions.

- i. To what extent does the relationship between teachers role influence their job satisfaction?
- ii. To what extent do the school administration styles and policies influence teacher's motivation?
- iii. To what extent does the social standing and attitudes of the social influence teachers in Githunguri district?
- iv. To what extent does the relationship between the teacher's workload, salaries have on teacher job satisfaction?



### **1.7 Significance of the study**

This study may be helpful to the teacher's service commission in the process of hiring, promotion, and placement of teachers within the county and the country at large. It might help education stakeholders to know the real issues that affect teachers and reveal appropriate solutions in curriculum development

It may also be helpful in revealing some draconian leadership styles in schools that result in demoralizing the teacher's performance levels and students resulting in strikes and unrests among students.

It might give insight to students in adopting a normal school life in the school environment

Lastly, the study may help the government and involved stakeholders, education officers, quality assurance and standard officers, non-governmental organizations in the development of policies, research that will steer the education sector forward towards achieving the national and millennium goals. They may also use these findings to deal with teachers strikes in the areas of jurisdiction.

### **1.8. Limitations of the study**

The research was only restricted to Githunguri district due to constraints of time and money and thus generalizations of these findings can only take place only in those districts with the similar setup. The researcher also, had no control over the willingness of the respondent to respond honestly to the questions

### **1.9 Delimitations of the study**

The schools selected for the sample were those within Githunguri Sub County of Kiambu County. The study targeted only a few randomly selected public secondary schools leaving out private schools. The study dealt with secondary school students leaving out primary and universities. The limitation of the study to a sub-county led to the generalization of the findings to other sub-counties in the county and the whole republic.

Only head teachers and deputy head teachers, senior teachers and counseling teachers who are actively involved in dealing with teachers were used in the study.

### **1.10 Assumptions of the study**

The study was based on the following assumptions;

- i. That teachers used are able to identify administrative and social factors affecting teacher motivation in the school.
- ii. That schools management recognizes a lack of teacher motivation as a problem to school performance
- iii. That unmotivated teacher exists in any normal school.
- iv. That the respondents will be honest in filling the questionnaire

### **1.11 Operational definition of terms**

The following were the definitions of significant terms as used in the study.

**Punishment** refers to aversive stimulus that follows an undesired behavior intended to eliminate the occurrence of that behavior. It involves the imposition of penalty or deprivation for the wrongdoing.

**District** refers to the geographical area generally coterminous with a legally established county.

**Motivation** refers to the needs, urges and forces that influence one to behave in a certain way.

**Performance** refers to measures of the quantity or quality of contributions made by an individual for the purpose of production in an organization.

**Public schools** refer to schools managed and maintained by public funds from the government and the community.

**Secondary school** refers to the post-primary institutions which students receive instructions for four years from form one to form four.

**Teacher** refers to a person registered by TSC in accordance with section seven to give instructions based on instructions offered in a public school.

**Family** refers to a group of people united by blood or adoption, consisting of a single household interacting and intercommunication with each other in their respective roles.

**Family constructs** refer to factors and characteristics exhibited by a family.

**Cultural characteristics** refer to the sum total of ways of living built up by a group of human beings and transmitted from one generation to another.

**Teaching** refers to the process of transferring knowledge, attitude, and skills to learners.

**Society** refers to a group of people sharing cultural aspects such as language, dress, norms, and behavior.

**Administration** refers to a body entrusted with the execution of laws

**High school student** refers to a learner who is taught in secondary school. Usually, aged between 12 and 18 years.

## CHAPTER TWO

### LITERATUREREVIEW

#### **2.1 Introduction**

This chapter reveals literature related to teacher motivation and job satisfaction under the objective subheadings of administrative and social factors. It reveals two administrative and two social factors. It reveals a role of a teacher and administrative styles and policies as administrative factors and social factors are divided into low social standing and attitude of the teaching profession and teacher's workload and salaries in relation to job motivation and performance.

#### **2.2 Influence of role of the teacher and job satisfaction among public secondary schools teachers**

Carter (1973) defines a teacher as a person employed in the official capacity for a purpose of guiding and correcting learning experiences. Teachers in the society find themselves faced by circumstances which force them to work in an unfavorable environment and thus making them feel dissatisfied with their job.

Marin and Nether (1998) noted that teachers in recent years have experienced a burnout sensation which includes reactions such as apathy, aggression, anxiety, and defeatism due to low self-esteem in their career. Teachers have been forced to combine a number of roles in order to fully sustain and satisfy their needs thus resulting in poor services delivery.

According to Patrick Ranjard (1984) teachers have a tendency of feeling under attack from their employees and also the government and feel persecuted in terms of the remuneration they get and the services they are provided for in their respective learning institutions. The teacher is even expected to play the role of the guardian and as Martin and Stephen put it (1988) days is long

gone when parents accompanied their children and this manifests the lack of support for the teacher in the process of education delivery. It is therefore evident that there are incongruous roles that teachers are expected to play. They act as watchdogs as Dale (1980) puts it and is demonstrated in some degree in terms of class attendance and students follow up. He continues to point out that they even feel that administrators do not understand them fully and in this case referring to the principals and their deputies. This difference exists as administrators act as public relation officers as opposed to teachers who are purely scholars.

The teacher also has a role of being a discipline master. Discipline refers to the physical and mental orderliness or control in a person due to a desirable learning experience or externally imposed rules, punishment and rules. It includes obedience, cooperation, positive attitude and respect among other students and even members of staff. The teacher's service act of 1967 points out that schools exist to be of service of the pupils, parents and the community at large.

Discipline is mandatory for a school to be in full operation and be seen as desirable by the community as a relevant place of learning for its young people's development. The role of education in a school is not purely limited to mastery of the subject but also ensuring conducive and desirable interactions for character development. Efficiency and effectiveness of teachers in a school depending on the contributions of all the members in the society from training in morals, ethics and good manners at home to the inculcation of proper study habits in school (Scarf, 1984).

### **2.3. Influence of administrative styles and policies on job satisfaction among public secondary schools teachers**

Different administrative styles have different impacts on the level of motivation by the teachers concerned thus affecting their performance. Administrators who use draconian systems in their institutions tend to frequently find themselves at conflicts with their teachers as put forward by Hughes (1987) who states that there is need to ensure the teachers are given a considerable level of freedom in their work and also recognition according to their performance.

One of the poor administrative systems used by head teachers is spying where the principal spies the teachers in terms of class attendance, marking strategies and curriculum coverage as this lowers the teachers perception to the head teacher and as Dale (1988) suggests the performance of the respective teachers is greatly affected by the perception towards the school administrators. Dale continues to suggest that teachers often do not feel like the administrators fully understand the academic roles that they are expected to play.

Douglas McGregor (1920) studied the attitudes teachers have towards work. His study revealed certain assumptions of two types of teachers. The first group of teachers believed that work is inherently distasteful, teachers must be pushed to work, most teachers are not creative so not creative and motivation only occurs at physiological and safety levels. The second group of teachers believed that work is natural if the conditions are favorable, most teachers have self-control. Most teachers have the capacity for creativity and motivation occurs at the social, psychological as well as physiological and security levels. This two groups approach can be used

to know how to manage teachers at any institution at different times and different levels depending on job maturity or the maturity of teachers and students.

The T.S.C Teachers service commission is the mandated body by the government via the ministry of education to employ, demote transfer and promote teachers as per their set guidelines. Within the constitution, there is the need for the commission KEMI and KICD to develop policies and modalities that are to make the teaching profession attractive and this includes remuneration in terms of salaries, working conditions and equality in terms of promotion and disciplinary actions.

Shiundu (1984) argues that one way of doing it is offering better terms of service to the teachers so as to boost their morale. There should also be a clear scheme of service to be used in promotion and they should be fair and aimed for the achievement of greater commitment through changes in the teaching environment. There have been major inequalities in the past especially in the employment, transfer, and promotion of teachers in the service. The issue of upward mobility is especially the toughest one since the employer rarely adheres to the laid and written policies on how many years a teacher should work or stay in one job group before being moved to the next.

In Koech report (Republic of Kenya 1999) it was noted that there is a major political interference in the appointment of principals and senior education officers in MOE and those factors are likely to be put into consideration for these appointments. For example, the level of education and experiences do not count at all. There are even some appointments made from serving classroom teachers without any experience in terms of management and thus the qualified teachers are ignored thus resulting in great dissatisfaction among teachers.



#### **2.4. Influence of low social standing and attitude of the teaching profession on job satisfaction among public secondary schools teachers.**

Teachers have developed a culture that their profession is not as prestigious as other professions and thus they do not feel motivated. According to William (1987) about fifty years back, it used to be argued that teachers had no social standing in the community. He continued to argue that it was held with so much disrespect within the society as an unpleasant and boring career.

Society tends to judge teachers harshly and most of the stakeholders within the education sector tend to side with the students more at the expense of the teachers. As Martin (1988) put it when teaching fails often because of some unavoidable circumstances the teachers are the first culprits to be held responsible.

Another impact of poor administrative styles is on the head teacher who tends to apply poor leadership techniques like spying on the teachers' performance in terms of class attendance and assessing the class performance. It sometimes becomes difficult since the teacher is dealing with students of different capabilities and also characters. Favoritism is another poor administrative style and has very negative implication on the school especially among teachers. As Schneider (1973) asserts the foundations of good staff attitudes must start with the head teacher being rational and fair in handling all school matters. Favoritism among teachers is likely to breed bad blood between teachers and lead into hatred and confrontations among members of staff within an institution.

Dale (1970) indicates that some teachers especially the head teachers play favors with teachers by involving them in special occasions that require teacher representation and this causes some

major rift among teachers such that those teachers who are not favored do not have that zeal to perform.

Elton Mayo (1880), Adelaide Australia accepted and disseminated scientific and hierarchical management of the school. He came up with the Human relation management movement between 1923 and 1926. He carried out experiments to test the physical conditions on workers' productivity. The experiments showed that salaries and physical working conditions did not motivate workers, Rather he revealed that the determining factor affecting job productivity was what went on within the worker. The psychosocial factors include morale, job satisfaction, and teamwork. This was guided by two principles of satisfaction of workers and democracy at work environment. He advocated for decentralization of responsibilities to teachers, cooperation between the administrators and the teachers, giving equal opportunities and concern to teachers needs as social beings.

Teachers lack support from the society in general to perform their mandate and as we all understand the teaching profession is not a one man's show and requires multi stakeholder's cooperation for it to yield any substantial fruits.

According to William (1997) teachers are somehow isolated in the community in which they live and this greatly discourages them from creating a harmonious relationship with other members of the community. The teacher especially faces very many challenges when they teach from those communities that they come from. There might emerge family and a communal feud from the way the teacher is perceived to handle his or her responsibility in the school.

Teacher-parent relationship is also a factor that affects teacher satisfaction. It has been frequently been characterized by conflicts due to the misunderstanding between them relating the students. The teachers have been the ones spending most of the time with the students have their own opinion on the students' characters. This opinion may greatly differ from the one that the parents hold as their children behave completely different while around them. According to Bough and Stove (1983), some of these conflicts are so major such that they end up following the legal platform and some teachers ending up being jailed due to the financial muscle that is applied by some parents.

They further state that while the teacher must see the child as part of the school situation, they must treat them in a manner they maintain a consistent stand with reference to other students but the way different parents react when their children are disciplined may blow off the mutual balance and disrespect the teacher. Some parents may go to an extent of storming within the school during lesson time and attack the teacher either verbally or physically in front of the students.

This form of disrespect to the teacher is common, especially where the parents have developed a negative attitude on the teacher within the community and would even not listen to their side of the story and the teacher ends up facing some disciplinary measures that were not supposed to be present in the first place.

## **2.5. Influence of teacher's workload and salaries in relation to job satisfaction among public secondary schools teachers**

Teachers are faced by too much work in their various institutions of learning and this has been greatly contributed by the government's failure to hire more teachers so as to address the rampant teacher-student ration existing national wide. This has resulted in stress and lack of job satisfaction and motivation in their work. Teachers have other roles to be done outside class work and these include routine examination preparations, duty rosters and their homes also.

Mukundi C (1999) indicates in her report that most teachers taught 41 -45 lessons per week and this exhaust them and thus making them not dispense their mandate effectively. This is worsened by the large number of students in the classrooms and the fact that they are expected to tackle every student personally thus making them inefficient and ineffective in their work. This situation is very rampant especially in Githunguri district where most classes range from between 45-50 students per classroom according to the educational weekly dated (June 23<sup>rd</sup>, 2013 p 44).

Teacher training is another challenge in the education sector as the curriculum is always being revised year after year to fit in the ever-changing societal needs and the content keeps on being upgraded. This calls for frequent fresher courses for the teachers so that they keep up with the curriculum thus affecting the teachers' level of productivity. Martin and Stephen (1999) argues that from whichever model of education the teacher uses, at some point they will fall under some sort of criticism from all corners. Facilities in terms of physical facilities and other resources are another major concern. Lack of facilities makes teaching ineffective for the teacher and this demoralizes the teacher no matter how determined s/he might be in achieving certain goals. I

some cases the teacher is forced to teach without the necessary facilities like laboratories and this makes learning really ineffective and thus at the end affecting the overall performance of the students.

Mukundi (1999) in a study in Kiambaa division of Kiambu district showed that over half of the primary schools did not even have enough chairs for all students and to some extent, a desk was shared by up to even five pupils. Textbooks is another major issue and it really affects teaching especially in language subjects without a textbook and the result is poor performance since the students do not get a chance to practice reading on their own and in the end, the teacher is to blame for this inconvenience. Compared to other professions with the same education qualification, teachers are some of the least paid people and thus their profession is not that prestigious among the members in the teaching fraternity. Teachers have to fight so hard in the form of mass actions and industrial strikes so that the government can take their grievances seriously. The government keeps signing some return to work formulas and ultimatums with the teachers that they keep on dishonoring and when the teachers go on strike they are issued with threats. It is worth noting that the other government workers like the civil servants do not have to ask for salary increment and their salaries are increased automatically and their allowances are very attractive when compared to the teacher's allowances which are very minimal in comparison to their work.

A review of the research on salary and behavior by Ferris and Winkler (1986) found out that high beginning salary levels attracted more able individuals into teaching and that higher averaged salaries reduced teacher turnout rates. Almost all surveys of teaching profession cite one major reason which is low salaries. Even though the aspect of having an impact on students' lives seem

to have been a great motivator on the teachers' salaries are also a major contributor and salaries have a greater behavioral impact on the teachers that impacting on the students since it is itself an intrinsic factor as opposed the extrinsic aspect of the profession.

## **2.6. Summary**

From the gathered information, it is evident that studies have been done on the factors resulting in teacher job dissatisfaction and lack of motivation but there are some loopholes that need to be addressed especially in the society, administrative styles and teachers service commission performance in implementing its role in a free and fair way for the improvement of education. In line with this, the study explored the connection between administrative and social determinants which may fill this loopholes and solve challenges in teacher job satisfaction and motivation.

## **2.7. Theoretical framework.**

This study was based on scientific management theory also known as Taylor's motivation theory which was developed by Taylor (2005).It states that employees who are better motivated with incentives both monetary and non-monetary ones will offer better services. Teachers are not an exception and therefore the related stakeholders who involve the administration of various schools; the government and also the community to make the teachers feel highly valued within the society so that they may be motivated to give their best and also boost the education performance of the students.

This study is also based on the theory of self-determination by Ryan and red (1985) .The theory states that there exist two forms of motivation. Intrinsic based motivation and extrinsic based motivation.

Intrinsic motivation comes from within and extrinsic from within the environment provided for by the respective authority. It is therefore important for the stakeholders like TSC be responsible for the provision of the extrinsic motivation to play their part so as to complement the intrinsic motivation that comes from within the individual and in this place the teachers.

## **2.8 Conceptual framework.**

Factors affecting teacher job satisfaction in Githunguri sub-county, Kiambu County

Consists of independent variables, dependent variables, results It's perceived that the roles of a teacher including disciplining, teaching, instructing, guiding and counseling, and social constructs like social standing of the teaching profession, parenting styles, teacher-parent relationships, and teachers' salaries will affect teacher job satisfaction and motivation. If the administrative and social constructs are good then there will be positive results including good performance in Kenya certificate of secondary education, motivated teachers and students, low school dropout, high enrollment, fewer strived and improved teaching and learning environment.

**INDEPENDENT VARIABLES**

**ADMINISTRATION CONSTRUCTS**

- Roles of a teacher
- Disciplinarian
- Parent
- Guidance
- Instructor
- Teaching
- Administrative policies

**SOCIAL CONSTRUCTS**

- The social standing of the profession
- Society attitude
- Parenting styles
- Teacher-Parent relationship
- Parents level of education
- Teacher salaries and workload

**DEPENDENT VARIABLES**

- Job satisfaction
- Teacher motivation

**RESULTS**

- Good performance in Kenya certificate of secondary education
- Motivated teachers
- Motivated students
- Effective students
- Qualified secondary graduates
- Low school drop out
- Fewer teachers strikes
- Improved teaching and learning
- Environment

- Gender
- Parenting style
- Age

**INTERVENING VARIABLES**

**Figure 1.1** Influence of administrative and social factors on job satisfaction among public secondary schools' teachers in Githunguri sub county, Kiambu County.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the procedures and strategies that were used in this study. It focused on research design, location, target population, sample and sampling procedures, research instruments, pilot study, and data collection procedures and data analysis process.

#### **3.2 Research design**

The study was based on descriptive research design where the investigator examined variables under their natural conditions in which they are operating as independent and dependent variables. Descriptive design helps the researcher to gather information, summarize, present and interpret data the way they are (Mugenda and Mugenda, 2008). The researcher used both quantitative and qualitative approaches where interviews were conducted with principals and deputy principals whereas questionnaires were administered to teachers. Therefore the researcher was able to establish a relationship between the variables identified.

##### **3.2.1 Variables**

In this study, the dependent variables were job satisfaction and motivation while administrative and social factors that lead to job dissatisfaction and de-motivation were the independent variables.

### 3.3 Target population

The researcher was not able to access all the public secondary schools in the sub-county due to financial implications and time. He only managed a population of 32 schools out of the 37 schools in Githunguri Sub County. A total of 111 teachers, 10 discipline teachers, and 12 deputy principals and 5 Principals in three categories (boys boarding, girls boarding and mixed day) of public secondary schools in Githunguri Sub-county was used representing 100% of teachers rate of return and 100% rate of return for discipline teachers

Table 3.3.1: Target population response rate

Target Group	Target population	Sample size	The percentage rate of return
Schools	37	32	86.4%
Principals	5	5	100%
Deputy Principals	10	12	120%
Discipline teachers	10	10	100%
Subject teachers	977	111	11.1%
Total	1002	138	

### 3.4. Sampling technique and sampling procedure

A sample is a small size proportion that represents the whole population. Mugenda and Mugenda (1999) suggest that ten percent of the accessible population is adequate to act as a study sample. Since the total number of the population which is the number of teachers is 977 a sample of 100 teachers was used.

Simple random sampling was used to sample the 32 schools with at least 111 teachers. The names of the schools with at least 111 teachers were written on some pieces of paper and folded then put in a box then shuffled. Those pieces were then picked one at a time and recorded.

### **3.5 Research instrument**

The researcher used structured questionnaires involving both qualitative and quantitative questions to gather data from teachers while interview guides were used to gather data from the deputy principals and principals'. The questions were either open or close-ended on a given topic. Data relating to motivation and job satisfaction among the teachers in Githunguri district was gathered through these responses. This allowed the researcher to get first-hand information about the real factors causing teacher de-motivation.

### **3.6 Pilot study**

A pilot study was conducted in two schools in the sub-county which were not included in the actual study. Piloting helped the researcher to identify misunderstandings, ambiguous language, and inadequate items. It also helped the researcher to familiarize himself with the administration of the instruments. The results of the pretest indicated the instrument was reliable. The pilot study was conducted to 2 principals, 2 deputy principals, 2 guidance and counseling teachers and 20 subject teachers.

### 3.7. Validity of the research instrument

Validity indicates the degree an instrument measures what it was supposed to measure. Through piloting, the instruments were tested in order to help the researcher more valid data as well as familiarize him with the data collection process. About 10% of the sample size is recommended (Mugenda and Mugenda, 2008)

Table 3.2: Sample size

Target Group	Target population	Sample size	Percentage of sample size
Principals	51	5	9.8%
Deputy Principals	100	12	12%
Discipline teachers	105	10	9.5%
Subject teachers	977	111	11.1%

#### 3.7.2 Reliability of research instrument

Reliability is the degree an instrument produces steady results when repeated tests are done. To improve the reliability of the research instruments in this study a test-retest technique was used. The items on the questionnaire for the pilot study which were found to be ambiguous, inadequate or vague were discarded to improve on the reliability of the instruments. To check for reliability,

the study will employ Cronbach's alpha. An alpha of above 0.7 is deemed sufficient for reliability. An alpha of 0.7018 was obtained.

### **3.8 Data collection procedures**

After approval of the research proposal by the project supervisor, the researcher sought permission from the sub-county director office to conduct the research and do data collection. The researcher then explained the role of the research to the principals of the various schools and also explained the role of the research to the respondents.

The researcher then administered the questionnaires and then booked an appointment to re-visit the school in two weeks' time and give respondents enough time to fill the questionnaires. The researcher conducted interviews with principals and deputy principals after the two weeks.

### **3.9 Data analysis techniques**

After fieldwork, the questionnaires were cross-examined to check their accuracy, completeness and their uniformity. The data collected were then grouped according to qualitative and quantitative data. Qualitative was analyzed using a frequency distribution table and represented in pie charts while quantitative data were analyzed using the help of tables, pie charts, graphs, percentiles, and SPSS.

The statistical package offers data handling capabilities numerical analysis procedures that can analyze small to large data.

TABLE: 3.9.1: Motivation factors

QUALITY OF MOTIVATION	MOTIVATION
Gender	2%
Age	1%
Professional qualification	3%
Time served	2%
Administrative factors	60%
Social factors	32%

Table 3.9.2:De-motivation rate

RESPONDENT	DEMOTIVATION RATE
Principals	10%
Deputy principals	15%
Discipline teachers	15%
Subject teachers	60%

Table 3.9:3 Reported cases

Cases of lack of job satisfaction	Reporting percentage
Those who report	5%
Those that don't get reported	95%

Table 3.9.4 Factors influencing teacher motivation

Factor	Influence percentage
Teacher workload	9%
Teacher salaries	32%
Administrative policies	35%
Conflicts by the administration on teachers	25%
Indiscipline by students	60%
The social standing of the teaching profession	15%

Correlation

$$R_{xy} = \frac{\sum (x - \bar{x})(y - \bar{y})}{N S_x S_y}$$

Where

R- Correlation coefficient

N- The number of scores within each distribution

$\sum$ - summation sign

X-The score of a person in one variable

x- The mean of x distribution

y- The mean of y distribution

x –The standard deviation of x scores

y-The standard deviation of y scores

The correlation obtained for the principal was 0.7321

The correlation obtained for deputy principals was 0.713

The correlation obtained for guidance and counseling teachers was 0.733

The correlation obtained for subject teachers was 0.717

A correlation coefficient of 0.7 -1.0 is deemed reliable. (Mugenda and Mugenda, 2008)

### **3.10 Ethical considerations**

The subjects were given a consent form to sign before filling the questionnaires. The subject was also assured of the confidentiality of the information they gave and informed that the information will only be used for research purposes only. The researcher informed the subjects that he's pursuing a post-graduate diploma and is required to do a research to be able to complete the course.



## **CHAPTER 4**

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

#### **4.1. Introduction**

This chapter presents analysis, interpretation, and presentation. The main purpose of the study was to investigate the administrative and social factors contributing to lack of motivation and job satisfaction among teachers in public secondary schools in Githunguri Sub County.

The study was guided by the objectives of the study including establishing the relationship between teacher's role and job satisfaction, assessing school administration styles and policies on teacher's motivation, determining the influence of the social standing and attitudes of the society on teachers in Githunguri district and to assess the relationship between the teachers workload, salaries on teacher job satisfaction.

#### **4.2. Response Rate**

The respondents involved were the principals, deputy principals, discipline teachers, and subject teachers. The principals and deputy principles were interviewed face to face.

Table 4.2.1: Interview questionnaire response rate

Respondents	Sample size	Number collected	Response rate
Principals	5	5	100%
Deputy Principals	12	15	125%
Discipline teachers	10	10	100%
Subjects teachers	111	100	90%
Total	121	110	90%

Table 4.1 and 4.2 above shows that both the interview and the questionnaire had a response rate of above 70% which is adequate good for analysis according to Mugenda A. and Mugenda O. (2008)

#### **4.3. Demographic information**

The demographic information that was used to respondents was the gender, age and time of service as a teacher. The health status of teachers was also gathered. This sought to establish whether the demographic characteristics of teachers influence their motivation in the teaching profession.

#### **4.4. Role of a teacher and job satisfaction**

The researcher aimed at establishing the roles of a teacher and job satisfaction. The researcher found out that most principals and deputy principals had most roles including disciplinarian,

instructors, teaching, guiding and counseling, parent and this made some of them feel unmotivated and in need of more support from their employer.

The researchers also found out the roles given teachers are too many. Most teachers were unmotivated for working too many hours with uncooperative students.

Table 4.3.1: Role of a teacher and job satisfaction

Respondent	Influence Rate
Principals/Deputy Principals	20%
Discipline teachers	30%
Subject Teachers	40%

#### **4.5. Impact of administrative styles and policies and job satisfaction**

The researcher found out that most principals and deputies had many administrative functions in the school but that didn't lower their job satisfaction. Most subject teachers duties were few but very challenging so they were affected the most emotionally.

Most teachers also responded by putting many employer requirements and policies that are not well implemented. This programs by an administration that are not been well monitored also lowered teacher motivation.

Table 4.5.1: Impact of administrative styles on job satisfaction

Respondent	Influence Rate
Principals/Deputy Principals	20%
Discipline teachers	40%
Subject Teachers	60%

Table 4.5.2: Influence of salary in teacher job satisfaction

PRINCIPALS	DEPUTY PRINCIPALS	SUBJECT TEACHERS
10%	20%	70%

#### **4.6. Low social standing and attitude to the teaching profession**

The researcher sought to establish the relationship between the social attitude towards the teaching profession and teacher motivation. The researcher sought this from several teachers and found out that most teachers agreed that society has failed to respect teaching as a career compared to other careers. The researcher found out that society has failed to do their roles to the expense of the teacher. A good number of teachers felt that they could leave teaching early before their retirement date.

Table 4.6.1: Table on positive attitude of the society on teaching profession

PRINCIPALS	DEPUTY PRINCIPALS	SUBJECT TEACHERS	DISCIPLINE TEACHERS
70%	60%	30%	40%

#### **4.7. Teacher’s workload and salaries in relation to job motivation and performance**

The output from the teacher if their workload and their salaries are reduced affects their job satisfaction. Most principals and deputy principals were not de-motivated by salaries or workload. Most subject teachers were de-motivated by the workload and the salaries they get.

Table 4.7.1: Influence of salary on teacher job satisfaction

Respondent	Percentage influence
Principals	10%
Deputy principals	17%
Discipline teachers	30%
Subject teachers	68%

The researcher found out that the workload of subject teachers was not a major factor that influenced job satisfaction from the findings below;

Table 4.7.2: Influence of teacher workload on teacher motivation

Respondent	Strongly agree	Agree	Disagree	Strongly disagree
Principals	0	0	0	5
Deputy principals	0	0	4	6
Discipline teachers	0	5	5	0
Subject teachers	2	67	40	2



**CHAPTER 5**  
**SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1. Introduction**

This chapter focuses on the summary of the study and the conclusion. It also presents recommendations and suggestions for future research.

**5.2. Summary of the Findings**

The study investigated the influence of administrative and social factors on job satisfaction on public secondary schools teachers in Githunguri Sub County, Kiambu County. The administrative and social factors were understood to encompass tasks that teachers and society have that affect teachers in their day to day running of the school. The administrative factors considered were the role of a teacher and administrative styles while the social factors were the low social standing and attitude to the teaching profession and teachers' workload and salaries in relation to job motivation and performance.

The purpose of the study was to investigate the administrative and social factors contributing to lack of motivation and job satisfaction among teachers in public secondary schools in Githunguri district. Identify problems that teachers go through and determine whether there is a relationship between a teacher's role, administrative styles, and policies, society's social standing, and teacher's workload and salaries to teacher job satisfaction.



The research was based on descriptive research design where the investigator examined variables under their natural conditions in which they are operating as independent and dependent variables. The researcher used both quantitative and qualitative approaches where he interviewed the principals and deputy principals whereas administered questionnaires to teachers.

The study was carried out in Githunguri Sub County, Kiambu County, Kenya. The researcher was not able to access all the public secondary schools in the sub-county due to financial implications and time. He only managed a population of 32 schools. A total of 138 teachers, including 111 subject teachers, 10 discipline teachers, and 12 deputy principals and 5 Principals in three categories (boys boarding, girls boarding and mixed day) of public secondary schools in Githunguri Sub-county was used representing 98% of teachers rate of return and 100% rate of return for discipline teachers

Simple random sampling was used to sample the 32 schools. Names of the schools with at least 111 teachers were written on some pieces of paper and folded then put in a box then shuffled. Those pieces were picked one at a time and recorded.

Interviews and questionnaire were used in data collection. The interviews were one on one while the questions were either open or close-ended questions on a given topic. To improve the reliability of the research instruments in this study a test-retest technique was used. To check for reliability, the researcher employed Cranach's alpha. An alpha of 0.7018 was obtained which means the research instruments were reliable.

A research permit was obtained from the office of the sub-county director. Data analysis was done using a statistical package for social sciences (S.P.S.S). The analyzed data was then

presented using descriptive statistics such as tables and correlation. A Pearson product moment correlation was used. A correlation value lied between +1 and -1. A positive direction meant a direct relationship while negative direction meant inverse relationship.

The role of a teacher, administrative styles and policies, teachers' salaries and social attitude for the teaching profession showed a direct relationship with teacher job motivation.

The factors were measured in terms of how they affect teacher job satisfaction. The study used interview, research questions, and hypothesis. The research findings were analyzed using pie charts and percentiles.

### **5.3. Findings**

The following were the findings

There was no significant relationship between teacher's gender, age, academic qualification, professional qualification, and time served as a teacher and nature of the school whether day or boarding in terms of how teachers are motivated and are satisfied in teaching.

Head teachers rarely get cases of de-motivated teachers. Most de-motivated teachers are not open to the administration.

The way school administration deals with teachers and the style of leadership affect teacher motivation. Authoritative administrators de-motivate teacher's more than Democratic leadership. The most common de-motivated teachers are subject teachers.

The most common de-motivation is emotional in nature and comes from divide and rule administrative policies and the role of a teacher being despised

Most teachers are de-motivated by student's indiscipline

Most teachers are de-motivated their fellow teachers of higher rank

The government taking sides with undisciplined student's cause's dissatisfaction among teachers.

The problems encountered by the society affect teacher job satisfaction like family instability and low social standing of the teaching profession.

Teacher workload is not related to enumeration for teachers who are not administrators. This causes a lack of job satisfaction.

Most teachers show their de-motivation by absconding duties and strikes

Teacher's welfare being neglected in schools causes de-motivation among teachers

#### **5.4. Discussions**

Teachers depending on their gender, age, academic qualification, professional qualification, and time served as a teacher find themselves in different schools and faced by different working environment thus affecting their job motivation and satisfaction and as Carter (1973) defines a teacher, as a person employed officially for a purpose of guiding and correcting learning experiences, the teaching and learning working conditions should be favorable to teachers

Teachers as noted by Marin and Nether (1998) that they experience sensations and reactions such as apathy, aggression and anxiety due to self-esteem. This happens since most teachers are not open to the administration. The way the administration deals with teacher job de-motivation is not effective. The administrative styles especially those school dealing with

authoritative leadership have few allowance for teachers demands and social wellbeing. The most common de-motivated teachers are subject teachers.

The most common de-motivation is emotional in nature and comes from divide and rule administrative policies and the role of a teacher being despised. Douglas McGregor (1920) studies teacher's attitudes towards work. He revealed two types of teachers. Teachers who work with minimum supervision and self driven and those that they need to be motivated by some aspects like student indiscipline to work efficiently. Most teachers are de-motivated by student's indiscipline. Others are de-motivated their fellow teachers of higher rank. The government taking sides with undisciplined student's cause's dissatisfaction among teachers. William (1978) developed a culture that teaching profession is not as prestigious as other professions. The society tends to judge teachers harshly and also most education stakeholders like the ministry of education and the T.S.C. The Teachers service commission needs to increase teacher salaries in relation to their workload and also improve the school infrastructures like chairs and text books.

According to Bough and Stove (1983), some of the conflicts are so major in the society that they end up following the legal platform and some teachers end up being jailed. The problems encountered by the society affect teacher job satisfaction like family instability and low social standing of the teaching profession. Most teachers show their de-motivation by absconding duties and strikes. Teacher's welfare being neglected in schools causes de-motivation among teachers. Elton Mayo (1880), came up with the human relation and management movement between 1923 and 1926. He experiments the physical conditions on

workers for maximum productivity. This experiments shows that teachers welfare, salaries and physical working conditions affect the psychosocial factors and finally affect teacher motivation in teaching. Good conditions like decentralization of power, cooperation between administrators and teachers, giving equal opportunities to teachers and concern for teachers as social beings increase teacher motivation and job satisfaction

### **5.5. Conclusions**

Based on the findings the school administration has not adequately put ways to motivate teachers. Most school rarely motivates teachers. Principals rarely know the social needs of their teachers. The schools have given teachers extra duties other than teaching. In most schools there is no relationship between teachers and the parents. Most parents do not interact with other teachers apart from the principal and deputy principal. There is a bid salary gap between subject teachers and the school administration. Some schools are understaffed and no promotion for many teachers for the past 10 years. In most school there is a dropout rate and no conflict resolution mechanisms. Education stakeholders rarely motivate teachers. There is very low social standing of the teaching profession and poor attitude towards teaching .The parenting styles also cause indiscipline among students which cause job dissatisfaction de-motivation among teachers in Githunguri sub county Kiambu county.

## **5.6 Recommendations**

The recommendations made were as follows:-

Principals and deputy principles need not only attach high performance of the school and all administrative tasks, but also work towards efficiency and effectiveness. Principals need to be free with teachers and give guidance and counseling and offer solutions to de-motivated teachers.

Class size ought to be reduced to make it possible for teachers to give individualized attention to students hence able to manage class control. A cordial relationship between teachers, parents, school community should be maintained with the teachers.

This could be enhanced by organizing meetings. In such meetings, they would discuss the role of parents, pupils discipline and how to motivate teachers.

Education officers, Teachers service commission, school sponsors should work together to ensure that both principals and teachers receive a relative amount of remuneration and reduce the big gap between school administrators salary and subject teacher's salary. They should also get ways of motivating their teacher like sponsoring them to in service and refresher courses occasionally or as the need arises.

Staffing officers should ensure that some schools are not understaffed while others are overstaffed. The Teacher service commission should do staff balancing and avoid frequent transfers especially in between the term.

The teacher's service commission should promote teachers according to class performance.

There also need for a gender-balanced staff. The teacher's service commission and the Kenya government need to come up with relevant laws that protect teachers from defiant

students. There also need to punish defiant students. Principals, teachers and the school community should work together to ensure that the schools have adequate physical facilities and existing facilities are kept in good order. The teacher's welfare should be well managed for teachers including giving them good meals in school.

The principals should be having proper ways of conflict resolution. Principals should use correct language when dealing with teachers, especially before students.

The school should devise ways of helping students who deviant behaviors which affect teachers emotional satisfaction like starting a peace club which will increase good relations among teachers and students.

### **5.7 Suggestions for further studies**

There is a need to conduct further study on:

1. The influence of Kenyan laws on teacher motivation and job satisfaction.
2. The causes of teachers' strikes
3. The causes of secondary school students indiscipline and how to mitigate the indiscipline
4. The current study could be replicated to cover a larger population

## APPENDICES

### Appendix 1: Letter of Introduction

**UNIVERSITY OF NAIROBI**

School of Continuing and Distance Education

Dear Sir/Madam,

My name is **Francis Irungu Macharia** – A postgraduate diploma student in the **School of Continuing and Distance Education** pursuing a post-graduate diploma in the education of the University of Nairobi. My study is titled: “**Influence of administrative and social factors on job satisfaction among public secondary schools teachers in Githunguri sub-county, Kiambu County, Kenya**”

I would like your assistance in filling the questionnaire and please note that your participation is appreciated in advance. In addition, your participation in the study is voluntary and you can refuse to participate or withdraw from the study at any stage without any risk or harm. In addition, the information gathered during this survey will remain confidential. Only the researcher will have access to the study data and information. Also, note that you will not be required to include your name on the questionnaire to ensure the anonymity of the data provided.

Thank You.

Yours sincerely,

Francis Irungu Macharia

L40/89737/2016



## Appendix 2: Research questions

### Structured Questions

You are requested to fill this questionnaire. Your response will be used for purpose of study only. Please do not write your name or that of your school in this questionnaire. Please tick where appropriate or fill in the required information on the spaces provided.

(1) What is your age?

- i. Below 25 years [ ] 25-30 years [ ]
- ii. 31-35 years [ ] 41-45 years [ ]
- iii. 45-50 years [ ] 50-55 years [ ]
- iv. 55-60 years [ ] Above 60 years [ ]

(2) Marital status

- i) Married [ ]
- ii) Single [ ]
- iii) Divorced [ ]
- vi) widowed [ ]
- v) Separated [ ]

3) Gender

Male [ ] Female [ ]

4). what is your highest education qualification?

- i) Degree [ ]
- ii) Masters [ ]
- iv) Any other [ ]
- iii) Diploma [ ]
- iv) PHD [ ]

(5). for how long have you been a secondary school teacher?

i) Less than 2 years [ ]                      iv) 2-5 years                      [ ]

ii) 6-10 years                      [ ]                      v) 11-15 years [ ]

iii) 16-20 years                      [ ]                      vi) More than 20 years [ ]

(6)How many lessons do you teach in a week?

i) Less than 10 [ ]                      iv) 11-15                      [ ]

ii) 16-20                      [ ]                      v) 21-25                      [ ]

iii) 26-30                      [ ]                      vi) 31-40                      [ ]

## Appendix B: Unstructured Questions

1. What gives you motivation in your job?

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2. What factors make you satisfied with your job?

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3. Does discipline in your school interfere with the smooth learning?

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4. Are teachers given so many roles?

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5. Do you think Society affect the motivation of teachers? If yes, how?

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6. Do you think your salary affect your job satisfaction and motivation?

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7. Are you affected by the number of lessons you teach?

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8. Do you believe that a teacher should be motivated more by salary and basic needs or social and emotional stability?

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9. What are the areas in your profession that you feel require improvement?

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6. What are the common de-motivation and lack of job satisfaction problems have you encountered in this school?

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Tick Others;

- i) Unattended lessons [ ]                      vi) Strikes [ ]
- ii) Poor performance [ ]                      vii) Absenteeism [ ]
- iii) Absconding duties [ ]                      viii) Delegating duties to students [ ]
- iv) Student's indiscipline [ ]                      xi) Weak parent - teacher relationships [ ]
- v) Examination malpractices [ ]

7. What are the major causes of the above-mentioned problems among teachers in your school?

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8. How do the cases of teachers de-motivation and job dissatisfaction reach your office
- i. Referred by school administration [ ]
  - ii. Identify them me [ ]
  - iii. Teachers come to seek help [ ]
  - iv. Referred by parents' [ ]

9. What problems do you encounter in dealing with de-motivated teachers in your school?

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10. What remedies should be done to improve teacher motivation and job satisfaction at your school?

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Thank you!



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