

**INFLUENCE OF HEAD TEACHERS' GOVERNANCE PRACTICES ON
SUPPORT STAFF JOB SATISFACTION IN PUBLIC PRIMARY
SCHOOLS, MALINDI SUB-COUNTY, KILIFI COUNTY, KENYA**

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**A Research Project Presented in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Corporate Governance in
Education**

University of Nairobi

2019

DECLARATION

This project is my original work and has not been submitted for Award of a Degree
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DEDICATION

I dedicate this research work to the Almighty God for granting me strength and good health in the entire period of this course. I also dedicate this work to my late mother Clemency Gambo and my late father Fredrick Gambo.

ACKNOWLEDGEMENT

First and foremost, I would like to extend my sincere gratitude to the Almighty God for enabling me complete this course. I express my special thanks to Prof. Jeremiah M. Kalai and Dr. Reuben G. Mutegi for their moral support, tireless assistance, experience and initiative which guided me throughout my research project.

My sincere appreciation goes to my school principal for allowing me time to do my course successfully. My deep gratitude goes to my family members and friends for their outstanding moral support and prayers during this study. Special thanks to my classmates for their co-operation during the study period. Not forgetting the head teachers and support staff who provided primary data for my research project in the selected schools in Malindi Sub-County, Kilifi County.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
HEIs	Higher Education Institutions
HR	Human Resource
NACOSTI	National Commission of Science, Technology and Innovation
OECD	Organization for Economic Co-operation and Development
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UK	United Kingdom

ABSTRACT

The purpose of this study was to investigate the influence of head teachers' governance practices on support staff job satisfaction in public primary schools in Malindi Sub-County, Kilifi County, Kenya. The study sought to determine the extent to which head teachers' reward system, adherence to leave policy, welfare services and support staff professional development influence job satisfaction. The study was anchored on management theorist Fredrick Herzberg's two-factor theory of motivation. A descriptive research design and simple random technique of selecting respondents were applied. The researcher used a sample size of twenty three (23) head teachers and twenty (20) support staff. The research instruments were questionnaires to head teachers and support staffs. The results and findings of this study revealed that the four objectives had a negative influence on support staff job satisfaction in public primary schools in Malindi Sub-County, Kilifi County ($P < 0.05$). The study concluded that managements need to be equipped with management skills and also understand the needs of the population they govern. In organization where the workers are considered to be of value in the institution they tend to perform well and always striving hard to achieve the organizations goals those on their line of duty to facilitate them achieve the school goals through capacity building of staff. The study recommends that all head teachers need to understand that, all staff are important and the institution can achieve its goals when all workers work as a team. The support staff needs to be involved in planning the activities regarding their profession for decision making and policies. The schools head teacher need to come up with staff welfare that can support the staff when in need. The Ministry of Education (MoE) in conjunction with other educational bodies like TSC need to empower the head teachers based on governance and practices in schools to equip them with appropriate knowledge on how to manage their school as a whole in their capacity. The school Board of Management (BOM) needs to treat all the staff equally and empower them on their line of duty to facilitate them in achieving the school goals through staff capacity building. The (BOM) needs to come up with strategies that will motivate the support staff who do their job well through either promotion or gifts. This way support staff will feel appreciated and respected in their line of duty. The Parents Association need to facilitate support staff salaries on time to motivate them work extra hard to achieve the school set objectives. All support staff needs to join workers trade unions and welfares associations that will enable them addresses their grievances according to labour acts and policies to avoid mistreatments of workers by their employers. The study suggested that a similar study to be carried out in public secondary schools in order to establish whether the head teachers governance and practices influence support staff job satisfaction in Malindi Sub-County, Kilifi County. The study suggests there is a need to find out other factors influencing support staff job satisfaction in Malindi Sub-County, Kilifi County.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The concept job satisfaction is defined as process of receiving pleasure or positive emotional state that determines job performance experience of an individual (Molla, 2016). Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. Luthans (2014) viewed job satisfaction in three important dimensions that include first job satisfaction determined by an emotional response to a job situation. As such it cannot be seen, it can only be inferred.

Second job satisfaction that is often determined by how well outcomes meet or exceed expectations. Third job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response for example the work itself, pay and promotion opportunities (Luthans, 2014). The concept provides the basis for understanding the factors that lead to employees' beliefs towards job satisfaction and dissatisfaction at their work places.

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job that one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to

recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2017).

Singh and Jain (2013) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important and frequently studied attitude. Aziri (2011) posited that there are three important dimensions of job satisfaction: these are job satisfaction is an emotional response to a job situation, it is often determined by how well employers meet or exceeds expectation and it represents several related attitudes which are most important characteristics of a job about which people have effective response.

Hulin and Judge (2013) noted that job satisfaction includes multidimensional psychological responses to one's job, and that such responses have cognitive, affective and behavioral components. Researchers recognize that job satisfaction is a global concept that is comprised of, or indicated by, various facets. The most typical categorization Judge and Klinger (2013)) considers five facets of job satisfaction: pay, promotions, coworkers, supervision, and the work itself. The importance of job satisfaction specially emerges to surface if had in mind the many negative consequences of job dissatisfaction such a lack of loyalty, increased absenteeism, increase number of accidents among others.

Rewards can be used to influence motivation but whatever reward or combination of rewards any employee receives it needs to be meaningful (Murphy, 2015). Usually, reward system refers to allocation of pay but the scope has been widened

to include non-financial rewards (Chiang, & Birtch, 2014). Adherence to teachers leave policy has been seen to solve the problem of teacher absenteeism. Where a teacher is granted leave, they feel motivated to work harder those days they are present (Bennell, 2014; Patro, 2015).

The nature of the work performed by employees has a significant impact on their level of job satisfaction (Landy, 1989; Moorhead & Griffen, 2014). The work is viewed as a place where employees draw satisfaction that is interesting and challenging and provides them with status. Greenburg and Baron (2003) add that work itself provides individuals with interesting tasks, opportunities for learning and chance to accept responsibility for example some of the most important ingredients that enable workers to be committed include interesting and challenging work, not boring and job that provides status and enhance commitment to workers. However, sometimes giving challenging work to employees may lead to stress and cause poor performance by employees who do not accept challenging work or afraid of losing their reputation.

Klijn, Steijn and Edelenbos (2014) found that corporate governance practices had positive effect on job satisfaction of the employees of Dutch public sector whereas individual characteristics such as age, gender, and education had insignificant effect on job satisfaction. Gould-William (2016) showed that use of corporate governance practices in local government organizations in the United Kingdom (UK) was associated with a greater degree of job satisfaction, workplace trust, commitment, effort, and perceived organizational performance.

In another research carried out by Odembo, 2014) on job satisfaction among academic staff: A comparative analysis between public and private sector Universities of Punjab in Pakistan revealed that the private universities academicians were more satisfied with pay and supervision. They were however dissatisfied with job security while the public university academicians were satisfied with job security and not the pay.

Michaelowa (2012) reveals that job satisfaction in Sub-Saharan Africa is enhanced by a well-equipped school environment, adequate training and contract conditions that ensure long term job prospect, security and a decent salary. Michaelowa (2012) further asserted that such corporate governance practices as trainings, rewards and provision of teaching materials promotes good teaching and thus high quality. Job satisfaction has implication for job performance and organizational effectiveness.

A study in Zimbabwe found that self-appraisals and role clarity factors emerged as the major predictors of overall job satisfaction among teachers in Zimbabwe. An important finding was that self-appraisals were a better predictor of overall job satisfaction than the appraisals by the teachers' supervisors. This could indicate that supervisors are not well informed about the inner feelings, experiences and perceptions of an employee as they assume (Nhundu, 2014).

In Kenyan situation, job satisfaction and good quality work from the employer and the employee respectively dictates the performance of organizations (Wang, Tsai, Lei, & Lai, 2016). Staff movement of either joining or leaving an organization is one of the many indicators or pointers of the employees' satisfaction or

dissatisfaction which may also mean high or low staff motivation. According to Molla, 2016), people leave employment due to many reasons which among them are the job content, company culture, caliber of colleagues, salary and work environment issues.

1.2 Statement of the Problem

Job satisfaction of any employee is very important since it is the one of the determinants of performance. When staff feels demotivated, they are not satisfied with their job and they end up performing poorly or quitting their jobs. Despite this, support staff in schools in Kenya has been seen to be demotivated and lack satisfaction in their jobs. This may be associated with high turnover of support staff experienced in the schools. Although, there have been efforts to reward teaching staff during annual prize giving days held by most primary schools in Malindi Sub-County and also taking teachers for capacity building workshops. The support staff has been left out in the various recognition and reward systems put in place in primary schools. The motivation of teachers through the capacity building and prize giving exercises frustrates the support staffs who feel unappreciated compromising their job satisfaction. Therefore, a majority of the support staff turnover in the region continues to rise.

Studies by Kundi, Nawaz and Kahn (2015), Njeri (2014) and Kitheka (2014), have shown that Head teachers governance practices influence teachers job satisfaction. However, these studies focused only on the teaching staff and left out the support staffs that also play a key role in running of schools. Support staff plays a critical facilitative function in education service delivery. For this to

happen, such staff need to be satisfied with their working environment. Moreover, owing to the fact that Malindi Sub-County largely depend on tourism as the primary economic activity, has in recent age faced multiple constraints due to terrorism. Thus, most of the parents are not able to pay necessary school levies to sustain payments of salaries and wages to support staff unlike in other economically endowed regions. It is by this concern the researcher sought to establish the influence of Head teachers' governance practices on support staff on job satisfaction in public primary schools in Malindi Sub-County.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of head teachers' governance practices on support staff job satisfaction in public primary schools in Malindi Sub-County, Kilifi County.

1.4 Objectives of the Study

The following were the objectives of the study:

- i) To establish the extent to which head teachers' reward system influence support staff job satisfaction in Malindi sub-County, Kilifi County, Kenya.
- ii) To establish the extent to which the head teachers' adherence to leave policy influence support staff job satisfaction in Malindi sub-County, Kilifi County, Kenya.
- iii) To determine whether head teachers' support of welfare services influence support staff job satisfaction in Malindi sub-County, Kilifi County, Kenya.

- iv) To determine the extent to which head teachers' support for staff's professional development influence support staff job satisfaction in Malindi sub-County, Kilifi County, Kenya.

1.5 Research Questions

The following research questions guided the study:

- i) To what extent do head teachers' reward system influence support staff job satisfaction in Malindi sub-county, Kilifi County, Kenya?
- ii) To what extent do the head teachers' adherence to leave policy influence support staff job satisfaction in Malindi sub-County Kilifi County, Kenya?
- iii) What is the influence of head teachers' support of welfare services on job satisfaction of the support staff in Malindi sub-county, Kilifi County, Kenya?
- iv) To what extent do head teachers' support for staff's professional development influence support staff job satisfaction in Malindi sub-County, Kilifi County, Kenya?

1.6 Significance of the Study

The study may formulate a basis on the factors which cause job satisfaction and job dissatisfaction among support staff in public primary schools in Malindi Sub-County, Kilifi County, This is important to the head teachers, Board of Management and parents since they are the key stakeholders of the schools. They may use the findings from the study to improve the terms and working environment of the support staff in public primary schools so as to enhance job

satisfaction. They may also use the findings to help come up with strategies and policies to increase support staff job satisfaction.

1.7 Limitations of the Study

The researcher experienced some challenges while carrying out the study for example, during data collection, the researcher anticipated respondents were unwilling to provide honest information. This was addressed by assuring the respondents that the information obtained was for academic purposes only but not for any other purpose thus they built confidence and provided rich information for this study. The researcher also experienced difficulties in travelling during data collection period due to vast distance and poor road network however to mitigate this limitation prior transport arrangements such as the use of Motorbikes were made as well as adequate time was allocated for the exercise.

1.8 Delimitations of the Study

The research study only focused on head teachers' governance practices influencing support staff job satisfaction in public primary schools in Malindi Sub-County, Kilifi County. The study was carried out in only public primary schools in Malindi Sub-County, Kilifi County. The study only targeted head teachers and support staff because they had relevant information concerning the study variables which were: Reward systems, Leave policies, Welfare services and Professional developments.

1.9 Assumptions of the Study

The study was guided by the following assumptions;

- i) The Head teachers' governance practices influence the support staff job satisfaction.
- ii) The support staffs were in position to provide all the data concerning the study.
- iii) There were all categories of support staff in public primary schools in Malindi Sub-County, Kilifi County, Kenya.

1.10 Definitions of Significant Terms

The following terms were defined in the context of the study:

Adherence to leave policy refers to the process of issuing various leaves to the support staff sticking to the rules and regulations governing leave application by the support staff by ensuring that they are not denied right for leave.

Corporate Governance refers to the framework of rules and practices by which a board of directors ensures accountability, fairness and transparency in a company's relationship with its stakeholders.

Job Satisfaction refers to a measure of support staff contentedness with their job, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision by the Head teacher.

Professional development refers to any kind of training geared towards improving or enhancing skills related to support staff job. Provision of resources for the training may be required.

Reward refers to giving monetary or non-monetary incentives to support staff for work done other than the normal salary.

Welfare services refer to support services provided to members of staff that would encourage them to stay in their jobs such as medical, housing and transport allowances.

Work Environment refers to the surrounding conditions in which a support staff operates in such as the housing, provision of electricity, network and roads for accessing schools.

Governance practices include attracting and maintaining talented, qualified support staff; meeting the demands and expectations of stakeholders; and preparing for potential acquisition / exit or next phase of growth.

Support staff describes the employees who work for an organization to keep it running and to support the people who are involved in the organization's objectives.

1.11 Organization of the Study

The study is organized in five chapters; Chapter one is the introduction consisting of background of the study, statement of the problem, research objectives, questions and the scope, limitations and assumptions of the study and lastly the definition of terms used in the study. Chapter Two contains the theoretical framework; it summarizes the information from other researchers who have carried out their research in the same field of study. The chapter reviews job satisfaction and governance practices.

Chapter Three covers the methodology of the study comprising of the procedures and techniques that were used in the collection, processing and analysis of data. It

consists of research design, study location, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments, data collection and data analysis. Chapter four provides the results of the study and the discussion. First the demographic characteristic of the respondents was discussed, and then the descriptive statistics were provided. Inferential analysis results were then discussed to analyze the relationship between the independent variables and dependent variables. Chapter five contains a summary of the study discussion of findings, conclusion, recommendations and suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter entails literature related to this study. It focuses on the job satisfaction of the support staff in public primary schools and summarizes the information from other researchers who have carried out their research in the same field of study. It is presented in the following sub-section; concept of job satisfaction, reward system and support staff job satisfaction, adherence to leave policy and support staff job satisfaction, welfare services and support staff job satisfaction, professional development of support staff and job satisfaction, as well as the summary of reviewed literature, theoretical framework and conceptual framework.

2.2 Concept of Job Satisfaction

Job satisfaction is important because people who are satisfied have positive feelings about their jobs and working environment. Job satisfaction is affected largely by the challenges and opportunities presented by the work (OECD, 2017). However because groups tend to modify the assigned work to fit the group structure, job satisfaction may be affected. People who are highly satisfied with their job tend to be better workers (Chepkwony and Oloko (2015),). They are more dependable, comply with company rules, have fewer complaints, are more cooperative and display less selfishness. On the other hand dissatisfaction on the job generally involves negative attitude and may cause excessive absenteeism, turnover, sabotage and other factors that influence organizations effectiveness.

Brodinsky and Neill (2013) conducted a survey in America and found out that administrators cited three policies that effectively improved the morale and motivated their staff. These were: Shared governance, in-service education and systematic supportive evaluation. They argued that shared governance or participatory management enhances teachers' professional status and their "ownership" in planning and operation of the school. They concluded that shared governance gives teachers a vested interest in school performance and also promotes harmony and trust among teachers and administrators.

Spector (2017) lists three important features of job satisfaction. First, organizations should be guided by human values. Such organizations will be oriented towards treating workers fairly and with respect. In such cases the assessment of job satisfaction may serve as a good indicator of employee effectiveness.

Job satisfaction issues have been seen to affect almost all countries in the world. Britain and Germany have been registering a significant decline in reported job satisfaction since the 1980s (Quinn, 2014). A study in four countries from Eastern and Southern Africa: Madagascar, Malawi, Uganda and Zambia showed that employees from poor households are less satisfied with their work and the second is that being over-educated or under-educated for the current job breeds dissatisfaction. We also find in three of the countries that working for someone else as a wage employee has a substantial negative associated with job satisfaction (McKay, Newell & Rienzo, 2018).

2.3 Reward System and Support Staff Job Satisfaction

Incentive is something that triggers a particular course of action. When incentives is offered for meeting specific goals, the employee is likely to expand more energy and effort into the job and thereafter the incentive will be given to the employees as a reward when the goal is met (Burton, 2014). Incentives are useful mechanisms to induce positive attitudes and motivate employees (Yanfang, 2014).

Decenzo and Robbins (2005) says that our knowledge of motivation tells us that people do what they do to satisfy some need before they do anything, therefore they look for payoff or reward. Rewards include promotion, desirable work assignments and praises. Peer acceptance or kind words of recognition make people behave in ways that they believe are in their best interest they constantly look for payoffs for the efforts. They expect job performance to lead to organizational goal attainment, which in turn leads to satisfying the individual goals or needs. Organizations use rewards to motivate people.

Karugu (2008) suggests that satisfaction with the compensation system is a more important input into employees judgment of the quality of their exchange relationships with their organizations than is satisfaction with compensation levels like pay level and benefits level satisfaction. Probably the most influential factor in job satisfaction is the remuneration one gets for his job: a reasonable pay which will compensate for many hitches, for example work overload, overtime or even a stressful job. According to Chepkwony and Oloko (2015), the greater their magnitude is felt in the worker the greater the feeling of satisfaction. It is then noted that when employees are highly satisfied, the production in the organization

will always increase (Chepkwony and Oloko (2015),). But lack of extrinsic factors does not increase job satisfaction but absence caused job dissatisfaction.

2.4 Adherence to Leave Policy and Support Staff Job Satisfaction

According to Nguyen (2017), employee motivation and organizational culture are affected by how an employee's needs and objectives are integrated with the needs and objectives of the organization, work-life balance practices and physical work environment. Work fulfills an individual's social factor need (Dobre, 2013). Therefore, having friendly and supportive co-workers can lead to increased job satisfaction (Lumley, Coetzee, Tladinyane & Ferreira, 2015).

Accordingly, an employee's coworkers, the groups they belong to, and the culture to which an individual is exposed all have the potential to influence job satisfaction (Rousseau, 2015). Specific job characteristics lead to positive psychological states such as experiencing the meaningfulness of work, feelings of responsibility and knowledge about the products of work, which in turn lead to satisfaction with the job (Spector 2017).

The concept of organizational commitment policies has attracted considerable interest in an attempt to understand and clarify the intensity and stability of an employee's dedication to the organization (Lumley 2015). In the context of this study, organizational commitment is regarded as an attitude, as it relates to individuals' mindsets about the organization. Gbadamosi (2013) contends that the more favorable an individual's attitudes toward the organization, the greater the individual's acceptance of the goals of the organization, as well as their willingness to exert more effort on behalf of the organization Strong positive relationships

have been observed between organizational commitment and desirable work outcomes such as performance, adaptability and job satisfaction.

Research results indicate that satisfied employees tend to be committed to an organization, and employees who are satisfied and committed are more likely to attend work, stay with an organization, arrive at work on time, perform well and engage in behaviors helpful to the organization (Appelbaum, et al. 2014). According to Kundi, Nawaz and Kahn (2015), a strong correlation has been empirically established between job satisfaction, employee commitment and retention. Organizational commitment is most probably affected by factors such as type and variety of work, the autonomy involved in the job, the level of responsibility associated with the job, the quality of the social relationship at work, rewards and remuneration, and the opportunities for promotion and career advancement in the company (Odembo, 2014).

2.5 Welfare Services and Support Staff Job Satisfaction

Environment in which people work has a tremendous effect on pride and level of job satisfaction. Most employees prefer conditions that they view as safe, clean and comfortable. When negative stress is high it reduces job satisfaction. When negative stress is high it reduces job satisfaction. Workplaces must be in normal conditions allowing employee to do their job properly. Job related opportunities increase employee satisfaction. A job which has an opportunity to participate in projects, presenting competition and requiring more responsibilities will increase the satisfaction level of employees (Locke, 2016).

Banu and Ashifa, (2012) asserted that improvement of employee morale and spirit be done by addressing the issues of morale. Attitude survey, welfare measures, salary addition from time to time can be some other ways of improving institutional performance and thus reducing employee turnover. Employee welfare measures related to certain additional activities, which an organization may provide like housing facilities, transformation facilities, medical facilities, recreational facilities, cultural facilities, libraries, gyms and health clubs etc. Employers offer these in the hope of winning the satisfaction index of an employee.

Most of the public sectors in Kenya rarely provide overall competitive packages of employee welfare programmes to its employees due to poor HR policies, which results in high rate of staff turnover, low workplace productivity and affect the overall efficiency and performance of the public service (Kamau, 2013).

According to Momanyi (2016) organizations fail to notify employees of their rights in relation to fringe benefits during their first appointments or promotions. He contends that mismanagement, inequity and communication barriers lead to dissatisfaction amongst employees. Organization expects much more returns from the employees than what it provides for their welfare. Yanfang, 2014 argued that non-competitive compensation, high stress, working conditions, monotony, poor supervision, mismatch between employee and job, inadequate training, and organization practices contribute to employees' discontent hence nonperformance.

2.6 Professional Development and Staff Job Satisfaction

Staff development programs encompass activities, efforts and aims of the school that contribute to personal and professional growth of the individual employees so that they may perform better and with great satisfaction (Cole, 2002). According to Coetzee and Martins (2007), teachers' empowerment is a source of motivation for teachers. They consider that the more they share in decision making the greater their job satisfaction hence their job performance and quality of work and the higher their self-esteem will be, the more teachers see that they have choice in how they complete their working environment.

Shelton (2017) investigated the effect of employee development programs on job satisfaction and found a positive relationship. Similar findings were reported by Molla (2016) while investigating the effect of employee development programmes on job satisfaction among employees of commercial banks of Ethiopia. Other studies that have reported similar findings include; Auka (2014) and Wachira (2013).

Wanzare (2013) noted that the Kenya government, in an attempt to ensure quality teaching in schools, has invested substantial amounts of financial and human resources in in-service training programs for teachers. Professional development is a continuous process of individual and collective examination and improvement of practice. It should empower individual educators and communities of educators to make complex decisions; to identify and solve problems; and to connect theory, practice, and students' outcomes.

2.7 Summary of Reviewed Literature

The literature review shows that head teachers' governance practices play a crucial part in support staff job satisfaction. Gohari *et al.*, (2013) maintains that when employees are rewarded on the basis of merit they get motivated to work hard so that they can gain from such rewards that are attached to good performance. This is true for scholars like, Chepkwony and Oloko (2014), and Agwu (2013) who contended toward similar thought.

Decenzo and Robbins (2005) indicated that reward is the only factor that motivates teachers, however Karugu (2008) did not agree and indicated that rewards are only part of job satisfaction variable and not the only variable considered. Previous studies have identified the most important human resources tools to manage job satisfaction; these include materials, salary, training, the working environment, supportive supervision and recognition.

However, reviewed literature has not adequately addressed the plight of head teachers in public primary schools in Malindi Sub-County in terms of assessing their level of job satisfaction. No study has been done in Malindi Sub-County to address the head teachers' governance practices influencing support staff job satisfaction. In this context, therefore, this study attempts to seal the identified gaps by conducting a study on influence of head teachers' governance practices on support staff job satisfaction in public primary schools in Malindi Sub-County.

2.8 Theoretical Framework

Management theorist Fredrick Herzberg's two-factor theory of motivation suggests that there are two components to employee motivation in the workplace (Okumbe,

1999). In 1959 Herzberg's suggested that the sets of circumstances that make people unsatisfied at work (hygiene factors) are a different set from the sets of circumstances that make people satisfied (motivating factors).

The first factor is the dissatisfier (or hygiene) factor. Hygiene is something that preserves and promotes the physical, mental and emotional health of an individual and community. The lack of it creates a dissatisfying situation. In the work environment, hygiene includes; compensation, job security, organization politics, quality of leadership, and relationship between supervisors, subordinates and peers (Herzberg's, 1968). The second factor of motivators includes; responsibility, job satisfaction, recognition, achievement, opportunities for growth and advancements.

Motivators intrinsically promote satisfaction and according to Herzberg's, managers encourage the factors in order to increase profitability through greater creativity in employees. Without motivators, employees will perform the job required but with them, employees will exceed the minimum requirements, (Okumbe, 1999). Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity (Griffin, 2011). It is in this light therefore that Herzberg's theory of motivation becomes directly applicable to this study on head teachers' governance and practices influencing job satisfaction among support staff of public primary schools in Malindi Sub-County, Kilifi County, Kenya. The next sub-section focuses on conceptual framework.

2.9 Conceptual Framework

A conceptual framework is a model presentation where a researcher conceptualizes the relationship between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2009). Figure 2.1 shows the conceptual framework of the study.

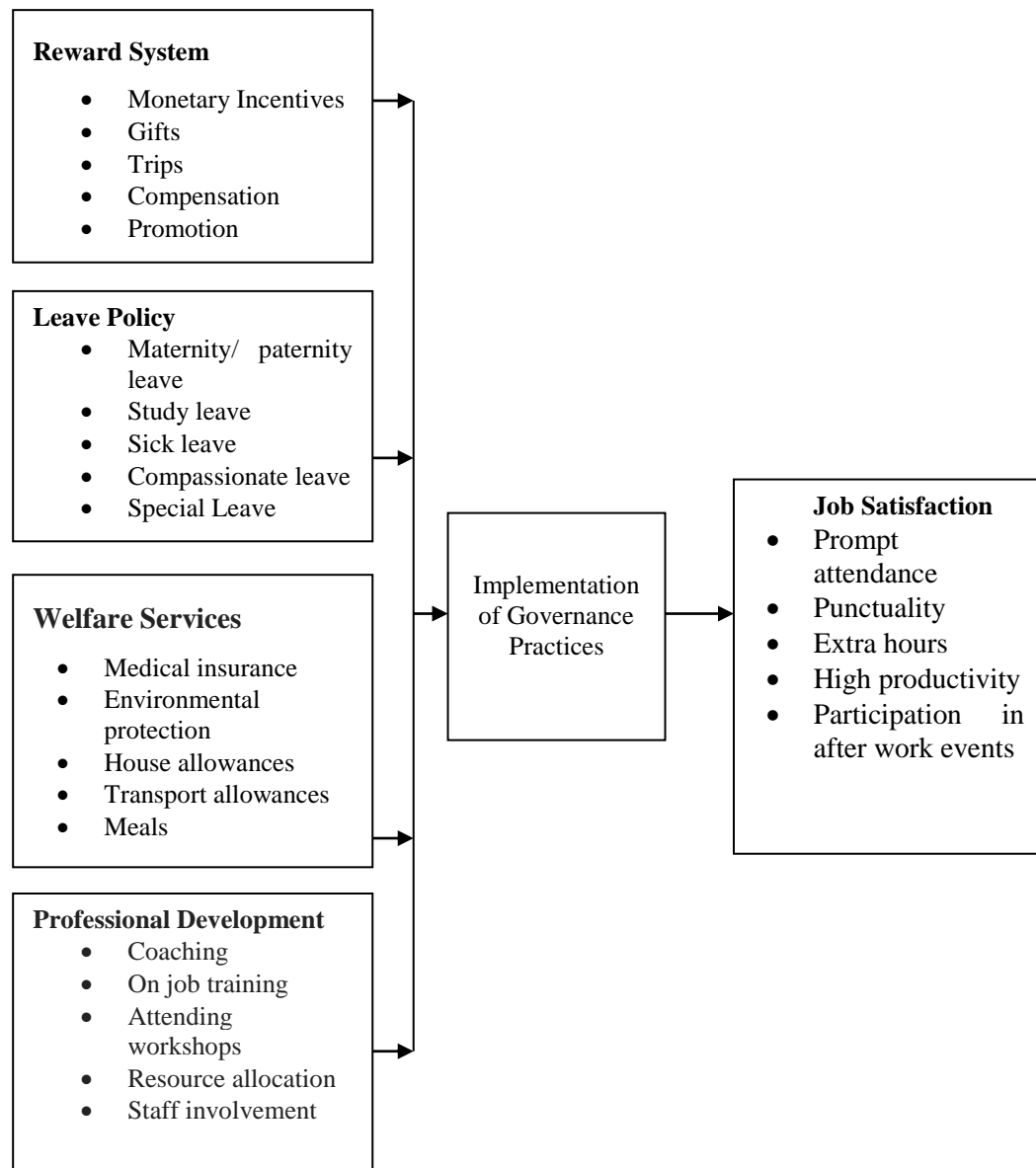


Figure 2.1: Relationship between Head Teachers' Governance Practices and Support staff Job Satisfaction

The reward system which includes gift, promotions and monetary incentives dictates the satisfaction of the support staff in their job. The nature of the leave policy also determines the desire of the workers to work for extra hours and also to remain punctual in their responsibilities. The welfare services such as medical insurance and house allowance also motivates the support staff towards improving their productivity. Availability of such services also propels the staff towards arriving punctually for their duties as well as working for extra hours. In addition, organizing professional development activities such as training and workshop for the support staff also elevates their motivation hence job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the following sub-headings on the methodology of the study; research design, target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations

3.2 Research Design

A research design is a strategy that demonstrates how the phenomenon under study was resolved (Orodho, 2009). The study adapted descriptive survey research design that enabled researcher to collect information from respondents in order to address the current situation in public primary schools in Malindi Sub-County, Kilifi County. The design was deemed fit for the study as it had the advantage of exploring head teachers' governance practices on support staff job satisfaction in primary schools in Malindi Sub-County and thereby revealing summarized statistics by showing responses to all possible questionnaire items relevant for this study.

Descriptive survey design was considered most suitable since it made it easy for the researcher to collect information on the views, perception, attitude and patterns of the participants. According to Mugenda and Mugenda (1999), using this design will enable the researcher to gather responses from the respondents then describe opinion on the head teachers and support staff without manipulating any variables. The design was also suitable for its simplicity, time consciousness, cost-

effectiveness and ability to collect data easily from large sample of respondents. (Bennell, 2014).

3.3 Target Population

The study targeted all the public primary schools in Malindi sub-County. According to in Malindi sub-County Education Office (2018), there were 78 public primary schools in Malindi Sub-County. The study equally targeted support staff, head teachers and BOM chairpersons who were currently working in 78 public primary schools; (Central Zone 18 primary schools, Watamu Zone 29 primary schools and Kakokeni Zone 31 primary schools) in Malindi Sub-County who total to 858 employees. This was illustrated by Table 3.1 below.

Table 3.1: Target Population

Target	Central Zone	Watamu Zone	Kakokeni Zone	Total
Clerks	18	29	31	78
Cooks	54	87	93	234
Security personnel	36	58	62	156
Grounds people	54	87	93	234
Head teachers	18	29	31	78
BOM Chairpersons	18	29	31	78
Total				858

Source: Malindi Sub-County Office (2019)

3.4 Sample Size and Sampling Procedures

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample (Kothari, 2014). Sampling is the technique of selecting appropriate number of subjects from defined population (Ting, 2014). Coetzee and Martins (2007), describes a sample as a set of respondents selected from a larger population for observation and analysis and is chosen in a systematic way. Purposive sampling was adopted to select all 84 clerks, 78 head teachers and 78 BOM chairpersons. According to Mugenda and Mugenda (2003), a sample of 10percent of total population is adequate and representative. To obtain a sample for to select 13 cooks, 15 security personnel and 17 grounds men 10percent of 126 cooks, 152 security personnel and 168 grounds men applied. This was presented as shown in Table 3.2

Table 3.2: Sampling Frame

Study Population	Target Population	Sampling Method	Sample size
Clerks	78	Purposive	78
Cooks	234	Simple random	23
Security personnel	156	Simple random	15
Grounds people	234	Simple random	23
Head teachers	78	Purposive	78
BOM Chairpersons	78	Purposive	78
Total	858		295

3.5 Research Instruments

The study used a questionnaire and an interview guide as the instrument of data collection. The questionnaires were used to collect data from support staff and an interview guide was formulated for head teachers and BOM chairpersons. The questionnaires comprised of both closed and open-ended questions to solicit more responses from the potential respondents. The researcher found questionnaires more suitable for they collect a large quantity of data from respondents with ease since they allow respondents' freedom of responses and that one can use their own words and enough time to respond to questions.

The researcher adopted drop and pick method that allowed participants enough time to fill and give their responses to research instruments. The questionnaires allowed researcher to cover a wide range of target population without much time and financial expenses. The questionnaires were categorized into two parts, questionnaires of head teachers and support staff. Both comprised of closed and open-ended questions to capture demographical information and assessment on influence of head teachers' governance practices on support staff job satisfaction in public primary schools in Malindi Sub-County, Kilifi County.

3.6 Validity of research instruments

Validity is the ability of a research tool to obtain the needed data which is credible, transferable, objective and dependable (Muchiri, 2016; Matula *et al.*, 2018). According to Coetzee and Martins (2007),) an instrument can only be valid upon attaining the required validity threshold. The content validity of the instrument was realized by seeking the expert opinion of the assigned University supervisors on

the content of the questionnaires and interview schedules. The experts therefore peer reviewed the items and suggested ways of improving the items so that more accurate and meaningful data was obtained (Matula *et al.*, 2018). The researcher introduced research instruments to respondents in advance as a pilot tool to validate their effectiveness and efficiency in data collection. The feedback was justifying in providing solutions to researcher's objectives of this study. Therefore, this prompted the researcher to administer 20 questionnaires for support staff and 23 for head teachers in public primary schools in Malindi Sub-County, Kilifi county

3.7 Reliability of research instruments

Reliability is the extent to which a data gathering process gives consistent results under consistent conditions (Kothari, 2008). To test reliability, a pilot study was conducted at Mida primary School and Kijiwetanga primary school in Malindi Sub-County, Kilifi County. The two primary schools were used in the study since they were viewed to possess similar characteristics with the schools in the study area. This exercise was repeated after two weeks. The scores from both tests were correlated to indicate the reliability of the instruments. The results obtained in pretesting were calculated using Pearson's Product Moment Correlation Co-efficient Formula. The reliability co-efficient (r) fell within the recommended range of 0.7 and above deemed reliable. The correlation coefficient for this study was found to be 0.83 therefore the two research instruments were highly reliable for this study. This findings concurs to Mugenda and Mugenda, (2003) that a correction coefficient of 0.7 was statistically acceptable highly reliable for the study.

3.8 Data Collection Procedures

The researcher obtained a permit from National Commission of Science, Technology and Innovation (NACOSTI) before visiting the field. The researcher also visited the Sub-County education office to alert the Education Officers on the collection of data. A visit to the participating schools was required for administering the instrument. The researcher administered questionnaires in person and assured the respondents confidentiality. Questionnaires were collected immediately after they were filled. The researcher also arranged and contacted the head teachers on effective dates for interview. During the interview, the researcher was the interviewer who noted down the responses given.

3.9 Data Analysis Techniques

Primary data was first edited to remove ambiguities made by respondents. Coding was then done to translate question responses into specific categories. The coded items were analyzed with the aid of Statistical Package for Social Sciences (SPSS) software. Quantitative data was analyzed by use of descriptive statistics such as frequency distribution, percentages and mean to enhance clear visual appearance of the presented data for easy interpretations and recording. The results from the data analysis were presented in tables, chart and graphs. Qualitative data was organized into themes, categories and patterns pertinent in order to provide content discussion for responses from each research instruments. Inferential statistics such as t-test was used to establish the relationship between variables.

3.10 Ethical Considerations

In this study, the research ethics was reviewed by Ethics Board to ascertain ethical guidelines for conducting the research so that ethical values were not violated. Such issues included proper conduct of the researcher during the research process, avoidance of plagiarism and fraud, confidentiality and privacy of the information obtained from the respondents, avoidance of physical and psychological harm to the respondents, obtaining voluntary and informed consent from the respondents and dissemination of the findings, these values were adhered to.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND INTERPRETATIONS

4.1 Introduction

This chapter presents data analysis whereby data collection, data entry, data presentation and interpretations were carried out as per the research objectives. It reveals questionnaire return rate, demographic information of the respondents as such; gender, age bracket, position of the respondents and how long the respondents had worked which the researcher considered vital in this study.

4.2 Questionnaire Return Rate

The researcher administered two set of questionnaires to head teachers and support staff whereby 28 questionnaires were administered to the head teachers, 23 out of 28 questionnaires were dully filled and returned. On the other hand, 28 questionnaires were administered to support staff and 20 out of 28 were fully filled in and returned. The data is displayed in table 4.1

Table 4.1: Questionnaires Return Rates

Respondents	Actual sample	Return rate	Percentage
Head teachers	28	23	82%
Support staff	28	20	71%
Total	56	43	76%

Mugenda and Mugenda (2003) affirm that a response rate of 70 percent and above is statistically acceptable. As such the questionnaires return rate for head teachers was 82 percent while return rate for support staff was 71 percent which is reliable in study objectives. On the other hand, the total return rate surpasses the 70 percent that is recommended to be statistically acceptable in any study. The study did not attain 100 percent in terms of questionnaire return rates due to some teachers being busy in school activities such as academic planning activities, seminars and workshops while on the side of support staff some of them reported that they misplaced the questionnaires others were busy in line of their duties.

4.3 Demographic Information of the Respondents

This section presents the responses from support staff where the researcher was interested to understand their demographical information in terms of gender, age, how long they have worked in that school and their position since the information could influence the study. The data was analyzed and presented in frequency tables.

The study was interested on obtaining the data on gender for respondents. Gender of the respondents was considered in order to highlight the ratio of male and female teachers working in the area under study. Previous research by Tasnim (2006) portrays varying levels of job satisfaction between male and female workers with female teachers less satisfied with the social environment than male teachers. In another study carried out in Nyahururu District by Njuguna (2010), a great gender disparity was noted whereby the male teachers were more than double the female teachers. This study would thus assist the researcher to establish

whether there was such gender disparity. Therefore, the questionnaires were administered to support staff and their responses were collected, data analyzed and the results presented as illustrated in Table 4.2.

Table 4.2: Distribution of Support Staff by Gender

Gender	Frequency	Percent
Male	10	50.0
Female	10	50.0
Total	20	100.0

Table 4.2 displays that the distribution of gender among support staff was equal for both male and female. Both gender attained 50percent each in terms of study participation. This data indicate that out of 28 targeted support staff in study participation only 20 support staff who took part in the study 10 males representing 50percent and 10 female representing 50percent. The results also indicate that the school is gender distribution for support staff was well balanced in terms of employing the school workers. The findings were similar to Momanyi (2016)who found that 61 percent of the staff working in Voi District were male and 39 percent were female.

Age factor was considered of greater influence in term of governance practices of head teachers and on support staff in the study. According to Nzuve (1999), as people mature and gain more experience, they become more willing and ready to assume higher responsibilities and deal with complex tasks. Young employees give high expectations and aspirations which may not be met by the organization, this

automatically translates to low levels of job satisfaction among the youthful employees (Okumbe, 1999). Thus, the study sought to establish the support staff's distribution by age. The responses of support staff are presented in Table 4.3.

Table 4.3 Distribution of Support Staff by Age Bracket

No. of years	Frequency	Percent
Below 30 years	5	25.0
30-49 years	9	45.0
50 years and above	6	30.0
Total	20	100.0

Table 4.3 show that larger population of support staff who participated in this study aged 30-49 years who were repented by 45percent, followed by the support staff who were aged 50 and above years taking 30percent of the population. Finally, those who were below 30 years were represented by 5(25percent) of the remaining population that participated in this study. The findings show that majority of the support staff were energetic enough to offer quality service to the schools. Thus the results implied that most of the support staff had gained experience in the job increasing their job satisfaction. A study carried out among Turkish special school teachers showed that more experienced teachers had less job satisfaction than their less- experienced colleagues (Odembo, 2014).

The researcher was interested to find out whether the relationship between the age of head teacher and support staff could have influence in regard to head teacher' governance practices and job satisfaction of support staff. These results can have implication that age gap between the head teacher and support staff can lead to job satisfaction or job dissatisfaction of the support staff at work place.

The study sought to establish the position for the support staff and whether the position had influence to the head teachers governance and practices in selected schools. Therefore, the dully filled questionnaires were collected and data was analyzed and presented on Table 4.4.

Table 4.4: Distribution of Support Staff by Position

Staff	Frequency	percent %
Security man	13	65.0
Account	1	5.0
Matron	3	15.0
Cook	3	15.0
Total	20	100.0

Table 4.4 illustrates that the support staff position whereby the majority of support staff were security men 13(65percent), cooks and matron had the same percentage each occupying 15percent of the population each while accountants who participated in the study were 5percent of the remaining population respectively. This implies that the security men could be more satisfied with head teachers' governance and practices since their job does not need much training and skills hence can be easily hired and contained at a low cost unlike the trained and qualified personnel.

The researcher was interested to understand from the support staff how long they have worked in the school. Since the result could reflect on the satisfaction of jobs among support staff. The responses are presented on Table 4.5.

Table 4.5 Distribution of Support Staff by Work Experience

No. of years	Frequency	Percent
Less than 5 years	11	55.0
6 – 10 years	7	35.0
More than 10 years	2	10.0
Total	20	100.0

Table 4.5 reveals that among the support staff, the majority were the ones who worked for less than 5 years in the school, represented by 55percent while those who have worked for 6-10 years took 35 percent of the population and finally those who worked there more than 10 years took the reaming 10 percent of the population. The results implies that the support staff may not be satisfied in their jobs since the results displays that the majority 55percent had not worked in that school less than 5 years while (2)10 percent of the support staff had worked more than 10 years. According to Molla, 2016), people leave employment due to many reasons which among them are the job content, company culture, caliber of colleagues, salary and work environmental issues. Movement of employees to another company could be due to salary, culture of the organization, working condition and the governance of the head in that organization.

4.4 Reward System and Support Staff job Satisfaction

The first study objective sought to establish the influence of head teachers' reward system on support staff's job satisfaction in public primary schools. Thus the respondents were issued with statement regarding rewarding system to show the level of agreement to show their job satisfaction of dissatisfaction. The results on the five point likert scale were as presented in Table 4.6 where 1 represent high level of dissatisfaction and 5 is the high level of satisfaction.

Table 4.6 Influence of Reward System on Support Staff Job satisfaction

Statements	1		2		3		4		5	
	F	%	F	%	f	%	f	%	f	%
Our head teacher gives monetary incentives to staff who perform well	15	75.0	3	15.0	1	5.0	1	5.0	0	0.0
Good and improved performance is the basis for promotion for support staff	14	70.0	1	5.0	1	5.0	3	15.0	1	5.0
Salary increment is extended to staff who perform well	15	75.0	4	20.0	1	5.0	0	0.0	0	0.0
Gifts are given to staff who work overtime	11	55.0	2	10.0	1	5.0	4	40.0	2	10.0
Acknowledgement is done for job well done by support staff through trips	6	30.0	3	15.0	1	5.0	2	10.0	3	15.0
Compensation to support staff is done in time	16	80.0	2	10.0	0	0.0	0	0.0	2	10.0

N=20

Information presented in Table 4.6 shows the results on the question that a researcher asked the respondents on whether the head teacher gives monetary incentives to support staff that performs well in their work. Majority 75 percent of support staff strongly disagreed that the head teacher did not give incentives to staff who performed well in their duty while 15 percent of the participate agreed that the head teacher gives incentives to staff, 5 percent were uncertain on whether the head teacher gives incentives to staff and lastly 5 percent of the remaining population was the support staff who disagreed on head teachers gives money to support staff who performed well.

The results implies that the staff were not well motivated no matter how hard they tried to achieve their goals at their work area assigned by the school. This implies that the head teachers' governance and practices is not well embraced by the support staff who may be affected and not feeling satisfied by the job they do in this school.

Similarly, the researcher was interested to understand whether there was acknowledgement done to job well done by support staff through trips. The results reveals that 75 percent of the participate strongly disagreed that the work well done by support staff was not acknowledged by the head teachers, 10 percent of the participants disagreed on acknowledgement of staff who do well through trips, 5 percent of the respondent were uncertain of the acknowledgement done, while 5 percent of part of population who participated agreed that there was acknowledgement of the work done well by the support staff and finally, the remaining 5 percent of the population strongly agreed that the head teachers acknowledged the work done well by support staff through trips.

The findings implies that head teachers' governance and practices does not satisfy the support staff since majority of the participants strongly disagreed that they are not acknowledged through trips after performing well in their area of work. This can led the staff to feel not satisfied at their work place.

Further, the findings show that majority 70 percent of the population strongly disagreed that good and improved performance of the support staff was not the basis of being promoted, 15 percent of the population agreed with the statement while 5percent of the participants were not certain of the statement another 5percent of the participates disagreed with the statement and finally, 5percent of the remaining population strongly agreed with the statement.

In regard to knowing what determines promotion of support staff in their school this 85percent of the respondents reported that nothing that determine the promotion of support staff while 15percent of the respondents reported that good job determine the promotion of the support staff. The findings also indicate 15 out of 20 participants strongly disagreed with the statement which took 75percent while 20percent of the respondents disagreed with the statement and 5percent of the last population were uncertain with the statement. The findings clearly shows that salary increment is not extended to staff that perform well in line of their duty since the highest percentage of the population strongly disagreed with the statement. The results presents that support staffs are not given much attention in terms of motivations and salary increment even when the staff performs the best at work. In this case the support staff may feel demoralized to put more effort in their work since they are not motivated in anyway after job well done. Even if there is

some support staff who is motivated the percentage is low indicating that they are not satisfied with the head teachers' governance and practices in their schools.

Table 4.6 findings shows that 55 percent of the respondents strongly disagreed with the statement, 20 percent of respondents agreed with the statement, a part of the population who occupied 10 percent of the population disagreed with the statement, another 10percent of the population strongly agreed with the stamen lastly those who were uncertain took 5percent of the population respectively. According to the findings, it indicates that those who work overtime are never given gifts due to overtime. This may have the implications in responsibilities of the support staff on service delivery and also being dissatisfied with roles. The findings also reveal that the head teachers do not take well care of support staff in very many ways leading to staff being dissatisfied with head teachers' governance and practices which can lead to low productivity of the work they are supposed to do.

Findings shows that 80 percent of the respondents strongly disagreed with the statement, 10 percent of a portion in the population also disagreed with the statement, the remaining portion of the population shared the 10 percent each taking 5 percent. The researcher found this question to be vital in the study since it may influence the study on whether the head teachers governance and practices can have influence of job dissatisfaction or otherwise. From the findings, it clearly indicates that the lack of compensation of the support staff on time due to governance and practices of the head teacher has an influence on support staff job dissatisfaction. The workers may feel they are not rewarded or treated well despite how hard the staff works. Therefore, the governance of head teachers can lead to

staff dissatisfaction at the schools. The researcher also wanted to know what types of rewards are offered to support staff in the school. According to majority 80percent of support there no rewards offered to support staff in their school. On the other hand, 20 percent of the remaining population reported that school offer support staff with monetary increment.

The researcher asked the head teachers during the interview to state the kind of reward system programmes they have in their school. Regarding the same question, 78.3percent of the respondent indicated that they did not have any kind of reward system in their school, 13 percent of the respondents reported that they had monetary reward system in their school, while 8.7 percent of the remaining respondents said that they sometimes bought lunch. The finding implies that most of the schools do not have reward system for their workers in their school. It also implies that most of the support staff are not motivated despite how hard they strive to accomplish their assigned tasks at school thus demoralizing them to perform in their assigned duties.

The respondents were also asked by the researcher to state the kind of reward they offer to support staff. 18 out of 23 respondents said that they do not offer any reward to their support staff, 2 out of 23 respondents said they offer token to their support staff, while 2out of 23 respondents also reported that they offer leaves lastly 1 out of 23 respondents said they offer food to the support staff in their school. The study findings implies that in schools where the support staff work so hard to achieve their goals and they are not recognized by any means then they tend to work in a reluctant manner and there after achieving poor performance that can affect the functionality of school in different ways. While on schools where the

support staff are rewarded they tend to perform their duties without their reservation.

4.5 Adherence to Leave Policy and Support Staff Job Satisfaction

The second objective sought to establish the influence of head teachers adherence to leave policy on support staff job satisfaction. The respondents were issued with statement regarding adherence to leave policy to show the level of agreement to show their job satisfaction of dissatisfaction. The results on the five point likert scale were as presented in Table 4.7 where 1 represent high level of dissatisfaction and 5 is the high level of satisfaction.

Table 4.7 Influence of Adherence to Leave Policy on Support Staff Job**Satisfaction**

Statements	1		2		3		4		5	
	f	%	f	%	f	%	F	%	f	%
The head teacher offers maternal leave to support staff without hesitation	6	30.0	2	10.0	11	55.0	0	0.0	1	5.0
The head teacher offers parental leave to support staff without hesitation	8	40.0	8	40.0	0	0.0	3	15.0	1	5.0
The duration of maternal and parental leaves is well defined and observed	8	40.0	8	40.0	0	0.0	3	15.0	1	5.0
There is provision of study leaves for support staff in our school	8	40.0	2	10	2	10.0	5	25.04	4	20.0
Sick staff are allowed to stay away from work to allow time for recovery	6	30.0	2	10.0	1	5.0	11	55.0	4	20
The head teacher observes the rules and regulations in the support staff's leave policy	6	30.0	1	5.0	1	5.0	6	30.0	6	30.0
There is provision for compassionate leave for support staff	9	45.0	3	15.0	1	5.0	4	20.0	3	15.0
Special leave with pay is granted to staff who attend conferences and seminars	7	35.0	6	30.0	1	5.0	4	20.0	2	10.0

N=20

In Table 4.7 the findings shows that most of support staff were uncertain of the statement who occupied 55 percent of the population, those who strongly agreed with the statement were 30 percent, 10 percent of the population disagreed with the statement and the last population who strongly agreed on the statement occupied 5percent of the remaining population. According to the results, they imply that the support staff has no clear information about what really happens in school. Secondly, it clearly shows that the school hesitates to offer support staff maternal leaves since 30 percent of the population strongly disagreed with the statement, while 20 percent of the population also disagreed with the statement. This means that even if support staff is offered with maternal leaves they are very few among them who are offered leave. This implies that the support staff that do not offered maternal leave and they are in need of it feel so unsatisfied with the job they do. Because they may feel their rights as human beings have been violated by the management of the school (head teacher) this kind of situation will not only make support staff fell unsatisfied with job but also they will not work effectively thus reduction of school productivity.

The researcher was interested to understand whether head teachers offer parental leave to support staff without hesitation. Majority 45 percent were uncertain of the statement, 30percent of respondents strongly disagreed with the statement, 15 percent more respondents disagreed with the statement, 5 percent of population agreed with the statement while the last 5 percent percentages also strongly agreed with the statement. The finding here implies that a larger number of support staff are not aware of the services they ought to get from school they are working for. On the other hand, 30percent of the population strongly disagreed that head teacher

does not offer parental leave to support staff without hesitation, while 15 percent of the respondents also disagreed that support staff are not offered parental leave without hesitation. This indicate that head teachers governance and practices does not favour workers in any way since they do not receive the services that are obvious to staff. This situation leads the workers unsatisfied in the place of work which can results to high rate of support staff turnover since they are not satisfied with what they tend to daily.

On the other hand, the researcher wanted to know whether the duration of parental and maternal leaves is well defined and observed from the respondents. The results shows that 40percent of the population strongly disagreed with the statement, another 40percent of the population also were uncertain of the statement, 10percent of respondents agreed with the statement while 5percent of the respondents disagreed with the statement finally the last 5percent of the remaining population strongly agreed with the statement.

The findings shows that 40percent of the support staff are no certain of the duration of parental and maternal leaves on whether it is well defined and observed, while 40percent of the respondents strongly disagreed that the duration of parental and maternal leaves is well defined and observed thus taking a larger percentage of the population while the least percentage 15percent agree with the statement. This implies that the parental and maternal leaves are not well defines by the head teachers governance and practices. This leaves the support staff in unclear services that are offered by school.

The most responses at 40 percent of support staff who strongly disagreed with the statement while 25 percent of the response come from the group that agreed with the statement, the group that followed was from the strongly agreed with the statement that took 15percent of the population while uncertainty and the disagreement with the statement obtained 20percent each taking 10 percent . Findings reveal that, half of the respondents disagreed that the school does not provide study for support staff in their school while the 40percent of the respondents agreed that the school provide study for support staff in their school. Lastly, 10percent of the respondents were not certain of the provision of study for support staff in their school.

The interpretation of these results can mean that the support staff is not given an opportunity to develop themselves in terms of skills and knowledge. In cases where the workers are not well equipped with knowledge and skills of the job assigned for, it become so hard to execute that kind of jobs without straining so much. Therefore, for an institution to have high productivity, they ought to have well skilled and knowledgeable people who are able to execute their work effectively. The head teachers need to understand how important it is to have skilled people who can achieve their set goals of the school. There is a need for head teachers to be able to govern and put right practices in their school to ensure that all the staff are satisfied with their work in order to have high productivity in their schools.

A majority 55 percent of the support staff agreed with the statement. However, 30percent of support staff also strongly disagreed with the statement, 20percent of population strongly agreed with statement while 10percent of the respondents

disagreed with the statement and 5percent of the population were uncertain with the statements, according to the findings, it clearly indicate that the school allow the sick support staff to stay ways for time recovery since the group that agreed and strongly agreed with the statement are having a total of 55percent that surpasses the half of the total population in this study. On the other hand, those who disagreed and strongly disagreed had a total of 40percent lesser than the population that agreed with this statement. This implies that when the head teacher allow staff to stay away and recover full they have been effective in their jobs when they come back

Moreover, Table 4.7 shows that 30percent of support staff strongly disagreed that head teachers' observe rules and regulations in the support staff leave policy. Equally, support staff strongly agreed with the statement. 30percent of the population strongly agreed with the statement, 5percent of the respondents were uncertain with the statement while the last population occupied 5percent of the remaining population. The findings show that the head teacher observes the rules and regulations of support staff on leave policy. This is because the results indicate that 30percent of the population strongly agreed while the other30percent of the population also agreed with the statement giving us a total of 60percent which surpasses the half of the population. Though, 30percent of the population strongly disagreed while 5percent on the other hand also disagreed with the statement and the other 5percent of the population were uncertain with the statement. Despite the latter, the 60percent of agreeing with the statement can indicate that the head teacher observes rules and regulations of leave policy of his support staff in their school

The researcher was also interested to understand whether there was provision for compassionate leave for support staff. Regarding the same the results shows that 45percent of the population strongly disagreed with the statement, those who agreed with the statement occupied the 20percent of the population, 15percent of respondent also strongly agreed with the statement, while 15percent of the respondents disagreed with the statement and the last population that took the remaining 5percent of the population in this study were uncertain with the statement.

According to findings in Table 4.7 the support staff who strongly disagreed that special leaves was given to staff who attend workshop and seminars was a 35percent of the population, 30percent of the population is the respondents who disagreed with the statement, 20percent of the respondents are the group that agreed with the statement while 10percent come from the respondents who strongly agreed with the statement and the remaining 5percent of the population were uncertain with the statement.

The findings indicate that majority of the population who responded to this question strongly disagreed that special leave are not granted to staff who attend conferences and seminars. This means that if the staff is going for conferences or seminars on behalf of the school, they take care of all what is required at the seminar or conference. This demoralizes the staff in terms of attending the conferences or seminars, again the staff are not supported in terms of capacity building. The head teachers need to consider building their staff in career development through supporting them when need arises. This is because once the

staff is equipped with skills and knowledge then it will be of benefit to their school they are heading

Similarly, the researcher was interested to know whether there were other types of leave for support staff. The results shows that out of 20 respondents, 10 of them indicated that there are sick leaves in their school while 6 out of 20 respondents indicated normal leave lastly the remaining 4 out of 20 reported that compassionate leave is another type of leave in their school. This findings implies that since these leaves are provided by the head teacher in a school, it can be interpreted that the support staff are satisfied with the three types of leaves that are available in their school

The researcher asked similar question to respondents by asking them to state whether they are satisfied with leave policy in their school. Regarding satisfaction of the leave policy from the respondents, 55 percent of the population said they are not satisfied with the leave policy while 45percent of the population said that they were satisfied with the leave policies in their school. Those who said they are were satisfied with leave policy they gave various reasons such as short time, social events and Ramadan period.

The respondents were also asked to state whether the leave policy is strictly followed in their school. In regard to this question, 55percent of support staff said the leave policy was strictly followed in their school while 45percent of the target population said the leave policies are not followed in their school. Since the higher percentage is from the respondents who agreed that the leave policy is followed strictly their school, then the researcher affirms the same according to the findings

in this study. This means that the support staff is not affected by the head teachers' governance since the leave policy is in place in their school. The results of the question asked by a researcher on leave policies utilized to support staff in school are presented in Table 4.8.

Table 4.8 Leave policies utilized to support staff in schools

	Frequency	Percent
N/A	16	69.6
leaves given	7	30.4
Total	23	100.0

Table 4.8 shows the results of the question asked by a researcher on leave policies utilized to support staff in school. On the same, 69.6percent of the respondents reported that they do not utilize any leave policy to support staff in their school, while 30.4 percent of the respondents said that they give leaves to their support staff. The researcher also asked the respondents to how strict they in adherence to leave policy. On answering the researchers' question, 16 out of 23 respondents said they do not adhere to any leave policy, while 7 out of 23 respondents reported that they are strict to leave policies in the school. Adherence to teachers leave policy has been seen to solve the problem of teacher absenteeism. Where a teacher is granted leave, they feel motivated to work harder those days they are present (Bennell, 2014; Patro, 2015).

The researcher asked the respondent to state the kind of welfare services they have in their school. 74. percent of the respondents did not have welfare services in their

school, 13percent of the respondents said they have own organizations in their school while the 13percent of the respondents also reported that they have temporary assisted welfare services in their school. On the same question, the researcher asked the respondents to mention some of the welfare services they have. 14 out of 23 respondents said that they did not have any welfare services in their school, while 9 out of 23 respondents said they do visitations to sick support staff and clearing of the bills.

4.6 Welfare Services and Support Staff Job Satisfaction

The third objective sought to establish the influence of head teachers' support of welfare services on support staff job satisfaction. The respondents were issued with statement regarding welfare services to show the level of agreement to show their job satisfaction of dissatisfaction. The results on the five point likert scale were as presented in Table 4.9 where 1 represent high level of dissatisfaction and 5 is the high level of satisfaction.

Table 4.9 Influence of Welfare Services on Support Staff Job Satisfaction

Statements	1		2		3		4		5	
	F	%	f	%	f	%	f	%	F	%
Our school offers free medical cover to all support staff	10	50.0	6	30.0	0	0.0	4	20.0	2	10.0
There is a clean environment for all staff working areas	5	25.0	8	40.0	1	5.0	4	20.0	2	10.0
All support staff are offered housing allowances in our school	9	45.0	5	25.0	2	10.0	2	20.0	0	0.0
There is transport allowances for all support staff in our school	7	35.0	6	30.0	2	10.0	5	25.04	0	0.0
Retirement benefits are provided for all support staff in our school	10	50.0	1	5.0	2	10.0	5	25.0	2	10.0

The researcher asked the respondents to state whether their school offers free medical cover to all support staff. Regarding free medical cover, 50percent of the respondents strongly disagree that there is no free medical cover to all staff that is offered in their school while 30percent of the population disagreed with the statement, 10percent of the population agreed with the statement and 10percent of the remaining population also strongly agreed with the statement. The findings show that there is no medical that is offered in the respondents' school according to the respondents' response. This implies that head teaches governance and practices is dissatisfying the staff because in a case where there is no medical cover for staff what happens when they are in dare need of the medical cases of the staff.

The results \ on clean environment for staff working areas show that the highest 40percent of the population disagreed with the statement followed by the 25percent of the respondents who strongly disagreed with the statement while 20percent of the respondents agreed with the statement and lastly 5percent of the populations were not certain with the statement. According to the findings, they clearly indicate that the staff working areas were not clean. This is the responsibility of all the teachers to ensure that they leave in a good environment to avoid diseases. It is also the work of the head teacher to ensure that school environment is clean and also the working areas of the staff. This way, the staff or the whole school will not get contaminated since the school environment is clean. The head teacher needs to delegate other duties to other staff to avoid overwhelming activities and end up not satisfying their teachers.

The researcher also wanted to know whether all support staff are offered housing allowances in their school. In response to housing allowance for staff, 45percent of the population strongly disagreed with the statement, 25percent of the respondents disagreed with the statement, 20percent of the population agreed with the statement while the 10percent of the respondents were uncertain with the statement.

The results indicate that all support staff are not offered with house allowance in the respondents school. This may lead to dissatisfaction of the support staff especially when they come from far to work. In cases where the staff is not fully devoted in her/his work, they will always be late at work the lateness means that all the schedules school activities may not be fully executed due to lateness and this will have effect of productivity. Therefore, it's the responsibility of the head

teacher to come up with good governance that will fit to all staff for the sake of achieving their school goals.

The researcher was interested to know whether the support staff is given transport allowances. On the same, the responses are as follows; 35percent of the population strongly disagreed with the statement, 30percent of the respondents disagreed that there no transportation allowances25percent of the portion agreed with statement and the 10 percent of the population remaining were uncertain of the statement.

This results implies that there are no transport allowances for support staff in their school, this means that in cases where the support staff are not having other generating incomes that aid them in transportation there will be challenges in terms of transportation to work. Head teacher need to have good strategies in term of governance to ensure that all the staffs are satisfied with their work to facilitate productivity in their schools.

Findings in Table 4.8 shows 50percent of support staff strongly disagreed that retirement benefits are provided for all support staff in selected schools for study. However, 25percent of support staff agreed that retirement benefits were provided and 10percent of support staff were uncertain of the statement, 10percent of the population also strongly agreed while 5 percent of the population disagreed with the statement. The findings shows that retirement benefits are not provided for support staff. It implies that the support staff is so dissatisfied with the services that are supposed to be offered to them but they are not. It's clear that once the support staff leaves the job will not get benefits later. This kind of situation led to dissatisfaction of the support staffs that work in these institutions.

4.8 Professional Development and Support Staff Job Satisfaction

The third objective sought to establish the influence of head teachers' support of professional development on support staff job satisfaction. The respondents were issued with statement regarding professional development to show the level of agreement to show their job satisfaction of dissatisfaction. The results on the five point likert scale were as presented in Table 4.10 where 1 represent high level of dissatisfaction and 5 is the high level of satisfaction.

Table 4.10: Influence of Professional Development on Support Staff Job Satisfaction

Statements	1		2		3		4		5	
	F	%	F	%	f	%	f	%	f	%
The school administration involves in determining the skills we need for our jobs	5	25.0	10	50.0	0	0.0	2	10.0	2	10.0
The school administration provides coaching for all support staff regularly	6	30.0	7	35.0	1	5.0	3	15.0	3	15.0
The school administration arranges for on the job training for staff regularly	7	35.0	3	15.0	0	0.0	4	20.0	6	30.0
We are given time to attend to workshops that are planned to boost our skills	8	40.0	7	35.0	2	10.0	5	25.04	0	0.0
Enough resources are allocated for staff professional development programmes	4	20.0	7	35.0	2	10.0	5	25.0	2	10.0

Table 4.10 shows that 52.6percent majority of support staff disagreed that the school administration involves support staff in determining the skills needed for the jobs. Additionally, findings further indicate 26.3percent of the support staff strongly disagreed with the statements. However, 10.5 percent of the support staff agreed with the statement and 10.5percent of the respondents strongly agreed with the statement. The findings show that the school administration does not involve the staff in determining the skills they need for their jobs. This is because the larger 52.6percent of the population disagreed that administration does not involve them. Additionally, 26.3percent of the population also disagreed strongly with the statement of staff being involved in determining their skills. (Brodinsky and

Neill,2013), conducted a survey in America and found out that administrators cited three policies that effectively improved the morale and motivated their staff. These were: Shared governance, in-service education and systematic supportive evaluation. They argued that shared governance or participatory management enhances teachers' professional status and their "ownership" in planning and operation of the school.

The researcher was also investigation on the staff who have ever benefited and half 55percent of the respondents reported that they did not benefit while 45percent of the population said they ever benefited in retirement services. The researcher asked the respondents to explain if they had indicated yes in the previous question. On the same, 55percent of the participants on the study said they did not get any benefits while 45percent of the participants who said they had benefited said they were given money.

For school to function effective, the head teacher as a leader needs to involve all support staff of the school so that they can also contribute positively in their line of duty. Therefore, the head teacher needs to involve all support staff in cases where they want to build their career and not making decision for them because some of the decision may not work well with them.

Table 4.9 shows that 35percent of support staff disagreed with staff, while 30percent strongly disagreed with the statement, 15percent of respondents strongly agreed with the statement, while 15percent of a portion also agreed with the statement and finally the remaining 5percent of the portion were uncertain of the

statement. The results demonstrate that school administration does not provide coaching for all support staff regularly. It also reveals that there are some staff that are provided coaching but less than the number that disagreed with the statement.

The researcher asked the respondents to state whether school administration arranges for on job training regularly for staff. 35percent of the respondents who were majority disagreed, while 20percent of the respondents strongly disagreed, 20percent from the population also agree with the statement. Fifteen percent of the population in the study strongly agreed that school arranges fro on job training and the last 10percent of the portion from the population were uncertain of the statement. From the findings, it implies that majority of the study population did not agree that school administration arranges for on job training regularly. While on the other hand, some of the study population agreed that the school arranges for on job training for staff.

The researcher was interested to know whether the school give staff time to attend to workshop that are planned to boost their skills. Regarding the same, forty percent of the respondents strongly disagreed, 35percent of the respondents agreed, while 10percent of the portion from the population disagreed, another 10percent of the respondents strongly agreed with the statement and 5percent of the last portion in the population were uncertain with statement respectively. The findings here shows that the school administration does not give a chance to staff to attend workshops to boost their skills and at the same time it allow staff to attend to workshops that can boost the workers skills. Gould-William (2016) showed that use of corporate governance practices in local government organizations in the

United Kingdom (UK) was associated with a greater degree of job satisfaction, workplace trust, commitment, effort, and perceived organizational performance.

The study sought to find out resources allocated for support staff professional development programs in public primary schools in Malindi Sub-County, Kilifi County. The study findings show that 7 out of 20 support staff disagreed that resources allocated for staff professional development programs. The results further, 5 out of 20 support staff agreed that there are resources for staff development. 4 out of 20 respondents strongly disagreed with the statement of resources being enough for staff development, 2 out of 20 respondents were uncertain about the statement, while the last 2 out of 20 respondents strongly agreed with the statement. The results from the above analysis shows that majority of the respondents from the study population reported that there are no enough resources that are allocated for staff development program. Michaelowa (2012) reveals that job satisfaction in Sub-Saharan Africa is enhanced by a well-equipped school environment, adequate training and contract conditions that ensure long term job prospect, security and a decent salary. Michaelowa (2012) further asserted that such corporate governance practices as trainings, rewards and provision of teaching materials promotes good teaching and thus high quality.

4.9 Support Staff Job Satisfaction

Job satisfaction has implication for job performance and organizational effectiveness. The results on support staff always looking forward to attending to their duties was computed and presented on Figure 4.11

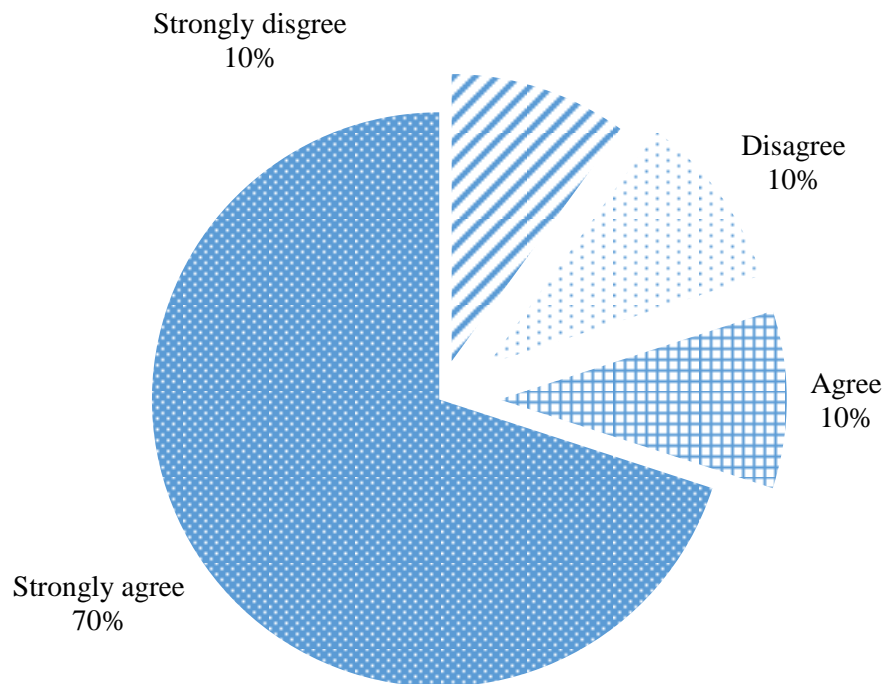


Figure 4.1: Prompt Attendance to Duties

The findings in Figure 4.11 show that 70 percent of support staff strongly agreed that they always look forward to attending the duties, while 10 percent of respondents also agreed with the statement. However, 10 percent of the support staff disagreed that they do not look forward to attending their duties and the last 10 percent of the respondents also strongly disagreed. This implies that for those who do not look forward to attending their duties could be they are not motivated at their work place that makes them demoralized hence, feel like not attending to their assigned duties. On the other hand, it can also be interpreted that for 70percent of the respondents strongly agreed to always attending to their duties they are passionate of doing their work despite unsatisfactory head teachers' governance and practices in their school.

On the same question, the researcher asked the respondent to state whether they were satisfied with the quality of work they deliver. Out of 20 respondents, 13 of them strongly agreed that they are satisfied with the quality of work they deliver, while 5 out of 20 respondents also agreed with the same statement, 1 out of 20 respondents strongly disagreed with the statement and the last 1 respondent from the population also disagreed that they are not satisfied with quality work they deliver. Aziri, (2011) posited that there are three important dimensions of job satisfaction: these are job satisfaction is an emotional response to a job situation, it is often determined by how well employers meet or exceeds expectation and it represents several related attitudes which are most important characteristics of a job about which people have effective response.

This implies that the majority of support staff delivered quality work that made them satisfied with the work they do despite the head teachers' governance and practices in school. Hulin and Judge (2013) noted that job satisfaction includes multidimensional psychological responses to one's job, and that such responses have cognitive, affective and behavioral components. Researchers recognize that job satisfaction is a global concept that is comprised of, or indicated by, various facets. The most typical categorization Judge and Klinger (2013) considers five facets of job satisfaction: pay, promotions, coworkers, supervision, and the work itself.

Similarly, the researcher wanted to know the support staff ability to do a lot of work in a day. From the respondents, 50 percent of the respondents strongly agreed that they are able to do a lot of work in a day, 40 percent of the respondents also agreed with the statement, 5 percent of the respondent disagreed with the statement

and 5percent of the remaining portion strongly disagreed with the statement. The findings shows that majority of the respondents were able to do a lot of work in a day unlike 2respondents who reported that they are not able to do a lot of work in a day.

The researcher also asked the respondents to state whether they enjoyed doing their work. In regard to this question, 45percent of the respondents agreed that they enjoy doing their work, 40percent more respondents also strongly agreed that they enjoy doing their work, while 5percent of the respondents were not certain of enjoying doing their work, 5percent of the respondent strongly disagreed with the statement and the 5percent of the respondents disagreed that they do not enjoy doing their work.

The researcher also wanted to know whether the respondents always strive to finish their daily task assigned to them by school. 10 out of 20 respondents strongly agreed that they always strive to finish their work, while 7 out of 20 respondents agreed with the same statement, 2 out of 20 respondents disagreed with statement while 1out of 20 respondents were uncertain of always striving to finish their daily task. This implies that most of the respondents depending on the findings have inner motivation of accomplishing their assigned tasks at school. On the other side, a few are demotivated to always strive to finish their daily tasks.

The respondents were also asked by the researcher to state whether they were satisfied by the work they do in school. Regarding this question, 55percent of the respondents said they are not satisfied with the work they do, while 45percent of the respondents reported that they are satisfied with the work they do. The findings

imply that half of the respondents are not satisfied with the work they are doing in school. The researcher asked the respondents to explain their answers of the previous question on the satisfaction of the work they do. Regarding this question, 95percent of the respondents said that they are not satisfied because of inadequate salaries while the 5percent of the respondents did not give any reason as to why they were not satisfied with the work they do at school.

The study sought out responses of programmes for support staff professional development school. The Table 4.13 presents results of programs for professional development in Public Primary schools in Malindi Sub- County, Kilifi County.

Table 4. 11Professional Development Programmes in School

Support staff	Frequency	Valid Percent
Cook	19	82.6
Workshop	4	17.4
For watchmen	-	-
Total	23	100.0

The findings in Table 4.13 show that 82.6percent of cook said they did not have programmes for professional development in their school, while 17.4percent of the respondents said that they have program professional development whereby they offer workshops for watchmen in their school. The findings imply that head teachers do not have development programs for their support staff in their school.

The researcher asked the respondents to comment about job satisfaction of their support staff in terms of quality of work, quantity and timelessness in discharging

their duties. On answering the question, 56.5percent of the respondents reported support staffs' work can only be based on average basis, while 30 percent of the respondents said that support staffs' duties are well discharged and the 14 percent of the respondent said that the work of their support staff can be termed to be a good job. In Kenyan situation, job satisfaction and good quality work from the employer and the employee respectively dictates the performance of organizations (Wang, Tsai, Lei, & Lai, 2016).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summaries the thesis and presents its main findings and recommendations. The chapter is based on three sections; introduction, summary, conclusions and recommendations.

5.2 Summary of the Study

The researcher carried the study on influence of head teachers' governance practices on support staff job satisfaction in public primary schools, Malindi sub-county, Kilifi County, Kenya. Eventually, the dully filled questionnaires were coded and data entry was carried out, data analysis on descriptive statistics and inferential statistics was achieved through the Statistical packages for social science (SPSS). Thereafter, data was analyzed and presented in forms of percentages, figures, frequencies, tables and charts and summarized in line with the conceptual framework to establish the relationships and their linkages with the variables under the study.

The chapter four attempted to statistically find out whether the variables under study would have influence of head teachers' governance practices on support staff job satisfaction in public primary schools, Malindi sub-county, Kilifi County, Kenya. To ensure this was achieved the researcher analyzed data based on the research objectives. The variables under study include; demographic information, reward system, leave policy, welfare services, professional development and job satisfaction.

5.3 Discussion of the Findings

The main findings of the study in which it provides the data representations and data interpretations and data interpretations was carried out by comparing the main findings with the previous findings of other studies and reviewing different researches in essence with literature review of this study. Additionally, the findings were anchored on the research objectives and the research questions of the study. The findings revealed that most of the respondents said they had worked less than 5 years. The findings further showed that seven out of 20 support staff had worked between 6-10 years the in their school. Two out of 20 respondents had worked more than 10 years. The findings revealed that head teachers gave monetary incentives to support staff that perform well. The findings showed that the head teacher does not give monetary incentives to staff who perform well, 75 percent of the respondents strongly disagreed with the statement, 15 percent of respondents agreed that head teacher give monetary incentives to staff who perform well, 5 percent of the respondent were uncertain of the statement while 5percent of the respondents disagreed

The findings show that the head teachers do not acknowledge support staff that performs well through trips. The findings implies that head teachers' governance and practices does not satisfy the support staff since majority of the participants strongly disagreed that they are not acknowledged through trips after performing well in their area of work. The findings shows that of the population strongly disagreed that good and improved performance of the support staff was not the basis of being promoted in their school

The results revealed that nothing was considered or determine the promotion of staff in their schools.

The findings show that 75 percent of the population strongly disagreed that salary increment is not extended to staff that perform well in their school. In this situation, the support staff may feel demoralized to put more effort in their work since they are not motivated in anyway after job well done. This is a clear sign that the school management in terms of governance and practices has failed that not effective in addressing support staff issues.

The findings reveal that support staff who work over time are not given gifts. This is because 55percent of the respondent disagreed with the statement. Findings imply that the service delivery may be implicated in this situation because the workers may be demoralized of working over time without being acknowledged. Eighty percent of the respondents strongly disagreed that the support staff are not compensated on time. This shows poor governance and practices of the head teachers in schools which leads to dysfunction of the school. The results indicate that the lack of compensation of the support staff on time due to governance and practices of the head teacher has an influence on support staff job dissatisfaction. Majority 80percent of the respondents reported that they do not have rewards offered to support staff in their school while on the other hand, 20 percent of the respondents said they offer monetary increment to their support staff in their school.

The findings imply that most of the schools do not reward their support staff even when they have achieved their goals. It is expected that institution that want to

achieve their goals work together as a team for better achievement. The head teachers need to motivate their support staff to encourage them work more hard in their areas of specialization. The study finding shows that more than half of the population indicated that they were not certain that maternal leaves are given to support staff without hesitation. This was indicated by 55percent of the respondents. On the other hand, 30percent of the population strongly disagreed that head teacher does not offer parental leave to support staff without hesitation.

On whether the duration of parental leave is well defined by the school, 45 percent of the respondents strongly disagreed that the duration of parental leave is not well defined by the school, while 40 percent of the respondents were uncertain of the statement and 5 percent of the respondents strongly agreed that parental leave is well defined. This being one of the government policies that all the staff to receive their parental leave its necessary for public primary school staff to understand some of the services are their rights hence they ought to receive when need be. It also implies that the support staff may be not aware of their rights in the place of work. Regarding the provision of study leave for support staff in school 10 out of 20 respondents disagreed that there no provision of study leaves for support staff in school, while 8 out of 20 agreed that there is provision of study leaves for support staff in their school.

The findings reveal that 55percent of the respondents agreed that sick staffs are allowed to stay away from work to allow for recovery. 10percent of the respondents disagreed that sick staff are not allowed to be away for recovery and 5percent of respondents were uncertain. The study results reveal that 60 percent of the respondents reported that head teacher observes the rule and regulation in

support staff leave policy. On the other hand, 30 percent of the respondents disagreed with the statement. Regarding provision for compassionate leave for support staff results shows that 60percent of the population disagreed with the statement. On special leave being granted to staff who attends conference and seminars, 65percent of the respondents disagreed that special leaves are granted to the staff who attend conferences and seminar. The leaves for seminars and conferences could be a stepping stone to building staff ability in terms of knowledge and skills. Institutions that embrace capacity building of the support staff helps their organization to grow in another level of its own. Good management is expected to build their staff through development in all rounds.

The respondents were asked to list the types of leaves they have in their school, when responding to this question, the listed leaves included: compassionate leave, sick leave and annual leave in school. The findings indicate that most of the schools have sick leave which was indicated by 10 out of 20 respondents, while annual leave was indicated by 6 out of 20 respondents and 4 respondents indicated compassionate leave was in their school. Regarding satisfaction of the leave policy from the respondents, 55percent of the population said they were not satisfied with the leave policy while 45percent of the population said that they were satisfied with the leave policies in their school

The findings show that the leave policy was strictly observed by their head teacher in school, which was indicated by 55percent of the respondents while 45 of the respondent reported that leave policies are not observed in their school. Regarding free medical cover, 50percent of the respondents strongly disagree that there is no free medical cover to all support staff that is offered in their school while

30percent of the population disagreed with the statement, 10percent of the population agreed with the statement and 10percent of the remaining population also strongly agreed with the statement. The findings indicated that support staff are not given house allowances 70percent of the respondents said that the staff are offered with housing allowance. This results implies that there are no transport allowances for support staff in their school, 65percent of the respondents reported that support staff are never given transport allowance, 25 percent disagreed by saying support staff are given transport allowance and 10percent of the respondents were not aware of support staff given transport allowance.

According to the findings, they clearly indicate that support staff working areas were not clean this was indicated by 65percent of the respondent while 20percent of the respondents disagreed that the staff working area were clean,5percent of the respondent were not sure of the cleanliness of support staff's working areas. The findings shows that 50 percent of the respondent strongly disagreed with the statement of retirement, 25 percent of population that participated in this study agreed with the statement, and 10 percent of the respondents were uncertain of the statement, 10 percent of the population also strongly agreed while 5 percent of the population disagreed with the statement. The study reveals that 45 percent of the respondents reported that they benefited through provision of monetary incentives. The findings show that the school administration does not involve the support staff in determining the skills they need for their jobs. This portrays poor head teacher governance and practices because as a school the head teacher need to involve all the staff on issues that concerns them and not making decisions for them.

The study revealed that administration does not provide coaching for all support staff regularly, 65percent of the population reported that they do not provide coaching for all support staff. On job training was also reported by 55percent of the respondents who said that the school does not offer on job training. On staff attending workshops to boost their skills, the study revealed that half of the respondents reported that there is no planned workshop and seminars to boost staff skills in their school

From the findings, 7 out of 20 respondents disagreed with the statement, while 5out of 20 respondents agreed that there are resources for staff development, 4 out of 20 respondents strongly disagreed with the statement of resources being enough for staff development, 2 out of 20 respondents were uncertain about the statement, while the last 2out of 20 respondents strongly agreed with the statement. The findings shows that 70percent out of 100percent respondents strongly agreed that they always look forward to attending the duties, while ten percent of respondents also agreed with the statement, 10percent of the population disagreed that they do not look forward to attending their duties and the last 10percent of the respondents also strongly disagreed. Out of 20 respondents, 13 of them strongly agreed that they were satisfied with the quality of work they deliver, while 5out of 20 respondents also agreed with the same statement, 1out of 20 respondents strongly disagreed with the statement and the last 1resondent from the population also disagreed that they are not satisfied with the quality work they deliver.

On the ability to do a lot of work daily, 50 percent of the respondents strongly agreed that they are able to do a lot of work in a day, 40 percent of the respondents also agreed with the statement, 5percent of the respondent disagreed with the

statement and 5percent of the remaining portion strongly disagreed with the statement. The findings indicate 85percent of the respondents enjoyed their work in school, while 5percent of the respondents were not certain of enjoying their work and 5percent of other respondents disagreed that they do not enjoy their work. Regarding the respondents striving to finish their daily work, the findings shows that 10 out of 20 respondents strongly agreed that they always strive to finish their work, while 7 out of 20 respondents agreed with the same statement, 2 out of 20 respondents disagreed with statement while 1out of 20 respondents were uncertain of always striving to finish their daily task. The findings shows that majority 55percent of the respondents are not satisfied with the work they do, while 45percent of the respondents reported that they are satisfied with the work they do. The study reveals that most 95percent of the respondents were not satisfied with the work they do because of inadequate salaries they get.

Regarding the kind of leave policies utilized to support staff in school, 78.3percent of the respondent indicated that they did not have any kind of reward system in their school, 13percent of the respondents reported that they had monetary reward system in their school, while 8.7percent of the remaining respondents said that they buy lunch for support staff. The findings shows that schools give different rewards to their support staff, respondents indicated that support staff are offered with leaves, token, food and others do not offer any reward to their support staff. Findings reveal that most of the schools do not utilize leave policies to support staff while lesser number of respondents reported that they offer leave to their staff. Leave policy being utilized on support staff, 69.6percent of the respondents reported that they do not utilize any leave policy to support staff in their school,

while 30.4percent of the respondents said that they give leaves to their support staff.

The study results indicate that on school adherence to reward policy, 16 out of 23 respondents said they do not adhere to any rewards policy, while 7 out of 23 respondents reported that they are strict to reward policies in the school. The findings show that most respondent reported that they do not have support staff welfare services in their school this is supported by the actual percentages 74 percent of the respondents did not have welfare services in their school, 13percent of the respondents said they have own organizations in their school while the 13percent of the respondents also reported that they have temporary assisted welfare services in their school. The results from the study reveals that welfare services while others said that they do visitations and clearing of the bills for sick support staff. The findings show that 82.6percent of the respondent said they did not have program for professional development in their school, while 17.4percent of the respondents said that they have programmes professional development programmes whereby they offer workshops for watchmen in their school. The respondents reported that supports staff work can be said to be good, others said that their work is on average and others said duties are well discharged.

5.3 Conclusion of the study

Governance and practices of organization managements determine on the job satisfaction of workers in a given organization. the movement of workers from organization to another means that the worker is pushed out either by the governance of the organization, culture, salaries, type and condition of the work,

rewards and promotions. The Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Therefore the managements need to be equipped with management skills and also understand the needs of the population they govern. In organization where the workers are considered to be of value in the institution they tend to perform well and always striving hard to achieve the organizations goals.

Given different types of leadership styles in institutions the school head teachers are expected to embrace a leadership style that can aid to govern their schools. An example of transformative leadership style is the one that involved in every activity of the school towards achievement of the goals as well as building them, failure to that the school will not achieve and thus leading job dissatisfaction of the jobs and poor productivity in schools.

5.4 Recommendation of the study

Based on the findings on this study the following are the recommendation;

- i) Head teachers need to understand that all support staff are important and the institution can achieve its goals when the workers work as a team by involving all support staff especially when the school is planning any activity in regard to support staff for decision making and opinions regarding the plan.
- ii) The Ministry of Education (MoE) in conjunction with other educational bodies like TSC need to empower the head teachers based on governance and practices in schools to equip them with appropriate knowledge on how to manage their school as a whole in their capacity.

- iii) The school Board of Management (BOM) needs to treat all the staff equally and empower them on their line of duty to facilitate them achieves the school goals through capacity building of staff. The (BOM) needs to come up with strategies that will enable to reward their support staff on well done job through either promotion or gifts. This way the staff will feel appreciated and motivated in their line of duty.
- iv) The supports staff needs to join workers trade unions and welfares associations that will enable them air their grievances according to labour acts and policies to avoid mistreatments of workers by their employers.

5.6 Suggestions for further research

Based on the analyzed study, the following areas were suggested for further studies.

- i) The study suggested that a similar study to be carried out in public secondary schools in order to establish whether the head teachers governance and practices influence support staff job satisfaction in Malindi Sub-County, Kilifi County.
- ii) There is a need for a study to be carried out to find out other factors influencing the support staff job satisfaction in Malindi Sub-County, Kilifi County.
- iii) A study on the influence of head teachers' governance practices on support staff job satisfaction in private primary in Malindi Sub-County.

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APPENDICES

Appendix I: Letter of Introduction

Department of Education, Administration and Planning,
University of Nairobi,
P.O. BOX 30197,
Nairobi.

Dear Sir/Madam,

RE: REQUEST TO FILL THE QUESTIONNAIRE

I am a masters student at the University of Nairobi (UoN). I wish to conduct a research entitled *“Influence of Head Teacher Governance Practices on Support Staff Job Satisfaction in Public Primary Schools in Malindi Sub-County, Kilifi County, Kenya.”* A questionnaire has been designed and will be used to gather relevant information to address the research objectives of the study. The purpose of writing to you is to request for permission to collect information on this important subject.

Please note that the study will be conducted as an academic research and the information provided will be treated in strict confidence. Strict ethical principles will be observed to ensure confidentiality and the study outcomes and reports will not include reference to any individuals.

Your acceptance will be highly appreciated.

Yours Sincerely

Sylvia Gambo

Email: sylviagambo@gmail.com

Appendix II: Questionnaire for Support Staff

Please respond to the items honestly and following the instructions given. The responses you give will be treated with utmost confidentiality.

Section A: Demographic Information

1. What is your gender? Male () Female ()
2. What is your age bracket?
Below 30 () 30 – 39 () 40 – 49 () 50 and above ()
3. What is your position?
.....
4. How long have you worked in this school?years.

Section B: Reward System

This section assess the reward system. Kindly indicate your level of agreement or disagreement on the statements regarding the reward system in your school. Use the likert scale of 1- strongly disagree, 2- disagree, 3- uncertain, 4- agree, 5- strongly agree.

Statements	1	2	3	4	5
Our head teacher gives monetary incentives to staff who perform well					
Good and improved performance is the basis for promotion for support staff					
Salary increment is extended to staff who perform well					
Gifts are given to staff who work overtime					
Acknowledgement is done for job well done by support staff through trips					
Compensation to support staff is done in time					

Section C: Leave Policy

This section assesses the leave policy. Kindly indicate your level of agreement or disagreement on the statements regarding leave policy in your school. Use the likert scale of 1- strongly disagree, 2- disagree, 3- uncertain, 4- agree, 5- strongly agree.

Statements	1	2	3	4	5
The head teacher offers maternal leave to support staff without hesitation					
The head teacher offers parental leave to support staff without hesitation					
The duration of maternal and parental leaves is well defined and observed					
There is provision of study leaves for support staff in our school					
Sick staff are allowed to stay away from work to allow time for recovery					
The head teacher observes the rules and regulations in the support staff's leave policy					
There is provision for compassionate leave for support staff					
Special leave with pay is granted to staff who attend conferences and seminars					

What types of leaves for support staff are there in your school?

.....

Are you satisfied with the leave policy in your school?

Explain.....

Is the leave policy strictly followed in your school?

Explain.....

D Section: Welfare Services

This section assess the welfare services to support staff. Kindly indicate your level of agreement or disagreement on the statements regarding welfare activities. Use the likert scale of 1- strongly disagree, 2- disagree, 3- uncertain, 4- agree, 5- strongly agree.

Statements	1	2	3	4	5
Our school offers free medical cover to all support staff					
There is a clean environment for all staff working areas					
All support staff are offered housing allowances in our school					
There is transport allowances for all support staff in our school					
Retirement benefits are provided for all support staff in our school					

Have you ever benefited from any welfare activity in this school?

Yes []

No []

If yes, what benefit?

.....

Section E: Professional Development

This section assess the professional development. Kindly indicate your level of agreement or disagreement on the statements regarding head teachers' professional development. Use the likert scale of 1- strongly disagree, 2- disagree, 3- uncertain, 4- agree, 5- strongly agree.

Statements	1	2	3	4	5
The school administration involves in determining the skills we need for our jobs					
The school administration provides coaching for all support staff regularly					

The school administration arranges for on the job training for staff regularly					
We are given time to attend to workshops that are planned to boost our skills					
Enough resources are allocated for staff professional development programs					

Section F: Job Satisfaction

This section assess job satisfaction of support staff. Kindly indicate your level of agreement or disagreement on the statements regarding job satisfaction of support staff. Use the likert scale of 1- strongly disagree, 2- disagree, 3- uncertain, 4- agree, 5- strongly agree.

Statements	1	2	3	4	5
I always look forward to attending to my duties					
I am satisfied with the quality of work I deliver					
I am able to do a lot of work in a day					
I enjoy doing my work					
I always strive to finish the daily tasks					

Are you satisfied with your work in this schools?

Yes []

No []

Explain.....

Thank you for Participating.


Appendix III: Interview Guide for Head Teachers



This interview guide aims at gathering information about the governance practices and job satisfaction of support staff in your school. Kindly respond to the questions with sincerity as possible.

Questions

1. Which kind of support staff reward system programs do you have in your school?
2. How strict do you your school adhere to reward policy?
3. Which kind of leave policies do you utilize to support staff in your school?
4. Comment on the leave policies offered to support staff in your school?
5. Which kind of support staff welfare services do you have in your school in your school?
6. Which program for support staff professional development do you have in your school?
7. Comment about job satisfaction of your support staff in terms of quality of work, quantity of work they deliver and timeliness in discharging their duties.

Appendix IV: Research Permit

<p>THIS IS TO CERTIFY THAT: MS. SYLVIA MKALUMA GAMBO of UNIVERSITY OF NAIROBI , 215-80200 MALINDI ,has been permitted to conduct research in Kilifi County</p> <p>on the topic: 'INFLUENCE OF HEAD TEACHER'S GOVERNANCE PRACTICES ON SUPPORT STAFF JOB SATISFACTION IN PUBLIC PRIMARY SCHOOLS, MALINDI SUB-COUNTY, KILIFI COUNTY, KENYA</p> <p>for the period ending: 23rd July,2020</p> <p style="text-align: center;"><i>Gambo</i> _____ Applicant's Signature</p>	<p>Permit No : NACOSTI/P/19/55716/31455 Date Of Issue : 25th July,2019 Fee Received :Ksh 1000</p>  <p style="text-align: center;"><i>G. Galang</i> _____ Director General National Commission for Science, Technology & Innovation</p>
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<p style="text-align: center;">THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013</p> <p>The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.</p> <p>CONDITIONS</p> <ol style="list-style-type: none"> 1. The License is valid for the proposed research, location and specified period. 2. The License and any rights thereunder are non-transferable. 3. The Licensee shall inform the County Governor before commencement of the research. 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies. 5. The License does not give authority to transfer research materials. 6. NACOSTI may monitor and evaluate the licensed research project. 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research. 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice. <p>National Commission for Science, Technology and innovation P.O. Box 30623 - 00100, Nairobi, Kenya TEL: 020 400 7000, 0713 788787, 0735 404245 Email: dg@nacosti.go.ke, registry@nacosti.go.ke Website: www.nacosti.go.ke</p>	 <p>REPUBLIC OF KENYA</p>  <p>National Commission for Science, Technology and Innovation</p> <p>RESEARCH LICENSE</p> <p>Serial No.A 26100</p> <p>CONDITIONS: see back page</p>
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Appendix V: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/55716/31455**

Date: **25th July, 2019**

Sylvia Mkaluma Gambo
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of head teacher’s governance practices on support staff job satisfaction in Public Primary Schools, Malindi Sub-County, Kilifi County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kilifi County** for the period ending **23rd July, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Kilifi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kilifi County.

The County Director of Education
Kilifi County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified