

TITLE

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS'
JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ISIOLO SUB-
COUNTY, IN KENYA.**

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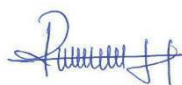
**A Research Project Submitted in partial Fulfillment for the Requirement for the
Award of the Degree of Master of Education in Educational Administration.**

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DECLARATION

This research project is my own original work and has not been presented for award of a degree in any other University.



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This research project has been submitted for examination with our approval as University Supervisors.

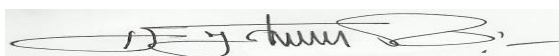


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DEDICATION

This research work is dedicated to my father Mr. Mariko Okatch, Mom Mrs. Anne Atieno, my loving wife Lilian Ochieng and my loving children: Joy Ochieng, Anne and Rukia Ochieng for the love and support accorded to me during my studies.

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ABBREVIATION AND ACRONYMS

UON : University of Nairobi.

EFA : Education for All.

TSC : Teachers Service Commission.

KNEC : Kenya National Examination Council.

ABSTRACT

The study sought to investigate the influence of principals' management practices on teachers' job satisfaction in public Secondary schools in Isiolo Sub-County, Kenya. The study is based on four key practices which include reward system on teachers' job satisfaction, involvement of teachers in decision making and teachers' job satisfaction; provision of welfare services on teachers job satisfaction; and performance appraisal on teachers job satisfaction .this study targeted all the ten principals in their respective schools and 105 teachers working in secondary school in the area . To ensure that, every teacher is reached, random sampling was carried out to as sample of 95 teachers and 10 principals. The study was subjected to descriptive survey design. The teachers were given chance to respond to questionnaires while principals were interviewed. The questionnaire returned rate emerged to be 90.5%. This was a workable percentage. The data was then analyzed by the use of descriptive statistics like bar graphs, pie chart and frequency tables. The study found that the majority of teachers (52.6%) were satisfied with giving teachers authority while (47.4%) were dissatisfied. on provision of field trips, majority 52.7% were satisfied and monetary 59.0%. The study also found that the majority of teachers (63.2%)were dissatisfied with decision on class size while only (19.0%) of teachers were satisfied . concerning setting subject targets (84.3%) were satisfied while those who were dissatisfied were made up of (12.5%) while (3.1%) had no idea about the same . Majority of teachers dissatisfied with the working conditions for teachers 64.2% implying that 27.4% and 8.4 % were not applicable. On training programs and trips (48.4%) and (40.0%) respectively were dissatisfied. Such was also noted on free transport and provision of parties (41.0%) and 54.7% respectively. Majority of teachers were satisfied with involvement in appraisal system 61 .1%; those who were dissatisfied comprised 31.6% while 7.4% were not applicable

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

By any stretch of the imagination, the satisfaction of one's work is not uniqueness in the world of authoritative science and hierarchical behavior. The prevailing consensus is that greater work contentment leads to improved work execution (Armstrong, 2009). Given devolution as it is defined in Kenya's 2010 constitution, the subject of administration calls for significant consideration (ROK, 2012). According to Kitheka (2014), administrative practices like remuneration, use of honor letters, contribution in navigation, and representative training have an impact on employee job satisfaction at the TSC central command.

Proper management is an essential factor that all entities practice ensuring that there is increased productivity. Management can be defined as the application of leadership skills to offer guidance on how activities can be handled. As Ndugu, and Koori (2020) state, high profit-making companies such as Safaricom Inc. have placed structured management sections that allows for smooth running of its programs. Schooling systems is not an exception as it requires proper management to achieve commendable performance of learners. Principals are the key figures towards the achievement of the best outcomes from the learners. In the view of the worldwide academic achievements, the nationalized examinations have the ability to determine the future of a student and efforts should be placed on the latter by the teachers to find the desirable outcomes (Ali & Dahie, 2015). The teachers are essential in making sure that the students are given the knowledge they need to advance in their careers. According to Lematango and Kathuri, there has been a growing worry about the academic performance of the students in Isiolo and the quality of the educational system there (2021). The latter raises the question of whether principals can motivate teachers by fostering an environment that allows them to perform their duties in the public secondary schools in the Sub-County.

One distinguishing characteristic of a performance-based scheme in the United States is that it pays or penalizes instructors depending on some type of performance review (De Boer, et al, 2015). More recently, some analysts have suggested that intrinsic rewards—like watching students' performance improve—and elevated sentiments of wellbeing are preferable ways to motivate instructors. Increased vacation time and professional development opportunities are additional benefits.

According to a study conducted in Malaysia by Farah Liyana Bustamam, Sze Sook Teng, and Fakhrol Zaman Abdullah (2014), job satisfaction and financial and non-financial rewards are strongly correlated; however the financial reward has a higher impact than the non-financial reward. Rehman, Khan, Zaiuddin, and Lashari (2010) found in a previous study conducted in Malaysia that raising prizes could indeed boost job satisfaction; however the financial reward has a greater influence. Involving teachers in decision-making is fundamental to the practice of any school administration, according to the majority of experts in the UK (Agasisti & Bowers 2017). Because other administrative duties can be best understood in terms of the decision-making process, decision-making is even more crucial than other administrative functions. Making decisions can be difficult for an individual, a group of individuals, corporations, businesses, and governmental organizations (Chepkonga, 2012). Decisions taken may have good or negative effects on the issue under consideration or the decision maker (Smylie, 2010). Decision resolution's consequences made its thoroughness necessary, from the formulation stage to the execution stage (Ayegbusi & Lucas 2020). Teachers would be committed to such decisions if they were involved in school decision-making, particularly in the areas of curriculum and instruction, finances, management of physical resources, management of human resource resources, student affairs, and community relations. As a result, overall school performance is likely to improve (Smylie, 2010). A motivated teacher will consistently show a love for their job, attention to their responsibilities, make time to carry out resolutions, go above and beyond expectations, and be exceptional in all that they do. These are regarded as being essential for motivated teachers who take part in decision-making. Additionally, it is significant because it fosters a sense of democratic participation (Smylie, 2010). According to research conducted in Nigeria; employee welfare refers to their overall health, both at work and at home (Adekola, 2011). According to Armstrong (2004), the foundation of employee welfare programs is primarily the concept of an organization's social duty to individuals who work for it. In order to fulfill their objectives, deliver the goods and services they specialize in, and so gain a competitive advantage, organizations require highly performing workers (Musyoka, 2015). The Human Resource Management Practice Guide (HRMPG, 2018) and Projects4MBA (2018) describe welfare as the efforts made to improve employees' quality of life. It comprises a range of services, advantages, and facilities that companies provide to their workforce. It entails preserving the wellbeing and positive attitudes of company personnel. Enhancing working circumstances for employees will improve their wellbeing (Marzullo, 2018). It is also asserted that it includes anything supervisors do for employees that goes above and beyond what they are paid (Venkata & Lokanadha, 2015). In the broadest sense, it entails the availability of services, amenities, and facilities within or close to the business

to allow staff to do their jobs in a setting that is conducive to their health and high levels of motivation (Munywoki, 2019).

Researchers from Tanzania and Kenya agree that job satisfaction is influenced by staff appraisal. An employee's performance is assessed as part of a process called staff performance appraisal, which takes quality, quantity, cost, and time into account. According to Mbiti, Arasa, and Kinyili (2019), staff performance appraisal improves employee performance by raising productivity, which also raises organizational performance. Making personnel decisions, providing an opportunity for organizational diagnosis and development, identifying training needs, providing feedback on employees' performance, documenting the processes used to distribute organizational rewards, and facilitating communication between employees and management are all goals of staff performance appraisal (Mbiti, Arasa, & Kinyili 2019). Performance management involves an on-going dialogue between a supervisor and an employee that links expectations; on-going feedback, coaching, performance evaluation, development planning, and a follow up. The commonly used methods for conducting performance appraisal processes are: management by objectives (MBO), 360 degree appraisal, behavioral observation scale and behaviorally anchored rating scale. Organizational success is affected by the extent to which employees are determined to work that extra mile. Sospeter, M. (2017) discovered that PA is related to achieving good results.

The semi-arid region of Northern Kenya's Isiolo Sub County is prone to insecurity problems and rising famine, which have an impact on the learning programs of the children. Hussein Koriyow (2016) claims that in order to find answers to the threat that undermines educational programs, concerns about education issues were taken into consideration. These techniques included elders and local citizens (Lematango & Kathuri, 2021). In addition, there has been less civic education to help students understand the value of education; traditional practices like FGM and early marriages still have an impact on girls, which contributes to an increase in dropout rates. Kenya Inter-Agency Rapid Assessment (2021) reports that the sub county has a 5% dropout rate for students. There is also a high teacher to student ratio that is 1:26 in the schools, which calls for better management through initiation of strategies that would make teachers satisfied in their duties.

Job satisfaction in a school setting is crucial because it helps students perform better, claim Amadi, Nte, and Ugbe (2019). Teachers that are happy in their jobs are better able to foster a welcoming environment for learning and have higher levels of motivation when providing services. Effective communication and strong teamwork among the employees can help with this. In secondary schools, the principal's administration and leadership abilities are ultimately responsible (Munir & Iqbal, 2018). In other words, he or she must show more concern for the wellbeing of the less experienced employees and provide advice on how to manage tasks and overcome obstacles. Hassan (2016) asserts that the management style of the principal has a significant impact on how well instructors are able to participate in their obligations. For instance, observational leadership enables the heads to spot areas for improvement and worry, enabling them to come up with a solution for any issues that arise. Through regular reports and close communication with the teachers, the principals should be able to determine the difficulties they encounter in their everyday work. Class visitations by the school heads is also essential in regular intervals as recommended by Samuel, Nduku and Machyo (2019) who reviewed the impact of the communication strategies imposed by principals in Juja Sub-County in Kiambu County.

Essentially, it is crucial to prioritize teachers over pupils, and senior management should make sure that learning materials are delivered on time and contain the pertinent information required for the learning process. With the aid of a reward system, instructors are given the tools they need to do their jobs well, and as they develop relationships with students, their productivity increases, resulting in job satisfaction (Samuel, Nduku & Machyo, 2019). With effective management, resource management is also useful. According to Cubay, it comprises developing better designs and maintaining environments that permit the proper use of the school's property (2020). A person, who is development-conscious and puts the school's interests first, i.e. creates an environment that is conducive to learning, will inspire teachers. Utilizing readily available resources to their fullest potential and adding value to them is how quality management can be accomplished. The introduction of secondary education for All (EFA) with subsidies has made sure that there is a higher turnout for those enrolling in form one. Additionally, the current administration has developed a mechanism that enables a seamless transition of all students from form one to class eight. As a result, it's important to provide the conditions necessary for Kenya's constitution's requirement that all children receive a quality education (Republic Kenya, 2010).

By no means, shape, or form, is work fulfillment another anomaly in the world of authoritative science and hierarchical behavior. It is commonly accepted that more work contentment results in improved work execution (Armstrong, 2009). In light of devolution as defined by Kenya's 2010 constitution, the topic of administration requires careful consideration (ROK, 2012). According to Kitheka (2014), employee job satisfaction at the TSC central command was impacted by administrative practices like remuneration, use of honor letters, contribution in navigation, and representative training. In the United Kingdom, it is assessed that over 63% are happy with their work because of the great administration of their chiefs (Sims, 2020). Sims (2020) likewise exhibited that the USA has additionally shown that a large portion of the educators who are fulfilled in their work have communicated faith in the directors of the optional schools. Amadi et al. (2019) keeps up with that in spite of the fact that there have been a few examinations that show that school chiefs and head teachers influence the functioning resolve of educators in Kenya, it has not been reduced to Isiolo Sub-County. This review, accordingly, means to distinguish the impact that the chiefs' administration rehearses have on work fulfillment of educators in Isiolo sub-district in the public auxiliary schools.

1.2. Statement of the Problem

The teaching profession is one of the avenues that provide opportunities for the growth of individuals in society. As a noble career, there is a need to create an enabling environment that allows for growth. Secondary school principals are at the center of all activities and have the mandate to ensure that the programs are run smoothly in a manner that attracts better performance.

In a study conducted by Nyenyembe, Maslowski, Nimrod and Peter (2016) on Tanzanian schools, it was observed that principals needed to recognize the efforts that teachers place to achieve academic excellence through reward of good performance. Besides, team building, professional handling of challenges, incentives, and creation of an enabling environment have shown that it boosts the morale of more than 50% of teachers in a school as seen in the findings of Cerit (2009). To improve relationships at work, teachers' rights should be respected and their interests should be supported, according to the Kenya National Union of Teachers (KNUT).

Teachers and principals are at odds as a result of altered rules and change implemented without input, which has led to job unhappiness, frustration, and low productivity. This study intends to pinpoint any management practices that secondary schools in Isiolo County may be experiencing, as well as how principals' leadership styles affect teachers. One of the counties that gave poor results was Isiolo County. Although challenges and poverty levels have contributed to the latter, more research is necessary to determine whether principals' management approaches have also contributed. As a result, suggestions on better methods to run schools and enhance the working environment in schools can be made. Little research has been done on principals' management strategies and their impact on teachers' job satisfaction, according to earlier studies conducted in Isiolo Sub County. In light of these difficulties, the study sought to examine the management strategies used by principals in the public secondary schools in the Kenyan Isiolo Sub-County and how they affected the job satisfaction of their staff.

1.3. Purpose of the Research

The aim of this study was to investigate the principals' management practices and their influence on job satisfaction of teachers in the public secondary schools in Isiolo Sub-County in Kenya.

1.4. Research Objectives

The research objective that guided the study includes.

- To determine the extent to which principals' reward systems influence teachers' job satisfaction in public secondary schools in Isiolo sub-county, Kenya.
- To determine whether principals' involvement of teachers in decision making influence their job satisfaction in public secondary schools in Isiolo sub-county, Kenya.
- To determine extent to which principals' provision of welfare service influence teachers' job satisfaction in public secondary schools in Isiolo sub-county, Kenya
- To determine whether principals' performance appraisal on teachers influence job satisfaction in public secondary schools in Isiolo sub-county, Kenya.

1.5. Research Questions

The research will be guided by the following research objectives:

- To what extent does principals' provision of the reward systems influence teachers' job satisfaction in Isiolo Sub-County?
- To what extent does involvement of teachers by principals in major decision making influence teachers job satisfaction in the public secondary schools in Isiolo Sub-County?

- What is the influence of principals' provision of welfare services on job satisfaction of teachers in Isiolo Sub-County, Kenya?
- To what extent does performance appraisal by principals influence teachers' job satisfaction in Isiolo Sub-County, Kenya?

1.6. Significance of the Study

This study will have a significant impact on secondary schools' management practices and show how such practices may be altered to foster an environment that allows teachers to do their jobs well, hence raising student achievement. Its conclusions will help school administrators comprehend the value of high job satisfaction in increasing teachers' effectiveness. In order to create a better working environment, the relevant agencies, such as the Ministry of Education and the examination body (Kenya National Examination Council), will get assistance with the findings. Long term, not only in Isiolo Sub-County but also throughout Kenya and the rest of the world, this study will be crucial to building a productive society through quality education and career development.

1.7. Limitations of the Study

According to Khany and Tazik (2016), limitations are the factors that affect the process of achieving the relevant outcomes of the study that cannot be controlled by the researcher. In this study, and in the wake of Covid-19, there are challenges of physical meetings.

As such, the interviews would be carried online, which proves to be less convincing as compared to one-on-one study. Isiolo Sub-County also proves to be remote with network problems, which affects online interviews and submission of questionnaires. Besides, there is a possibility of the teachers who participate in the study taking the process for granted and giving incorrect information or remaining reserved. The latter limits the study from achieving full information that reflects what is on the ground.

1.8 Delimitation of the study

The research was carried out in Isiolo County specifically in public secondary schools in Isiolo Sub County. It involved a sample of ten public secondary schools targeting 280 teachers employed by TSC (TSC office, Isiolo Sub County 2021).

1.9 Definition of significant terms

- **Employee recommendation** refers to the opportunity to acknowledge the unique contribution or the value of expertise and experience of an employee or a team.

- **Job Satisfaction** refers to the contentment an individual teacher has with his/her Work.
- **Management practices** refer to the governance framework that guides the principals in performing its functions in an institution.
- **Management** refers to an act of running and controlling an institution, and in our case it is a secondary school. Principal refers to a secondary school executive who carries out management roles and may be called a head teacher.
- **Public secondary schools** refers to a four year post primary which is developed, equipped and provided with staff out of public funds by the government and parents.
- **Recommendation** refers to the timely, informal or formal acknowledgement of a teacher's behavior, effort or result that truly serves the school's goals and values.

1.10. Organization of the Study

The study will be organized in five chapters; the introduction, literature review, research methodology, data analysis and discussions and conclusions and recommendations. The first chapter provides a brief overview of the purpose of the research and the outcomes expected. Besides, the challenges that are experienced while undertaking the experience are highlighted and how they are addressed. In the literature review chapter, an analysis of the previous studies is done to establish the ideas they have presented on the topic of study. Research methodology chapter presents the methods of data collection and analysis techniques that are used to give meaning to the study. The fourth chapter, that is, data analysis and discussions is an important facet of the research as it provides an understanding of the relationship between the variables of the research and how the collected data can be interpreted. The last chapter, conclusion and recommendations gives a connection between the previous studies and the findings; thus, giving ideas for improving on the topic of study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This Chapter covers literature review under the following sub-headings; Concept of management practices and job satisfaction, reward systems and job satisfaction, involvement of teachers in decision making and job satisfaction, provision of welfare services and job satisfaction, performance appraisal and job satisfaction, letters of recommendation for promotion and teachers job satisfaction, theoretical framework, summary of literature review and conceptual framework.

2.2 Concept of Job Satisfaction.

Employment satisfaction is defined by Dihnam and Scott (1998) as the pleasurable or positive emotional state that results from an evaluation of one's job or job experiences. Job satisfaction is a source of drive that sustains effort in carrying out the duties expected of effective teachers (Watson, 1991). Job satisfaction is a phenomenon that describes the balance between employees' expectations, job satisfaction, and job features. The phenomenon is made up of social security, fair compensation, job stability, a balance between knowledge and skills required for the job, job-related pride, and opportunities for promotion, management policies, and the general social milieu (oral 2005). Individual job satisfaction mostly depends on how well expectations for the job align with needs and preferences of the employee (Bingol, 2010). A satisfaction that is simply based on material and financial reality cannot be mentioned. Additionally, psychological fulfillment is necessary. Teachers' job happiness is a goal of organizational opportunities that principals work very hard to ensure. According to a survey by Njiru (2014), Kenyan teachers are dissatisfied with their pay, working conditions, pupils' academic performance, opportunities for professional growth, and the supervision and management they receive. Every year since 1997, there have been teacher strikes across the nation.

2.3 Reward System and Job Satisfaction

The most significant resource in an organization is its human capital; without it, other resources like materials, machinery, and money are meaningless. Job satisfaction is one of the pillars of human capital development. Because failing to use this resource can result in subpar performance within an organization, it should be given more importance (Fisher et al, 2010). According to Abdulla (2009), increasing employee job satisfaction has a considerable impact on workforce productivity, which is crucial for the public sector. This is crucial because, for instance, Kenya still lags behind in the development of its human capital.

Money is a contractual responsibility in the employment relationship and is a vital motivator for hiring and retaining staff. A cash payment or other reward given to employees in exchange for better performance is known as an incentive. Organizational perks, like wages, bonuses, and fringe benefits, seem to be obvious rewards given by the organization (Malhotra, 2007). Additionally, rewards have been divided into monetary and non-monetary categories. According to Chen (1999) and Weatherly (2002), both monetary and some non-monetary rewards can be categorized as extrinsic rewards. Monetary rewards are defined as tangible items like pay, bonuses, promotions, and formal recognitions, whereas non-monetary rewards are non-tangible and include praise and personal recognitions.

Armstrong and Mullins (2004) outlined the reward guiding principles that addressed particular issues like developing reward policies and practices that support the achievement of organizational goals, providing rewards that attract, retain, and motivate staff and help to develop a high performance culture, maintaining competitive rates of pay, rewarding people according to their contribution, and recognizing the value of all staff who are making an effective contribution, not just the top performers. In many institutions, reward has been identified as a significant component influencing workers' job satisfaction.

According to Wangi et al., income and remuneration were the most important institutional determinants determining employees' job satisfaction since they strengthened a happy or good emotional state. According to Anyang (2011), even low pay and enough benefits for housing and health care, along with a positive work environment, were sufficient institutional supports for ensuring job satisfaction. Ombimba (2014) found that the majority of Kenyan workers' job satisfaction is influenced by timely payment of wages, and Nanzushi (2015) discovered that the working environment, physical surroundings, and rewards influenced workers' productivity and job satisfaction at the county government of Nairobi.

2.4 Involvement of Teachers in Decision Making and Job Satisfaction.

Participatory management systems are the foundation for organizational practice and employee involvement in decision-making. When an employee has the chance to take part in the organization's decision-making process, it is said that they have participated in decision-making. Employee involvement is defined by Marchington et al. (1992) as managerially designed, inspired, and initiated practices that are meant to give employees influence over how their work is organized and performed in order to commit and enhance employee contributions to the organization. Employee participation is defined as a process by which employees play a larger role in the decision-making process.

Employee engagement is initiated by employees or their employers and results from a desire to expand employee influence (Leat, 2011). Joint decision-making is included, and the employee is frequently given access to a somewhat higher order range of decisions (Marchington et al, 1992). The idea of decision-making participation has a significant impact on successful organization efficiency and innovation. According to Conway (1984), the strategy offers an alternative to the bureaucratic model's administrative procedures. Human relations theorists contend that decision-making processes help employees meet their higher-order wants, such as those for self-actualization and self-esteem. This view is shared by Lwanga'si (2008) who says that the level of employee job satisfaction tends to increase as one move up the hierarchy in the organization.

Greater job satisfaction results from involvement in decision-making because the worker feels more respected and trusted by management and because they have a better grasp of management challenges by dealing with some of the same issues (Nykodym et al; 1994).

When decisions regarding activities are made by the very people who will carry them out, the levels of job satisfaction of those involved are greatly increased. It is true that if employees have a voice and are truly involved in the decision-making process, they would be able to impact and change the basic characteristics of job satisfaction (Hammuda and Dulaini, 1997). According to Luthans (2005) and Moorhead and Griffins (2004), employees who are actively participating in the organization's operations are happier, more motivated, and more dedicated to its objectives, which results in higher productivity. Organizations have also recognized the important role of human resource management in creating strategies and employing techniques that lead to workers giving their all for the organization's success and realizing their full potential in order to gain a competitive edge in a setting where fiercer competition prevails (Foot and cook, 2008).

2.5 Provision of Welfare Services and Job Satisfaction

Manzini and Gwandure (2011) claim that historically, employee wellbeing initiatives were intended to lower absenteeism and boost effectiveness and productivity. Today's employee welfare initiatives, on the other hand, cover practically all facets of employees' welfare and growth inside the corporate structure. The goal of welfare programs should be to create a workforce that is effective, healthy, content, and productive for the organization. According to Priti (2009), the purpose of offering these services is to raise people's standards of living while also making working life more enjoyable.

Employee welfare is a broad word that includes the numerous perks, services, and facilities provided by management to workers in an effort to improve their working and social lives and to meet their needs in order to enhance productivity (Mishra and Bhagat). The provision of welfare services and measurements within an organization has an impact on employee attitudes toward their jobs. Employee needs are met by welfare services, which can enhance their quality of work, family life, and overall welfare. An investigation by Goyal (1995) into social service awareness revealed a connection between welfare amenities and job satisfaction at work.

The study examined the effect of welfare measures on job satisfaction in Punjab's textile sectors, the degree to which workers are aware of and use welfare measures, and the degree to which the policies have been successful in improving the lot of workers.

Employees, according to Sharfits and Russell (2001), are crucial company resources that need to be carefully managed in order to maximize return on investment and meet organizational goals. To ensure that employees' welfare is taken care of, school administrators must offer a variety of benefits. Onwu and Chika (2015) also suggest that schools provide all school welfare services and programs that encourage significant levels of motivation among these teachers since they should recognize that a healthy and stress-free teacher is a great asset to the organization. Dessler (2008) contends that in order to promote industrial harmony, the welfare of employees must also entail oversight of working circumstances. Low welfare provision, according to Priti (2009), chokes off employee performance standards since it limits their motivation and morale. People join businesses on purpose to have their needs met.

Morale drastically drops when schools are unable to fulfill needs and satisfy wants. A Kariuki (2013) study on the impression of staff welfare programs in large industrial enterprises in Nairobi found that the majority of companies offered their employees staff welfare programs, which covered things like illness, bereavement, and counseling programs among others. The study also found that employees had a more favorable perception of welfare programs through the interpretation of the research data. These included salary, counseling services, medical insurance, and relocation benefits. The successful implementation of welfare packages to encourage teachers and other employers plays a significant role in a school's capacity to accomplish its stated goal (Odunlamin & Mathew, 2014). This suggests that, despite the fact that a variety of factors affect school performance, the provision of welfare services is crucial in determining the success of schools since it serves as a foundation for staff motivation. According to Akibia (2011), teaching under inappropriate and appalling conditions and inadequate excellent welfare packages for the teachers has a negative impact on the kids.

2.6 Performance Appraisal and Job Satisfaction

The most important factor in determining employee job satisfaction is how much they believe their performance ratings accurately reflect their contributions to the company (Giles & Mosshoder, 1991). Among all the parameters that track responses to evaluation feedback (Giles and Moss holders 1990; Keeping and Levy, 200; Levy and William, 2004). Additionally, a number of scholars have discussed crucial conceptual concerns regarding the definition of performance appraisal satisfaction (Flercher, 2001; Kuvaas, 2006, Decramer et al, 2013)..

Organizations have utilized performance reviews to gauge employee happiness. It has been stated that analyzing employees' performance reviews can be a potent instrument for motivating staff to achieve organizational goals by praising; encouraging the development and improvement of workforce capabilities (Davis & Newstrom, 1993).

The difficulty nowadays is not just finding the greatest person to do a decent job, but also inspiring current staff to improve their performance and increase the organization's efficiency (Nayana et al., 2011).

Employees' efforts can affect an organization's survival and success (Drucker, 1994; Barney, 1995); performance management can help employees' efforts to be in line with organizational goals and be motivated (Orpen, 1997; Martin & Bartol, 1998; Cook & Crossman, 2004); and performance appraisal is one of the most crucial human resource practices (Boswell & Boudreau, 2002). One of the subjects that has received the most research (Judge & Ferris, 1993; Yehuda Baruch, 1996) (Fletcher, 2002) However, many organizations express dissatisfaction with their appraisal processes (Fletcher, 1997), which may indicate that performance evaluations are ineffective as a tool for motivating and developing employees. Assessment of evaluation reactions is crucial, according to an agreement among performance appraisal scholars and practitioners (keeping & levy, 2000). For instance, it is widely suggested that employees must have positive appraisal reactions in order for performance appraisal to have a beneficial impact on employee behavior and satisfaction.

Identifying an individual's current level of job performance, motivation and job satisfaction, training and development needs, succession planning, enabling coaching and counseling of teachers, controlling the behavior of both teachers and principals, improving internet communication, and providing information for succession planning are all made possible by performance evaluation of teachers.

The Ontario (2006) study on the method for evaluating teachers' performance indicated that experienced teachers are required to undergo evaluations every three years under the existing system. Additionally, it stated that overall evaluations of teachers were either outstanding good, adequate, or unsatisfactory. If a teacher receives an unsatisfactory rating, the principal will create an improvement plan describing the steps the teacher will take to increase his or her level of satisfaction as well as the assistance that will be required to implement them. According to Brown (2003), the school's strategic plan is implemented through the usage of the appraisal system.

Deborah and Kleiner (1997) assert that organizations need a systematic framework to guarantee that performance evaluations are fair and consistent. They came to the conclusion that creating an effective performance appraisal system requires a strong commitment from top management and that the system should establish a relationship between employee performance and organizational goals through customized objectives and performance standards.

They also contend that the system ought to promote an engaged and motivated workforce. Maragwa (2007) highlighted performance appraisal as one of the strategies used to identify training and development requirements in a study on the impact of training on staff performance. Enhancing motivation and morale, clarifying expectations, removing uncertainty from performance, recognizing training and development capabilities, and creating goals and targets are all advantages of performance appraisals. Performance evaluation, according to Muthuo (2010), has a favorable effect on employees' job satisfaction and efficacy.

2.7 Summary of Literature Review

According to the literature evaluation that has come before, teachers must be inspired. This is due to the satisfaction with which motivated teachers perform their duties. Employment satisfaction is the joyful or positive sensation that results from evaluation of one's job or work experience, according to Dinham and Scott (1998). Job satisfaction is a source of drive that supports attempts to carry out duties expected of effective teachers (Waston, 1991.)

This study recognizes that the school principal can only accomplish much with the assistance of the teachers. Therefore, the goal of the study was to determine how much management strategies used by principals in public secondary schools in the Isiolo Sub County affect teachers' job satisfaction.

2.8 Theoretical Frameworks

The two component hypothesis or the inspiration cleanliness hypothesis was created by Fredrick Herzberg (1966). This hypothesis hypothesizes that there are two arrangements of variables that contrast in their impacts on individuals at work. These are inspiration and cleanliness factors. As indicated by the two element hypothesis, the inspirations are the characteristic items in a task that fulfill high-request needs.

The persuasive variables are likewise the work factors that increment inspiration whose nonattendance doesn't be guaranteed to bring about disappointment.

These incorporate accomplishment, acknowledgment, obligation, progression, 11 developments, and the actual work and are compelling in rousing representatives to more prominent efficiency and which as per Herzberg are habitually unfulfilled in the present associations. Cleanliness factors are work factors that make disappointment and radiate from extraneous work setting, for example, compensation, work conditions, oversight, relational relationship, employer stability, organization strategy and organization. Herzberg's hypothesis recommends that having all the cleanliness present at a satisfactory level, will deliver an unbiased inclination about the gig it is as though they were normal (Mitchell, 1982). In the event that the cleanliness is at an unsuitable level, disappointment will happen. Then again assuming supervisors truly need propelled representatives, they ought to utilize the inspirations since they produce high work fulfillment. The connections are displayed beneath; Hygiene Motivators Dissatisfied→→→→→→Neutral→→→→→→ Satisfied. The two element hypothesis contends that cleanliness factors fulfill lower-request needs. The hypothesis has been one of the most explored in authoritative way of behaving and in this way, it has been the objective of extreme analysis. One of the significant reactions of the cleanliness inspiration hypothesis is that it is "technique bound" at the end of the day it possibly delivers steady outcomes when one strategy is utilized. Different strategies produce various outcomes (Cherrington, 1989). Herzberg initially utilized the "basic occurrence" methods to produce this hypothesis. This method expects workers to show explicit episodes that they felt were more connected with their fulfillment or disappointment with their work. In Educational administration, Okumbe (1998) proposes that educator's inspiration can be worked on through changes in the idea of the gig through work improvement. He further adds that administration ought to empower the educators to have greatest command over the systems of the undertaking execution, let them experience a sensation of achievement of doled out errands as well as getting criticism on their exhibition.

Chiefs must give an empowering climate to the educators to play out their undertakings with inspiration and for them strive for additional development through advancement and further preparation. Ellis (1984) fights that instructors are basically persuaded by characteristic rewards like self-esteem, obligation and a feeling of achievement. He proposes that directors can lift confidence level and persuade educators to succeed through participatory administration, in assistance, training and efficient strong assessment. There are not many examinations on factors that persuade educators and as a matter of fact none in Mwatate, consequently the requirement for additional examinations on the most proficient method to improve the showing profession and achieve work fulfillment.

Figure 4. 1: conceptual framework

Independent variable

<p>REWARD SYSTEM</p> <p>Giving break</p> <p>Giving authority</p> <p>Free delicious food</p> <p>Free trip</p>
<p>INVOLVING IN DECISION MAKING</p> <p>Students entry behaviour</p> <p>Setting subject target</p> <p>School infrastructure</p>
<p>WELFARE SERVICES</p> <p>Teachers working condition</p> <p>Training program</p> <p>Free transport</p>
<p>PERFRMANCE APPRAISAL</p> <p>Involvement in appraisal</p> <p>Participation n appraisal</p> <p>Extent of carrying out appraisal</p> <p>Commitment in appraisal</p>

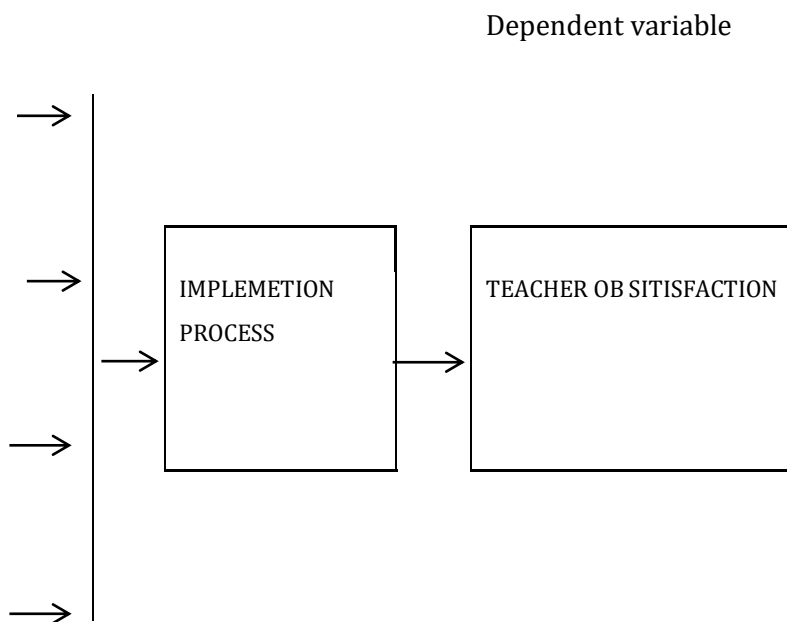


Figure 2.9.1 Conceptual Framework

By offering instructors financial incentives, letters of reference, recreated trips to teachers' influence, impartiality in performance rating, and job satisfaction, the principals would foster a conducive learning environment. The conceptual framework above shows that instructors enjoy their work when school principals give them the aforementioned inputs (job satisfiers).

In the same way, if they don't give the identified inputs, it leads to unhappy teachers who are therefore demotivated in their work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology used in the study is covered in this chapter, including the research design, the target population, sample size and sampling technique, research instrument, instrument validity, instrument reliability, data collection procedures, and data analysis techniques, as well as ethical issues.

3.2 Research Design

The research design used in the study is descriptive. Because it examines the issues related to the strategic challenges without manipulating or assuming any factors, a descriptive research design is appropriate. This design was chosen because it allows the researcher to quickly and efficiently gather data from a large area. The benefit of this design, according to Mugenda and Mugenda (2008), is that in addition to being a scientific procedure, it helps reduce biased judgment and opinions. A descriptive survey entails questioning a sizable group of people via mail, phone, or in-person, frequently in the form of a questionnaire. It was required to verify the validity and reliability of the questionnaire used to gather the data in order to:

3.3 Target Population

A target population, according to Mugenda (1999), is the entire group of people, things, or events that have a particular observable trait. The participants in this study were teachers who were TSC-employed in secondary schools in the Isiolo sub-county. Teachers for the secondary schools were chosen. 280 teachers working for the TSC in 18 public secondary schools in Isiolo Sub County were the study's target group (TSC officer, Isiolo 2021).

3.4 Sampling Size

A total of 10 schools from the area under evaluation were tested out of the 18 optional government-funded schools in the Isiolo-sub region. Best and Kahn (2006) assert that the ideal example should be both sufficiently large to serve as a suitable depiction of the subject that the expert desired to summarize and sufficiently small to be economically chosen in terms of subject accessibility and expenses in terms of both time and money..

3.5. Research Instruments

The questionnaire and interview guide are the two most often used data collection methods in descriptive survey design (Orodho, 2003). The researcher took the respondents' accessibility into account while choosing the study instrument to employ, ensuring that it was relevant and suitable. Best and Kahn (1993) note that questionnaires allow the individual distributing them the opportunity to describe the study's objectives and provide context for any unclear items. According to Yin (2003), interviews are one of the most significant sources of data. He describes an interview as a two-way dialogue that allows the interviewer to actively engage. Information from the principals was gathered through interviews. There were various sections on the questionnaires. Questions on respondents' age, gender, and year of service were included in the first section. The other half focused on the factors that teachers view to be drivers of their satisfaction and dissatisfaction with their work environments.

3.6 Validity of the Instrument

The degree to which discrepancies detected by a measuring device reflect actual differences between the objects being tested is known as validity. Kothari (2005). According to Mugenda & Mugenda (2003), an instrument is validated by demonstrating that its items are indicative of the abilities and traits that will be assessed in the study. To determine the applicability, clarity, and relevance for the aims of the study, the questionnaire and interview guide should be examined with the respondents. By ensuring that the questionnaire items appropriately covered the study objectives and having my supervisors acknowledge this, the validity of the research instruments will be strengthened.

3.7 Instrument Reliability

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a measuring instrument yields consistent results or data after repeated trials. In Kothori (2005), reliability of a test instrument is a measure of the consistency with which a test instrument produces the same result when administered to the group over time intervals. The researcher will use test-test technique for the questionnaire on teachers' job satisfaction and the interview guide for the principals. An established reliability evidence value of 0.8 or above was set by Mugenda & Mugenda (1999). The dependability of 0.8 and above will be considered for this study. Using Cronbach's Alpha with a 60% acceptance level, the validity of the research tool was examined for internal consistency.

3.8 Data Collection Procedure

Kothari (2005) asserts that data collection methods include the processes and actions required for carrying out the research successfully as well as the preferred ordering of these steps. After preparing a research proposal that was evaluated, corrected, and granted a research permission by the National Council of Science and Technology, the researcher started the process of gathering data from the field. After obtaining the research permit, the researcher began gathering data by showing the permit to the necessary parties, including the sub-county director of education, quality assurance officers, and all of the head teachers of the sampled public secondary schools. The scheduling of interview appointments happened concurrently. The researcher then went about performing the interviews and selecting the questionnaires that had already been completed.

3.9 Data Analysis Techniques

Given that the study's characteristics are descriptive in nature; descriptive statistics were mostly used for data analysis. Before beginning the analysis of the data, the data were edited and examined to find any obvious errors, questions that had been answered incorrectly and any blank spaces that the respondents had not filled in. The statistical packages for social science (SPSS) were used to analyze the quantitative data collected, and the results were displayed as percentages, pie charts, bar graphs, and frequency tables.

3.10 Ethical Considerations

As per Resnik (2011), there are a few purposes behind sticking to moral standards in research. Standards advance the points of examination, like information, distorting information, advancing reality and keeping away from blunder. Understanding the above reasons, the analyst was adequately accommodating and followed the consistency of the example populaces. In the process the specialist guaranteed the respondents of exclusive estimates that the discoveries were concurred and utilized exclusively for scholarly reason and a duplicate was accessible to them.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND CONCLUSION

4.1 Introduction

The part presents the information examination of the exploration discoveries. This review has been done with a point of examining the impact of directors' administration rehearses on educators' work fulfillment in open auxiliary schools in Isiolo Sub-County, Kenya. The exploration discoveries depended on the accompanying examination goals specifically:

- I. To determine the extent to which principals' reward systems influence teachers' job satisfaction in public secondary schools in Isiolo Sub-County, Kenya.
- II. To determine whether principals' involvement of teachers in decision making influence their job satisfaction in public secondary schools in Isiolo Sub-County; Kenya.
- III. To determine the extent to which principals' provision of welfare services influence teachers' job satisfaction in public secondary schools in Isiolo Sub-County ;Kenya.
- IV. To determine whether principals' performance appraisal on teachers influence job satisfaction in public secondary schools in Isiolo Sub-County; Kenya.

4.2 Questionnaire return rate

Ten secondary schools in total—two boarding and eight day public secondary schools—were included in the study. 95 out of the 105 teachers who received the questionnaires returned the filled-out versions. Thus, 90.5 percent of the surveys were returned. This proportion is practical. A response rate of 50% is considered adequate, a response rate of 60% is good, and a response rate of more than 70% is considered very well, according to Mugenda Mugenda (2003).

Table 4. 1: Summary of the response rate.

Target response	Sample response	Response	Return rate
Teachers	105	95	90.5
Principals	10	8	80.0
Total	115	103	89.6

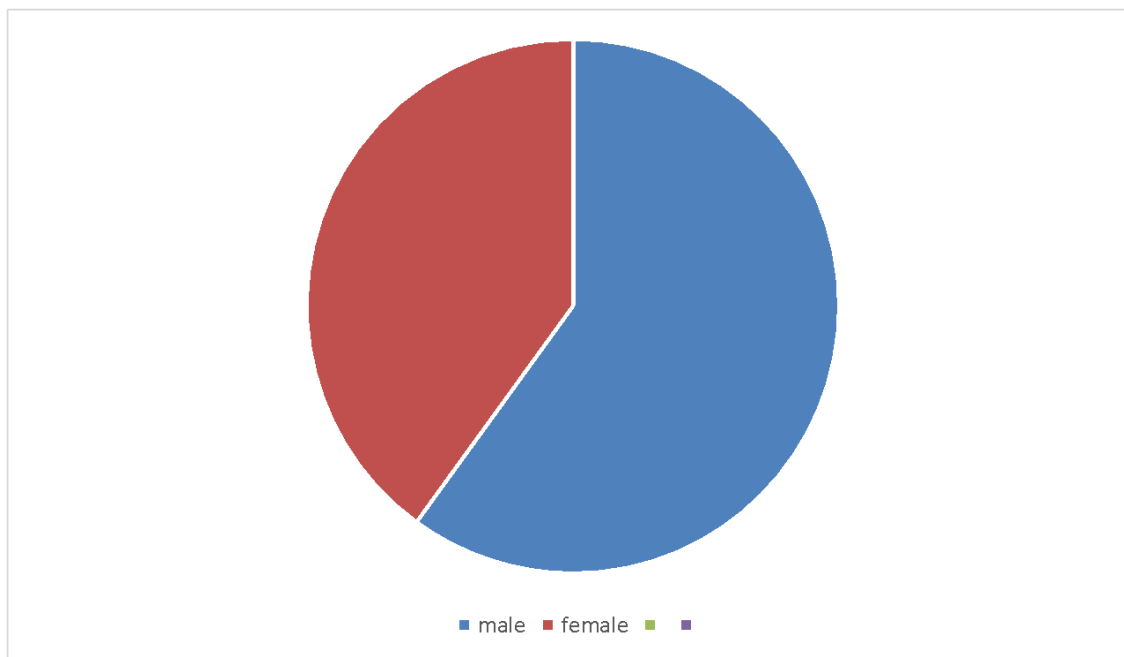
4.3 Demographic information

This section contains the demographic information of the respondents in the study. The section provides a summary on gender, age, marital status and teaching experience, teaching subjects, level of education, school category and housing of teachers.

4.3.1 Distribution of respondents by gender

Ogunlana et al (2013) affirmed that there is a significant difference in job stress between male and female librarians in the same working environment. In this study, gender respondents were considered in order to find out the difference in the number of female and male teachers working in Isiolo sub-County. In another study done in Nyahururu District by Njuguna (2010), a great gender disparity was noted whereby the male teachers were more satisfied more than double the female teachers. The above study would thus assist the researcher to determine whether there is such gender disparity in Isiolo Sub-County. In the study, gender distribution of the teachers is shown in figure 4.3.1

Figure 4. 2 Distribution of teachers by gender



From the figure above, the majority (60%) of the teachers were male while (40%) which were female being the minority. From this study, female teachers are finding it difficult to work in Isiolo Sub-County since the region is a hardship area and due to insecurity in some parts and lack of good roads and other social amenities like quality schools for their children. The findings for this study were like Mghana (2013) who found out that 61% of the teachers working in Voi district were male and 39% were female

In this research the researcher also sought to find out the gender composition of the principals as shown in table 4.2. Shows the findings.

Table 4. 2.Gender composition of the principals.

Gender	F	%
Male	5	62.5
Female	3	37.5
Total	8	100

The table above shows that the majority of the principals in Isiolo Sub County were male while the minority was female. This agrees with the Kenyan Constitution (2010) that stipulates that there must be a third of females in leadership.

4.3.2 Distribution of Respondents by age brackets

The age is a demographic variable which reflects the seniority and maturity among employees in relation to the profession. In addition, age differentiates the enthusiasm of individuals towards job-related activities (Msuya, 2016). The age group affects the school teachers to perceive satisfaction towards their work task, work environment, promotion, supervision and pays. These discrepancies via groups create a contrast in teacher's satisfaction towards their job. Young employees give high expectations and aspirations which may not be met by the organization; this automatically translates to low level of job satisfaction among the young employees (Okumbe, 1992). Therefore researcher sought to determine the age distribution of the teachers and the principals since this would affect their job satisfaction due to the level of experience.

This is indicated in table 4.3 as shown

Table 4. 3: principals and teachers age

AGE CATEGORY	TEACHERS		PRINCIPALS	
	F	%	F	%
Below 35	20	21.0	0	0
36-45	45	47.3	1	12.5
46-55	25	26.3	5	62.5
Above 56	5	5.4	2	25.0
Total	95	100	8	100.0

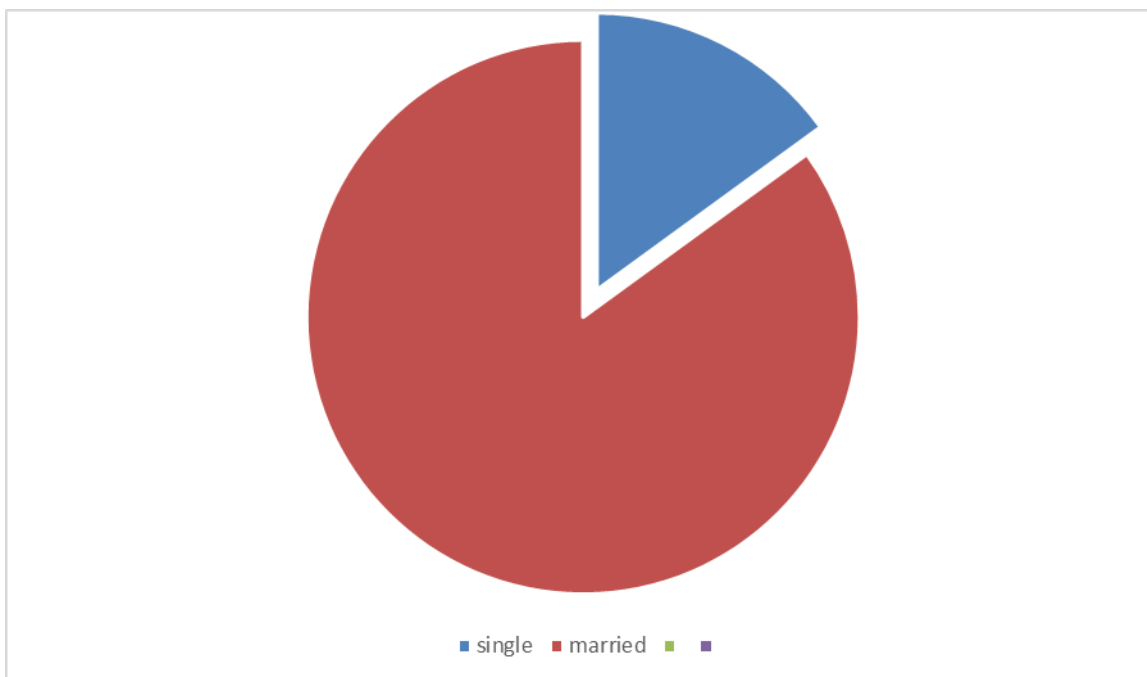
The table above shows that few teachers were in the youthful age while most teachers were middle aged. Few teachers were within the age bracket of 46-55 years. A very small percentage was above 56 years and therefore preparing for retirement. A study carried out among Turkish special school teachers showed that more experienced teachers had less job satisfaction than their less experienced teachers (Sari 2004). This was the similar case in this study. It was also found that no principal was within the age bracket of below 35 years. In this study it was found that the interests of youthful teachers were not catered well.

4.3.3 Teachers marital status

In a study carried out in Turkey by Eyupolu and Saner (2013) to examine marital status and job satisfaction, in higher education, the result showed that job satisfaction of married teachers was overall higher than those who are not married. In a similar study by Cole (2002), married employees are more stable in their jobs than unmarried employees who are looking for greener pastures thus the researcher carried out a similar study to find out the actual scenario in Isiolo Sub County.

Figure 4. 3 : On Teacher’s Marital Status

On Teacher’s Marital Status Contains a Summary of the Findings as Shown.



The researcher sought to find out how many years the teachers had worked in Isiolo Sub County as shown in table 4.4.

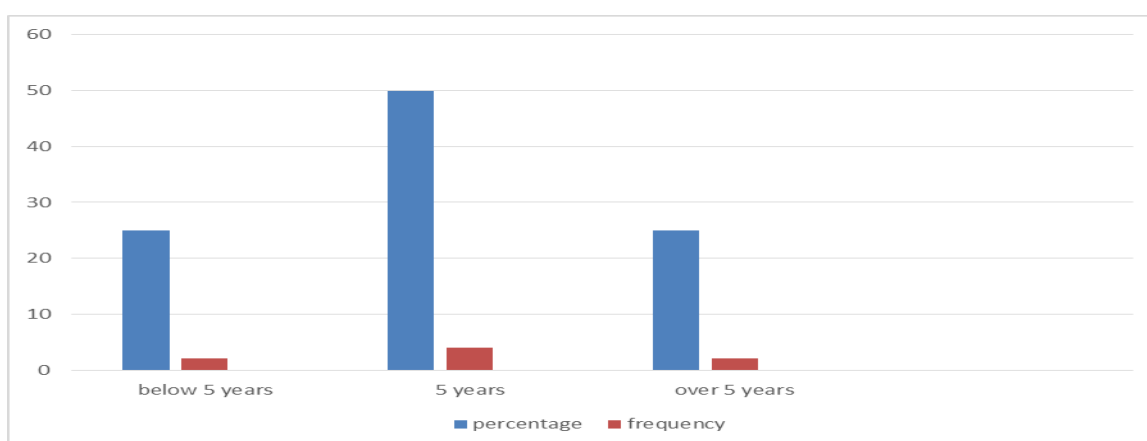
Table 4. 4 : Teachers working experience.

Teaching Experience	F	%
Below 5 years	40	42.1
6-10 years	30	31.6
11-20 years	25	26.3
Total	95	100.0

From the table above most teachers had been working in Isiolo Sub County for less than 5 years. From the findings, the majority of teachers were new in the area and could be probably unsettled therefore unable to handle their job well. This implies a high turn-over of teachers in Isiolo Sub County. Teachers with experience of between 6-10 years were a third of the teachers. Also from the diagram above about quarter of the teachers had a teaching of 11-20 years. This indicates that these teachers had substantial working experience in the County necessary for effective performance of the demanding teaching job.

The study also made the findings for the principal's years of working experience in the county and this was indicated as shown in the graph below.

Figure 4. 4 : Distribution of Principals by their working experience.



From the figure above, a quarter of principals in Isiolo Sub County experience below 5 years of working experience. The same fraction of a quarter has got work experience of above 5 years. Those principals with an experience of 5 years comprised half the principals. These were the members who could be said to have had adequate experience in the management of secondary school. The principals with over 5 years of experience who also make a quarter of the principals were observed to have too long experience and such long experience would make one look down upon a manager with less experience.

4.3.5 Teacher's position and weekly workload.

In this study the researcher sought the workload of each teacher per week and compared it to the position held in the school. This would help the researcher to determine whether the schools in the region were over staffed or under -staffed. When staff members are overworked then that leads to stress on teachers due to fatigue leading to dissatisfaction result are indicated in the table 4.5

Table 4.5 : Teachers and weekly workload

Number of Lessons Per Week	Subject Teachers		HODs		Deputy	
	F	%	F	%	F%	
15 lessons and below	12	12.6	6	33.3	3	75.0
16 – 20 lessons	18	18.9	8	44.5	2	25.0
21 – 25 lessons	35	36.8	4	22.2	0.0	
26 lessons and above	30	31.6	0	0.0	0	0.0
Total	95	100.0	18	100.0	6	100.0

From the table above; majority of the teachers had 21 to 25 lessons and above per week. At the same time, a small percentage of teachers had 16 to 20 lessons per week while those with 15 lessons and below made the least percentage. The analysis indicated that a TSC guideline which states that teachers should be fully utilized was followed. About a third of teachers in Isiolo Sub County had more than 26 lessons per week. This was termed as being highly overworked. Overworking teachers means they are always attending the lessons and such teachers could not get enough time to assess, mark or assist weak students. It was also found that such teachers could also suffer from fatigue. Majority of the Heads of Department were handling between 16 to 20 lessons per week which was contrary to the provision of the TSC which stipulated that heads of Department should have a maximum of 18 lessons per week in order to undertake administrative duties effectively. A small percentage of Deputy Principals had 15 lessons and below while there was no single deputy principal who had 20 lessons per week.

4.3.6: Respondents' level of Education

The researcher sought to find out the respondents' level of education since this affected teacher's job satisfaction. Table 4.6 indicates the findings.

Table 4.6 : Respondents' level of education

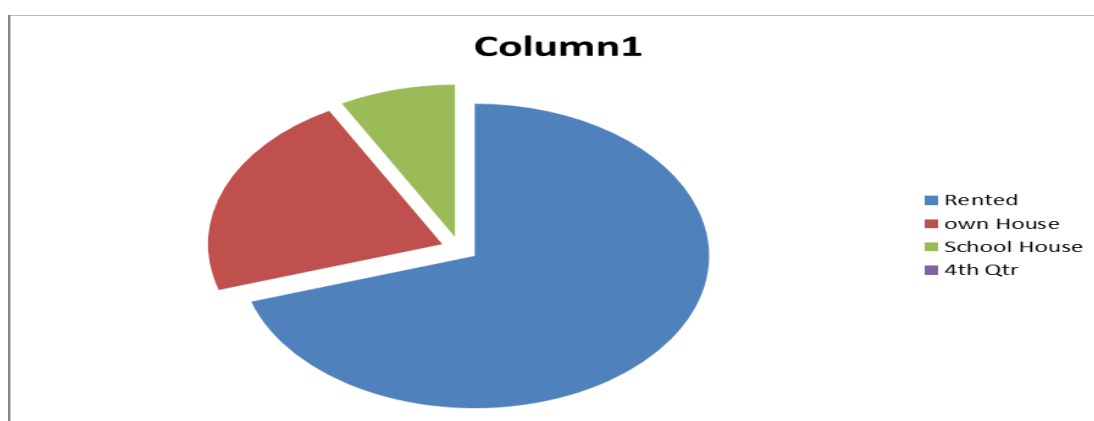
Level of Education	Teachers		Principals	
	F	%	F	%
Certificate	0	0	0	0
Diploma	30	31.6	0	0
Bachelors'	53	55.8	5	62.5
Masters	12	12.6	2	25.0
Doctorate	0	0.0	1	12.5
Total	95	100.0	8	100.0

The table indicates that the majority of the teachers had a bachelor degree. There was no single teacher holding certificates and this was because according to TSC requirements, a Diploma in education was the least requirement for one to teach in Secondary school. From the study the findings imply that most of the teachers in Isiolo Sub County were not motivated to further their education. According to the research, this could be attributed to the fact that the area has a poor road network to access major towns. There were also no universities in the region. Above all, the area is a hardship region and a lot of insecurity that could hinder easy movement. Most of the principals had a bachelor's degree.

4.3.7 Teachers Housing

The study sought to determine how the teachers in Isiolo sub – county were housed bearing in mind that the way teachers are sought would contribute to their job satisfaction. After carrying out the research, the findings were that the majority of teachers were not satisfied with the provision of housing in their respective schools. The findings were in line with the previous findings from the study by Mghana (2013) which showed that the majority of teachers were not satisfied with provision of housing. The research findings were as shown in the figure 4.4 below

Figure 4. 5: Teachers housing



From the figure above, the majority of the teachers working in Isiolo Sub County stayed in rented houses. When the researcher probed the teachers, it was found that most teachers are not from locality but have come from various regions to seek employment from the region.

A good number of about (21.8%) have built their own houses. Those teachers who have their own home are as a result of many teachers trying to get a settlement of their own and tend to save money that they would spend in paying rents. a small percentage of teachers were housed in schools.

4.4 Principals' Management Practices that promote teachers job satisfaction

This section presented the principals' management practices and how they influence teachers' job satisfaction. The section was guided by the research questions as follows:

Principals reward system, principal's involvement of teachers in decision making, principal's performance appraisal and principal's letter of recommendation for promotion.

The researcher used Okumbe (1992) job satisfaction measurement instrument (JSMI) scale with a rank of one to five points as illustrated below:

1. Extremely satisfied (ES)
2. Moderately Satisfied (MS)
3. Extremely dissatisfied
4. Moderately dissatisfied (MD)
5. Not Applicable (NA)

4.4.1 Principals provision of reward system

According To finding by Muguongo Muguna and Murithi (2015) who asserted that rewards were crucial in improvement of the level of teachers' job satisfaction AN enabling supportive and inspirational; work environmental creates experiences that impact on engagement by influencing how people regard their role and carry out them (Armstrong, 2009) organizations by providing weal reward package system leads to employee job dissatisfaction and low motivation (Shafiq and Naseem, 2011). The researcher thus sought to investigate whether principals' in Isiolo sub county provided a reward system to their teachers in order to make them feel satisfied with their work. Table 4.7 shows the results

Table 4. 7: Provision Reward System to teachers

Reward System	E S		M S		E D		M D		N A	
	F	%	F	%	F	%	F	%	F	%
Giving teachers a break	15	15.8	32	33.7	24	25.2	24	25.2	0	0.0
Giving them Authority	11	11.6	39	41.0	28	29.5	17	17.9	0	0.0
Free Delicious Food	25	26.3	36	37.9	20	21.0	9	9.5	0	0.0
Field Trip	17	17.9	33	34.8	28	29.5	17	17.9	0	0.0
Monetary	20	21.1	36	37.9	30	31.6	9	9.5	0	0.0

When asked whether the principals provided a reward system for the teachers, about a third of the teachers were moderately satisfied while the teachers who were extremely satisfied made the least proportion. Majority of the respondents were satisfied while the teachers who were extremely satisfied made the least proportion. Majority of teachers expressed their dissatisfaction with giving teachers a break. Majority of the respondents were satisfied with the giving of teachers a break. Majority of the teachers were satisfied with the reward where the principals gave some authority to teachers. According to the research, about half of the teachers in Isiolo Sub County were satisfied by the reward of being given authority. It was also evident that the majority of the teachers were satisfied with free delicious food provided by the principals as a reward for the teacher. Those who were dissatisfied comprised just over a quarter of the respondents. A majority of the teachers were satisfied with the field trip. This study was similar to that of Kasinga (2010) findings which showed the principals motivated and recognized teachers for good work. Strategies included leisure trips. In this study, the majority of the teachers were also satisfied by monetary reward. More than half of the respondents showed that they were satisfied with monetary reward with less than half percent of respondents showing dissatisfaction. This was similar to a study by Lai (2011) that the remuneration, either in the form of salary or other form, is one of the factors that can increase employee job satisfaction. This was not consistent with research findings by Bialas et al (2015) who found that the remuneration does not significantly affect employee job satisfaction.

The principal reported that they were committed to improving the teachers reward system through consultation with the school Board of management. According to findings by Muguongo, Muguna and Murithi (2015) who asserted that rewards were crucial in improving the level of teacher's job satisfaction.

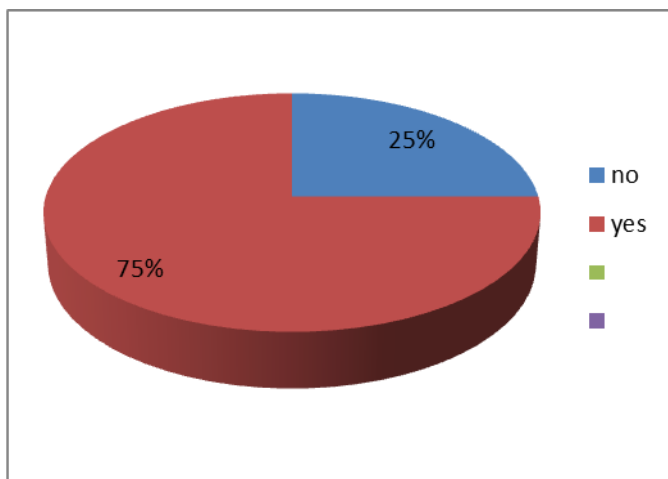
These findings are in tandem with the sentiments of Shikokoti, Okoth & Chepkonga (2021) who identified that verbal recognition plays an important role in boosting the self-esteem of a worker in a given environment and consequently it is a very effective way of recognizing the employees.

Verbal recognition despite not having the monetary rewards is an intrinsic motivator that goes a long way in ensuring that the employees remain productive in the workplace. Similarly, these results concur with the findings of (Mbaka et. al, 2022) who found out employees also value external motivators besides the motivation that is given to them by the organization or the institution. In this case, tokens from the parents represent a way of appreciation by the parent for the effort that is put in place by the teacher. External motivators are ways that ensure that the self-esteem of the employees is also fostered due to the external recognition that is offered to them. These findings are in agreement with (Yego, 2013; Yukl, 2012) findings that note that successful leaders use praise effectively. Employee achievements and/or performance improvement is a vital part of performance management. Sincere and honest praise lets employees know that you appreciate their efforts. This simple act takes little time but will provide many benefits (Yukl, 2012). Research has proven that there is a significant and positive relationship between rewards and job satisfaction. Employees who are fully satisfied with their pay will result in a higher level of satisfaction, and employees who get recognized tend to have higher self-esteem, more confidence and more willingness to take on new challenges (Neog & Barua, 2014). When it comes to running an effective school, one must consider that happy teachers are the best employees. Therefore, the rewards should be given to teachers. Importantly, the schools' reward system increases the level of competition among teachers in their schools. It can boost their performance level to achieve teaching-learning goals.

4.4.2 Principals Involvement of teachers in decision making

The study sought to establish the influence of principals' involvement of teachers in the decision making process on teachers' job satisfaction. Principals were asked to indicate whether they involved teachers in decision making. The results are as shown in figure 4.5

Figure 4. 6 : principals' responses on involvement of teachers in decision making



The figure shows that the majority of principals, 6 (75 percent) indicated that they involved teachers in decision making. This implies that teachers are part of decision makers in the majority of schools.

Teachers were asked to indicate the extent to which they are satisfied with being involved in decision making on matters such as class size, students entry behavior, setting subject targets, putting up school infrastructure and students' welfare and discipline. The findings were as shown in the table 4.8

Table 4. 8 : Extent to which teachers are satisfied with being involved in decision.

Decisions	ES		MS		ED		MD		NA	
	F	%	F	%	F	%	F	%	F	%
Class Size	14	14.7	5	5.3	40	42.1	20	21.1	16	16.8
Student Entry Behavior	7	7.4	20	21.1	54	56.8	12	12.6	2.1	
Setting Subjects Target	60	63.2	20	21.1	8	8.4	4	4.2	3.1	
Putting up school infrastructure	5.3		6.3		55	57.9	16	16.8	13	13.7
Students' Welfare and Discipline	45	47.4	20	21.1	12	12.6	6	6.3	12	12.6

N = 95

The table 4.8 shows that many teachers were extremely dissatisfied with class size (42.1%) and students' entry behavior (56.8 Percent) this implies that the size of classes were either large to handle or teachers were not involved in coming up with such classes. The entry behavior was also not good due to the ministry of education's 100 percent policy transition to secondary school which allowed all learners to transit from primary to secondary. Majority of teachers were extremely satisfied with setting subject targets (63.2 percent). This was as a result of them being involved in setting their subject targets which were achievable, many teachers (57.9 percent) were extremely dissatisfied with putting up school infrastructure. This was because they are not involved in the whole process. This means that when teachers are involved by principals in any school decision, they feel satisfied with their job but if not involved, they are dissatisfied. These results were in line with the findings of Olorunsola & Olayemi (2011), and other scholars, who noted that secondary schools teachers were actively involved in school decision making processes in Ekiti State secondary schools in

Nigeria (Ojewumi & Jaiyeoba, 2021). Another finding revealed that there was a significant relationship between teachers' involvement in decision making and job satisfaction in secondary schools in Nigeria.

This result was in consonance with the findings of Omobude & Igbuldu (2012), and other scholars, who discovered that teachers' level of participation in school decision making influences their job satisfaction (Tijani, 2019). Similarly, the findings upheld the result of F. Remigius (2013), and other scholars, who concluded in a study, carried out that participation in decision making influences teachers' job satisfaction. Teachers who participated in decision making perform better than those who did not participate or participate less in decision making in secondary schools. These results affirmed the fact that the more teachers are involved in school decision making, the more they put in their efforts in accomplishment of school goals and objective, as they see themselves as part of the school management who desire success (Olorunsola & Olayemi, 2011)

4.4.3 Principals' Provision of Welfare Services

As noted by Koontz (2009) people like to feel that their managers are truly concerned with their welfare. The provision of welfare services by school heads is one way of recognizing such efforts. The researcher therefore sought to find out whether the principals in Isiolo County provided welfare services to the teachers in the area in secondary schools. Table 4.9 contains findings.

Table 4.9: Provision of Welfare Services and Job Satisfaction

Welfare services	E.S		MS		ED		MD		NA	
	F	%	F	%	F	%	F	%	F	%
Improving Teachers Working Condition	5	5.3%	21	22.1%	33	34.7%	28	29.5%	8	8.4%
Training Programs For Teachers	8	8.4%	20	21.1%	21	22.1%	25	26.3%	21	22.1%
Trips	13	13.7%	25	26.3%	28	29.5%	20	21.1%	9	9.5%
Free Transport	5	5.3%	5	5.3%	32	33.7%	8	8.4%	45	47.4%
Parties	5	5.3%	5	5.3%	40	42.1%	12	12.6%	33	34.7%

The respondents who indicated that they were dissatisfied with the use of improving teachers' working conditions by principals constituted the major proportion of all the respondents. The respondents who indicated that they were satisfied comprised just a quarter of the sample. Most of the respondents were dissatisfied with the provision of training programs for teachers. It is worth noting that almost a quarter of the respondents indicated that school training programs for teachers were not applicable in their schools as a way of looking into the welfare of teachers by principals from Isiolo sub county. Majority of the teachers were dissatisfied with the provision of trips from the principals. The respondents who indicated to be dissatisfied with the provision of free transport made the majority and the same applied to those who responded that it was not applicable. A small percentage (about 10%) indicated that they were satisfied with free transport by principals. Most of the teachers (53.7) indicated that they were dissatisfied with the organization of parties by principals; it is noteworthy that a significant proportion of the respondents indicated that the organization of parties in their schools as a way of providing welfare services by principals was not applicable. The principals responded by saying that inadequate funds militate against the provision of adequate and diverse welfare services to motivate teachers; they also said that they were running schools with fixed budgets. This results are in agreement with a study done by Mbaka et.al (2022), which pointed out that employees who are happy and healthy show up to work every day and do their jobs correctly, whereas those that are in poor health and have no means to change the situation will miss work and slow production. Allender, Colquhoun, and Kelley (2011) provide a welfare program that's good for employees' welfare, showing them that they are valued. This helps make them feel welcome and happy, motivating them to work harder and increase their performance and productivity. The findings indicated a significant linear relationship established between welfare programs and employee performance, this concurs with earlier studies done by Musyoka (2015) who established that welfare programs is highly correlated by employee performance as it aids in enhancing the self-confidence, intellectual level of an employee and boost their motivation to be productive. The findings are also in consistent with Mbaka et.al (2022) who advocated that employee welfare measures serve as oxygen for motivation of the workers and increasing the effectiveness of the workforce. Finally the study conforms to Munywoki (2019) who elucidates that employee welfare programs foster employee performance by increasing employees' efficiency and productivity with the underlying principle of making workers give their loyal services ungrudgingly in genuine spirit of co-operation.

4.4.4 Principals' Performance Appraisal

According to Darling- Hammond (2010), the purpose of performance appraisal in an organization is to assess the employee performance against established standards which are already communicated to employees to improve their performance for promotion and recognition and the weak performance for training or demotion.

According to research by Wodon (2014) findings were that performance appraisals influence job satisfaction. The researcher therefore sought to find out whether the principals in Isiolo Sub County conducted performance appraisal to teachers and its influence on teacher's job satisfaction in the area's secondary schools. Table 5.0 contains the findings

Table 4. 10: Performance appraisal and job satisfaction

Performance appraisal	E.S		MS		ED		MD		NA	
	F	%	F	%	F	%	F	%	F	%
Involvement appraisal system	13	13%	45	47.0%	2	21%	10	10%	7	7.4%
Participation appraisal system	12	12%	40	42.0%	2	25%	13	13%	6	6.3%
Promotion according to performance	10	10%	11	11%	3	34%	12	12%	2	30%
Extent in which appraisal is carried out	14	14%	39	41%	2	21%	11	11%	1	11%
Commitment in carrying out appraisal	20	21%	44	46%	1	12%	10	10%	9	9.5%

Concerning performance appraisal, the majority of the respondents indicated that they were satisfied. The least number of teachers indicated that they were dissatisfied. A majority of the teachers were dissatisfied with the promotion. According to performance, the least number of teachers indicated that they were satisfied. It is worth noting that almost a third (30.5%) of the respondents indicated that principal performance appraisal through promotion according to performance was not applicable in their schools. concerning the involvement in the appraisal system of teachers by principals, the majority of the respondents were satisfied with less than half of the respondents being dissatisfied. Concerning participation in the appraisal system, the majority of the respondents were satisfied with more than 50 %. This was also noted in the manner in which appraisal was carried out and commitment in carrying out appraisal. The principals indicated that being a government policy, performance appraisal was welcomed by the majority of teachers since they had to comply. The principals also noted that when it comes to promotion based on performance, it still remains a challenge because it is the teacher's service commission to do it through service commission to do it through their recommendation. But it seems to be a slow process. These findings are in agreement with Kagema & Irungu (2018) study that revealed that teachers felt that staff performance appraisals were un-favorable to teachers hence leading to low job satisfaction. The teachers cited lack of streamlining of policies on teacher appraisal, promotion and recognition. Others felt that the appraisal was subjective and that little attention had been focused on evaluating the teaching performance (Dasanayaka, Abeykoon, Ranaweera, & Koswatte, 2021). However in a study carried out by Farah, (2018) results revealed that teachers are divided on the views on the usefulness of appraisal. Those who said “it is useful”, cited the way it has improved teachers absenteeism, class attendance and development of professional records, while those who responded to the negative, based their argument that it can easily be manipulated through collusion between the appraisee and the appraiser, and that it had no impact on the productivity of the teachers and lack of proper follow up on the results of the appraisal.

4.5 Activities That Contributed To Teachers’ Job Satisfaction.

The teachers prioritized in open ended questions better remuneration and promotions as the most important job motivation factors as shown in table 4.10

Table 4. 11: Teachers' most important job satisfaction activities

Job Satisfaction Activities	F	%
Better Remuneration	38	40%
Involvement of Teachers	20	21.1%
Provision of Resources	16	16.8%
Promotions	15	15.8%
Student Entry Behavior	6	6.3%
Totals	95	100%

From the table above, the findings showed that better remuneration was prioritized by all the teachers as the greatest job satisfaction activity. This was in agreement with the study carried out by Akinyi (2013) which found that the majority of the teachers (54.0%) were highly motivated by monetary rewards. The teachers responded by saying that if the job satisfiers were implemented then the teaching profession would be more satisfying.

4.6 Factors Contributing To Overall Teachers Job Satisfaction.

The researcher found out that from the respondents, the indication was that the major factors that contributed to overall teachers' job dissatisfaction were as shown in the table 4.11

Table 4.12 : Factors Contributing to Teachers Job Dissatisfaction

Job Dissatisfies	F	%
Poor Remuneration	40	42.1
Poor Working Condition	20	21.1
Job Group Stagnation	15	15.8
A Lot Of Workload	10	10.5
Lack of Promotion	10	10.5
Total	95	100.0

The major job dissatisfies identified included poor remuneration, poor working conditions and job group stagnation. Poor remuneration was identified as the most jobs dissatisfy (42.1%). A lot of workload and lack of promotion were the least job dissatisfies with each equal percentage of (10.5%). The study findings were also similar to the study done by Njue (2003) among secondary school teachers in Nairobi province which showed that teachers were highly demotivated by job factors like working condition, from the teachers' response, it was noted that if the above job dissatisfies were replaced with job satisfiers, then the teaching profession would be made more satisfying.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.

This chapter contains a summary of the entire study and then presents the conclusions. The recommendations on the findings are discussed after which room for further research is suggested.

5.2 Summary of the study

The purpose of the study was to investigate the principals' management practices that promote teachers job satisfaction in public secondary schools in Isiolo sub county, Kenya. A questionnaire for the teachers and an interview guide for the principals. The Questionnaire was validated through consultations with the supervisors and other educational research experts. The study was conducted using the descriptive survey design. The study targeted all 18 public secondary schools in Isiolo Sub County. Findings on the first research question that sought to determine the extent to which principals' reward systems influence teachers' job satisfaction revealed that the majority of the teachers were dissatisfied with giving teachers a break. Concerning giving teachers authority (52.6%) of the teachers were satisfied while (47.4%) were dissatisfied the teachers satisfied with delicious food comprised (64.2%) Majority of teachers were satisfied with provision of fields trips (52.7%) and monetary (59.0%) the study revealed that the school principals were committed to improving the teachers reward system through consultation with school board of management. Findings on the second research question which sought to find out whether principals in Isiolo sub county involved teachers in decision making revealed that the majority of teachers were dissatisfied with decision on class size (63.2%) . the teachers satisfied with involvement in decision making about the class size were (19.0%) the teachers who felt that their involvement in decision making on students entry behavior was satisfactory was 28.5% while those dissatisfied were 69.4% concerning setting subjects target, 84.3% were satisfied while those who were dissatisfied was made up of 12.5% whereas 3.1% had no idea about the same. the majority were dissatisfied with the involvement level in putting up school infrastructure (74.7%) while those satisfied were (11.6%) .

The majority of teachers were satisfied with involvement of teachers on students' welfare and discipline 68.5%. Findings on the third research question which sought to establish to what extent provision of welfare services by principals influence job satisfaction of teachers in Isiolo sub county Kenya revealed that the majority of teachers were dissatisfied with the working conditions for teachers (64.2%). This implied that there were few opportunities for improving teachers' working conditions, 27.4% and 8.4% were not applicable.

Concerning the training programs for teachers, the majority of teachers (48.4%) were dissatisfied. Those who were satisfied with training programs were (29.5%) Majority of teachers (50.6%) were dissatisfied with trips while those who were satisfied comprised (40%). When it comes to free transport, 47.4%) responded that it was not applicable and only (10.6%) were satisfied with free transport while those who were dissatisfied comprised (41.0%).

It was also noted that the majority of teachers were dissatisfied with parties 54.7 % while only a small percentage of (10.6%) were satisfied with the provision of parties for teachers.

Finding on the research question that sought to establish whether principals in Isiolo sub county perform appraisal for teachers influenced their job satisfaction revealed that the majority of teachers were satisfied with involvement in the appraisal system (61.1%) ; those who were dissatisfied comprised 31.6% while 7.4% were not applicable . concerning participation in appraisal system ,majority of teachers were satisfied 54.7% and those who were dissatisfied comprises 39.0% it was also found that most of the teacher comprising of (47.1%) were dissatisfied with promotion according to performance. the teachers who were satisfied formed (22.15%) majority of teachers were satisfied with the manner in which appraisal was carried out (55.8%) teachers who were satisfied by commitment in carrying out appraisal also comprised a bigger percentage of (67.4%)

Findings from the open ended questions showed that the majority of the teachers rated better remuneration, involvement in decision making and provision resources as priority . Teachers also considered poor remuneration, poor working conditions, job group stagnation, a lot of workload and lack of promotion as the main job dissatisfies. Concerning the changes necessary in the teaching profession, teachers prioritized improved salaries, manageable work, automatic promotion and students' entry behavior.

5.3 Conclusions

After careful analysis of the principals management practices influencing teacher job satisfaction in public secondary schools in Isiolo sub county, Kenya the study conclude that there were various management practices that related principals reward system, involvement of teachers in decision making, provision of welfare services,

performance appraisal and principals letter of recommendation for promotion and how they influenced the teachers job satisfaction. It was found that principals' management practices had influence on teachers' job satisfaction in Isiolo sub county, Kenya. It was also noted that teachers work better in a free environment. This therefore calls for school principals to provide teachers with such a free environment to undertake their work without interference. Such a working environment gives teachers the opportunity to work hard, feel motivated and impart knowledge and skills to students effectively. According to Armstrong (2009) employees require conducive working conditions in order for them to deliver. Principals also need to ensure good working conditions for teachers apart from providing facilities and resources that help in teaching learning. It is also important that school principals incorporate the other important stakeholders especially the teachers for good academic performance by students. Failures to do these results in poor academic performance since teachers fail to identify themselves with the set targets. According to Mwololo (2014), good leaders have the capacity to achieve success through others since they do not work alone; rather they bring on board people who are smarter than they are and delegate duties to these smart individuals.

Teachers need to constantly be rewarded whenever they show good performance. The study found that teachers feel satisfied when rewarded by principals. This study has revealed that teachers in Isiolo Sub County were satisfied with the reward system for teachers so as to make them motivated to work more.

5.4 Recommendations

Following the research findings and conclusions the researcher made the following recommendations.

Public secondary school principals should build more staff houses to accommodate teachers who are commuting from far areas since even the transport system in Isiolo Sub County is poor. Most of the areas are remote and therefore teachers have to walk long distances on foot to reach their respective schools.

The school principals in Isiolo sub county through the teachers service commission should ensure that more teachers are employed since there are some school with low number of teachers hence teacher pupil ratio is compromised they can do this by encouraging even the teachers from other counties to apply in this sub county since many teachers may have a feeling that Isiolo sub county is found hostile environment.

The government through the ministry of education should also put a lot of safety measures for teachers in Isiolo Sub County, since some of them at times never attend schools due to insecurity threats in the areas they live. This was evident when the researcher went round some schools just to find that some teachers were missing.

The teachers service commission (TSC) which is mandated with the responsibility of checking on the remuneration and promotion of teachers should work closely with the principals in Isiolo County to ensure that they receive competitive salaries that match the security threats and hardship in the area. They should also promote qualified teachers on request and even transfer.

The study also recommends that the principals' in Isiolo Sub County should build a good working environment for teachers so as to improve their job satisfaction. The principals should consult the teachers and involve them in decision making so that they feel part and parcel of the running of the school. This will build teachers' morale and therefore those teachers who are still not satisfied because they are not involved in decision making will automatically develop satisfaction in their work in public school in Isiolo County.

5.5 Suggestion for further research

The study found out that teachers working in Isiolo county need to be made more satisfied through principals management practices. The principals devise ways of improving teacher levels of job satisfaction. This should be done by working closely with teachers and implementing their demands which instill job satisfaction and reduce dissatisfies. Further research needs to be carried out in the following areas.

- a. Since the study was done only by some principals' management practices, there is need for further research on other principals' practices.
- b. Given that the study was limited to public secondary school only, there is need for further research in private schools also in the Isiolo sub county.
- c. Studies may also be done on the principals' management practices using other research instruments other than a questionnaire and an interview guide.
- d. The study should also be carried out on other sub counties of Isiolo County since this study was only done in one county.

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APPENDICES

Appendix A: Introduction letter for the school principals

University of Nairobi

P.O. Box 30197-00100

Nairobi.

Dear Sir /Madam,

RE: QUESTIONNAIRE ON THE PRINCIPALS MANAGEMENT PRACTICES INFLUENCING TEACHERS JOB SATISFACTION

I am a postgraduate student at the University of Nairobi currently carrying out research on the influence of principals' governance practices on secondary school teachers' job satisfaction in Isiolo Sub County. Your school has been selected to take in the study. I am therefore humbly requesting for your permission to gather the required information at your school. The responses are strictly meant for the study and your school's identity will be treated with utmost confidentiality. Thank you in advance.

Yours faithfully,

OKATCH PETER OCHIENG

APPENDIX B: KEY INFORMANTS INTERVIEW GUIDE PRINCIPALS

1. What is your age?
2. What is your level of education?
3. How many years have you served as principal in this school?
4. How does your office involve teachers in decision making?
5. How is your office involved in improving the teachers working conditions?
6. Do you give incentives to the teachers who register good grades in their subject? If yes, please give examples of the incentives given.
7. How does your office recognize teachers who excel in their work?
8. Please give any other comment that concerns teachers' job satisfaction.

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

You are politely requested to fill this questionnaire that seeks to find out the management practices that influences job satisfaction among secondary school teachers. The information obtained is strictly for research purposes and will be treated with confidentiality. For each of the item, tick (v) the appropriate box that indicates your correct details

Section 1: Background Information

1. What is your gender? Male Female

2. What is your age (in years?)

Below 35 years 36-45 46-55 years 56 years and above

3. What is your marital status? Single married any other

..... Please specify.....

4. For how long have you worked in Isiolo central sub county under the TSC?

Below 5 years 6-10 11-20 years over 21 years and

5. What is your weekly teaching workload? 15 lessons and below ()
 (16-20) lessons () 21-25 lessons () 26- lessons and above ()

6. What are your teaching subjects? Sciences () mathematics ()
 Languages () humanities () applied sciences ()

7. What position do you hold in the school? Subject –teacher () class teachers ()
 Head of department () deputy principals ()

8. What is your level of education? Certificate () diploma () bachelor degree () masters ()
 doctorate ()

9. How and where are you housed? School house () own house ()
 Rental house ()

Section II Level of job satisfaction

This section provides you with items related to your work. The items are divided into sub items. Please indicate your level of job satisfaction in each sub item by putting a tick in the number that represents your feelings. The key to the scale is provided below:

1. Extremely satisfied (ES) 4- moderately dissatisfied (MD)
2. Moderately satisfied (MS) 5- Not applicable (NA)
3. Extremely dissatisfied (ED)

Rewards system to teachers

No	Please indicate the extent to which you are satisfied with	ES	MS	ED	MD	NA
1	Giving teachers a break					
2	Giving them authority					
3	Free delicious food					
4	Field trip					
5	Monetary					

Being involved in decision making

No	Please indicate the extent to which you are satisfied with	ES	MS	ED	M D	NA
1	Class size					
2	Students entry behavior					
3	Setting subject target					
4	Putting up school infrastructure					
5	Welfare and discipline					

Provision of welfare services

No	Please indicate the extent to which you are satisfied with	ES	MS	ED	MD	NA
1	Improving teachers working condition					
2	Training programs					
3	Trips					
4	Free Transport					
5	Parties					

Performance appraisal

No	Please indicate the extent to which you are satisfied with	ES	MS	ED	MD	NA
1	Involvement in appraisal performance					
2	Participation in appraisal performance					
3	Promotion according to performance					
4	Extent to which appraisal is carried out					
5	Commitment in carrying out appraisal					

Section III Feelings about teaching job

The following question is designed to reflect the feelings that you have about your teaching job.

Please answer the question as truthfully as possible.

- a. What do you consider as the most essential activities /events that contribute to teachers' job satisfaction?

.....

.....

.....

- (b) What do you consider as the most important factor that contribute to overall teachers' job dissatisfaction

.....

.....

.....

- (c) Kindly give suggestions regarding the changes that you would like to be made in your job as secondary school teachers'. Please give achievable changes

.....

.....

.....

Appendix D work plan

Activity	July 2021	August 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021
Proposal developme nt						
Presentati on						
Data collection						
Data editing						
Data Analysis						
Report Writing						
Submissio n						

Appendix E Research Budget

ACTIVITY	QUANTITY	UNIT COST	TOTAL COST
Proposal writing	1 copy of 45 pages	10/= @page	450
Photocopy of draft copies	4 copies of 50 pages	5/= @page	1000
Spiral binding	4 copies	150/= @copy	600
Transport cost to library	5 days a month	200/= @ day	1000
Data collection instruments	240 copies of 4 pages	5/= @page	1200
Meals and transport	10days	500/= @ day	5000
Data entry and analysis	135 pages	50/= @ page	6750
Photocopy of final project	4 copies of 80 pages	5/= @page	1600
Binding of final project	4 copies	500/= @copy	2000
Total			19600