

**RELATIONSHIP BETWEEN HUMAN RESOURCE
MANAGEMENT PRACTICES, JOB SATISFACTION,
ORGANIZATIONAL COMMITMENT AND
PERFORMANCE: A SURVEY OF PUBLIC SECONDARY
SCHOOLS IN DAGORETTI DIVISION, NAIROBI**

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A research project submitted in partial fulfillment of the requirements for the award of the degree of Master of Business Administration (MBA), School of Business, University of Nairobi

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DECLARATION

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

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This project has been submitted for examination with my approval as the university supervisor.

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DEDICATION

To my dear wife, Kagendo, for her moral and material support as I labored to produce this work, my sons: Njenga for having to put up with less of my time and Kioni for providing me with the inspiration to complete this work. *If I have seen further, it is by standing on the shoulders of giants* (Isaac Newton).

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ABBREVIATIONS

TSC - Teachers Service Commission

HRM- Human Resource Management

KCSE - Kenya Certificate of Secondary Education

BOG - Board of Governors

PTA - Parent Teachers' Association

ABSTRACT

The purpose of this study was to gain a better understanding of the relationships between prevailing HRM practices, job satisfaction, organizational commitment and KCSE performance in public secondary schools in Dagoretti Division, Nairobi province. Research was conducted through a survey instrument consisting of demographic, job-satisfaction, organizational commitment and HRM practices questionnaire. The study generated an 82 percent response rate. The average commitment and satisfaction levels for teachers in Dagoretti division range between very high and high (68%-80% and 64%-89% respectively). Gender had no significant correlation with job satisfaction and commitment while increase in level of academic qualification was found to decrease both satisfaction and commitment. Job satisfaction and organizational commitment have a significant correlation ($r = 0.872$, $P < 0.01$). The various prevailing HR- practices were experienced at wide ranges between schools and among groupings of schools. High performing schools and low performing schools had a pattern on HRM applications. Among the HR- practices sampled, team-work and supervision rated highly. Involvement and welfare programmes fared poorly with a low of 46% and 43% respectively. When the respondents were sampled for their own prescriptions, they identified similar factors as affecting job satisfaction and organizational commitment. The respondents cited other factors among HRM practices as affecting job satisfaction and organizational commitment. Some of the major factors cited were job itself, facilities and location of the school. Among the high performing schools, teachers' monetary motivation was cited as a major factor that can increase job satisfaction and commitment (40% - 80%). For some schools high percentage of teachers cited access to the school and facilities. HRM practice perception had significant correlation with job satisfaction ($r = 0.844$, $P < 0.01$) and organizational commitment ($r = 0.832$, $P < 0.01$) but was not significantly correlated with KCSE performance. The HRM practice has a very wide range (36%) and so does performance (64%). The wide range of HRM practice can be attributed to differing application levels of the various HR practices and one expect these to have an effect on job satisfaction and organizational commitment. The study has failed to establish a clear link between KCSE performance on one hand and job satisfaction, organizational commitment and HRM practice. These findings are useful to the various stake holders in identifying the interventions needed to enhance job satisfaction, organizational commitment and HRM practices in their respective schools. The study also provides an understanding between the variables which would be very useful to decision makers.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Management theory and practices have gone through major transformations over the years. When structural perspective of scientific management, classical, bureaucratic, and decision theory were applied in organization not all organizational problems were solved. These theories were unable to address issues of workers dissatisfaction and resistance to change this led to a focus on the human side of organizations, specifically on human relations, group dynamics, and leadership theories. Organizational thought in the past decades has emphasized the integration of structural and human perspectives. More recently, contingency theory has added an emphasis on fitting organizational features to the work situation. Early contingency research looked at the fit between an organization's structure and its environment. Burns and Stalker described two radically different types of management systems, mechanistic and organic (living, human, and flexible). Current thinking in organization design re-emphasizes the importance of fitting organizational structure to various contingencies, thus extending contingent theory to leadership, group dynamics, power relations, and work design. (Burns, et al., 1961; Emery and Trist, 1960; Roethlisberger and Dickson, 1939). Schools are organizations whose management has been affected by the various developments in the management theories and practices. Although Public Schools in Kenya do not have an objective of making profit they do have many other objectives on which they compete and wish to excel and survive just like the corporate organizations. These Schools are expected to meet very many goals on which the survival of Kenya as a Nation and the fate of the individual student depend.

Current thinking in management has placed a lot of emphasis on the link between human resource practices and competitive advantage. Distinctive human resource practices help to create the unique competencies that determine how firms compete (Capelli and Crocker, 1996). The level of individual performance is a function of ability, motivation and opportunity. Job satisfaction and the related organizational commitment have been

shown to have a high correlation with organizational performance. Job satisfaction is a positive emotional state resulting from the appraisal of ones job experiences. Employees with higher job satisfaction care about the quality of their work and are more committed to the organization and are more productive (Bavendam, 2000) on the other hand organizational commitment is an affective attachment to an organization characterized by shared values, a desire to remain in the organization, and a willingness to exert effort on its behalf (Czander, W. and Lee, D 2001). Performance related HR practices would influence the effort, care, innovation and productive behaviour of employees. Commitment and job satisfaction will be higher when people positively experience the application of HR practices concerned with creating an able workforce, motivating valued behaviors and providing opportunities to participate. The way policies and practices are implemented by front line managers, and the way top level espoused values and organization cultures are enacted by them, will enhance or weaken the effect of HR practices in triggering effort, care, innovation and productive behaviour of employees by influencing their attitudes (Purcell et al 2003).

Public secondary schools in Kenya fall under the ministry of education and are regulated by the education act chapter 211. They have been mandated with meeting many national goals such as uniting the various cultures to create a cohesive nation. Using KCSE ranking as a proxy indicator, one may conclude that there is a significant difference in performance among public secondary schools even among those that face almost similar circumstances. For example, last year Lenana school and Alliance boys both public national schools, Dagoretti and precious blood girls Riruta both public provincial schools (appendix 3). The difference in performance may rightly be credited to what is happening inside these institutions. This is because these schools experience almost similar external environment. The management of teachers is shared between Teachers Service Commission (TSC), Ministry of Education and the Principal with his board of governors. Most of the HR functions such as recruitment, selection, promotion, remuneration are carried out by TSC with the ministry taking up much of performance management role. The principal as a chief executive officer with his board find their hands tied in exercising the identified best practices in corporate organizations. The achievement of

most of the education goals is difficult to measure and moreover teachers in public schools cannot be punished for poor performance of his students and intervention measures such as training based on need assessment is lacking. There is therefore great need to identify the practices by school principals that enhance job satisfaction and organizational commitment in view of the fact that they are not able to engage in most of the best practices "bundles" identified in most research. Some principals from the available evidence have been able to induce organizational commitment and job satisfaction and are able to induce discretionary behaviour on teachers in meeting educational goals.

All the nine public schools in KCSE ranking 2006 in Dagoretti Division will be sampled. Dagoretti Division is in Nairobi Province and has both urban and rural characteristics. To evaluate the relationship between job satisfaction and organizational commitment in the selected schools, two widely-used and validated instruments that assess these phenomena will be used - a modification of the Minnesota Satisfaction Questionnaire (MSQ) (Dawis & Lofquist, 1984) and the Organizational Commitment Questionnaire (OCQ) (Mowday et al., 1982). There may be a link between individuals' demographic characteristics and their job satisfaction or commitment to an organization. Therefore, demographic data on employees at these schools will also be gathered. Perhaps a better understanding of these issues and their relationships can aid further research and pinpoint better strategies for human resource management in schools.

1.1.1 HUMAN RESOURCE PRACTICES

Human resource management is a distinctive approach to employment management which seeks to achieve competitive advantage through the deployment of highly committed and capable workforce, using an integrated array of cultural, structural and personnel techniques (Storey, 1992). It may be seen to include anything and everything associated with management of employment relationships in the firm (Boxall., Purcell 2003). HRM activities that have been identified are those concerned with employee resourcing, Performance management, training and development, employee relations, reward management, health and safety, welfare services and organizational activities

relating to organizational design, organizational development, job and role design. The practices an organization adopt in carrying out the activities identified above as a bundle will affect the level of organizational commitment and job satisfaction (Armstrong, 2005).

1.1.2 JOB SATISFACTION

Job satisfaction has been recognized as a component of organizational commitment (Kovach, 1977). It is suggested that job satisfaction is a state of pleasure gained from applying one's values to a job (Locke, 1969). job satisfaction "can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job" (Spector, 1997). Researchers have found that job satisfaction is correlated with performance (Kraut, 1975; Mobley, 1982; Mobley et al., 1979).

1.1.3 ORGANIZATIONAL COMMITMENT

Organizational commitment has been described as consisting of two constructs -affective and continuance (Allen & Meyer, 1990). As defined by Mowday et al (1982), affective organizational commitment is "a strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization." The counterpart to affective organizational commitment is continuance organizational commitment, which considers the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job (Murray et al., 1991).

1.1.4 HUMAN RESOURCE PRACTICES, JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

HRM is a strategic and coordinated approach to the management of people working in an organization. It envisages the development of integrated HR policies and practices (bundling). It is aimed at gaining job satisfaction, organization commitment, treating people as assets and the principal of mutuality. The line managers have a greater responsibility in performance and delivery of HRM (Ulrich., Lake, 1990).

As an attitude, differences between commitment and job satisfaction are seen in several

ways (Mowday, et al., 1982). Commitment is a more global response to an organization and job satisfaction is more of a response to a specific job or various facets of the job. Wiener (1982) states that job satisfaction is an attitude toward work-related conditions, facets, or aspects of the job. Therefore, commitment suggests more of an attachment to the employing organization as opposed to specific tasks, environmental factors, and the location where the duties are performed (Mowday, et al., 1982). When discussed on these terms, commitment should be more consistent than job satisfaction over time. "Although day-to-day events in the work place may affect an employee's level of job satisfaction, such transitory events should not cause an employee to re-evaluate seriously his or her attachment to the overall organization" (Mowday et al., 1982).

1.1.5 PUBLIC SECONDARY SCHOOLS IN KENYA

The education structure in Kenya is eight years in primary school, four years in secondary school and four years in university commonly referred to as 8-4-4 education system. There are various institutions that cater for students who miss to go to secondary schools and universities. In Kenya, we have private as well as public schools at all levels of the education system. This study is focused on public secondary schools.

Public schools in Kenya have been built by the government and in some cases by communities, churches and philanthropists. These schools fall under the ministry of education and are regulated by the education act chapter 211. The government through teacher service commission (TSC) provide the teachers and pay them. Until very recently teacher recruitment was done solely by the TSC without reference to recipient schools. Currently teachers are interviewed by the board of governors and TSC provided with three short listed candidates to select from. Parents are expected to fund the rest of the school activities and pay support staff salaries. There are 9 public secondary schools in Dagoretti Division of Nairobi Province with differing performance as evidenced by their performance index in the Kenya Certificate of Secondary Education 2006.

The responsibility of Human resource management is shared between TSC, Ministry of education and schools. The latter operate under a board of governors with the principal as

the secretary to the board. The school management structure is uniform for all schools but the principal in a school has great latitude in assigning duties and responsibilities and redesigning work as long as each teacher has a reasonable teaching load as demanded by TSC. The Teacher Service commission was established in 1967 by an Act of Parliament (Cap 212 of the Laws of Kenya) to provide services to the teachers and was mandated to perform the following teacher management functions: Registration, Recruitment, Deployment, Remuneration, Promotion, Discipline and maintenance of teaching standards. With the recent re-engineering process and development of the service charter by TSC teachers have shown great satisfaction with their services (Mairuba, 2003). The charter spells out the expected standard for each type of service. For these standards to be achieved there must be appropriate HRM practices. There is therefore need to shift attention to HRM practices in schools. The success of schools is measured by among others it's ranking in KCSE exams. This is the most dominant criterion. This study therefore seeks to capture the extent of individual schools management to incorporate human resource management practices, which enhance organizational commitment and job satisfaction within their spheres of influence.

Objectives of secondary school education are derived from the National goals of education. Secondary education is expected to provide learners with opportunities to:

- 4- Acquire necessary knowledge, skills and attitudes for the development of self and the nation.
 - Promote love for and loyalty to the nation.
 - Promote harmonious co-existence among the people of Kenya.
- 4 Develop mentally, socially, morally and spiritually.
- 4 Promote acceptance of and respect for all persons.
- 4- Develop into a responsible and socially well adjusted person.
- 4- Enhance enjoyment in learning
- 4 Develop into self disciplined individual who appreciates work and manages time properly.
- 4- Identify individual talents and develop them.
- 4- Promote positive environment and health practices.

- * Build a firm foundation for further education and training,
 - i- Build a foundation for technological and industrial development.
 - i- Develop ability for enquiry, critical thinking and rational judgment
- (Kenya institute of education, 2002)

The extent to which most of these goals are met is not measurable but performance in final year national exams (KCSE) can be taken as a proxy indicator.

1.2 STATEMENT OF THE PROBLEM

Studies on job satisfaction and organizational commitment have been done in different types of organizations but none has been done in public schools in Kenya relating the HRM practices on the one hand and organization commitment and job satisfaction on the other hand. Importance of organizational commitment and job satisfaction in achieving organization goals is fully acknowledged and various studies have come up with best practices.

The management of teachers in public secondary schools is shared between TSC, Ministry of education and the school principal with his or her board of governors. However, the principal whose role is equivalent to a CEO in corporate organizations would find his or her hands and those of his/her board tied in practicing best human resource practices identified in the studies. This is due to the fact that all secondary school teachers are recruited, paid and promoted by TSC. Performance management is a complicated aspect in teacher human resource management. Performance appraisals, if done in schools, are of little value considering that training and development interventions are not catered for in schools budgets and TSC's policy on study leave is not based on performance appraisals and training need assessment furthermore, remunerations are harmonized and are not based on performance and workload. Disciplinary Procedures, though initiated by principals in collaboration with the board have to go through the TSC for full hearing and final determination.

From the foregoing, it is clear that key human resource functions of recruitment, selection, promotion, training and development and compensation, among others, are not

performed directly or conclusively by Kenya secondary school principals. This denies them opportunity to engage the best human resource practices that have been found to be associated with high levels of employee job satisfaction, organizational commitment and performance. Despite this, they are still expected to "nurture and develop winning teams" among their teaching staff. Infact from the available information, some of them appear to have done exactly this. However, it is not clear how they have been able to do this. Could it be that they have used substitute human resource practices that have not been captured by the previous studies? This can only be answered through an empirical study. This study is motivated by the desire to answer this question.

1.3 OBJECTIVES

- 1) To establish the prevailing HR management practices in public secondary schools and their relationship with organizational commitment and job satisfaction.
- 2) To determine the relationship between job satisfaction and organization commitment in public secondary schools.
- 3) To establish the relationship between job satisfaction and performance of schools in KCSE ranking
- 4) To establish the relationship between HRM practice and performance of schools in KCSE ranking.
- 5) To establish the relationship between organizational commitment and performance of schools in KCSE ranking.

1.4 SIGNIFICANCE OF THE STUDY

The study will be important to stakeholders in the education sector. The school heads will be able to identify human resource management practices that contribute to organizational commitment and job satisfaction in public schools. Board of governors who are managers of schools will be in a position to articulate for people management practices that enhance organizational commitment and job satisfaction. Parents as financiers of schools will be sensitized on key HR areas needing their support and finally heads of departments will be encouraged to aspire for HR practices that enhance commitment and job satisfaction.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on literature review on HRM practices that are generally associated with organizational commitment and job satisfaction. It identifies the various practices which together have been seen to enhance job satisfaction and organizational commitment.

2.2 HUMAN RESOURCE MANAGEMENT PRACTICES

HRM is a strategic and coordinated approach to the management of people working in an organization. It aims for the development of integrated HR policies and practices (bundling). It is aimed at gaining job satisfaction, organization commitment, treating people as assets and the principal of mutuality. The line managers have a greater responsibility in performance and delivery of HRM (Ulrich., Lake, 1990). Collection of re-enforcing HR practices have begun to be referred to as a "bundle", and the task of HR managers is to identify and implement such systems (Armstrong, 2005).

There is a "pick and mix" approach to the HR bundle (Wood., De Menezes, 1998). Some scholars have identified what they refer as best practices. Employment security, selective hiring, extensive training, learning and development, employee involvement, information sharing and worker voice, team working, compensation contingent on performance and reduction of staff differentials have been isolated as component of best practice (Pfefferm, J. 1998). Sophisticated selection and recruitment, sophisticated induction programmes, sophisticated training, coherent appraisal systems, flexibility of workforce skills, job variety, use of formal teams, frequent and comprehensive communication to workforce, use of quality improvement teams, harmonized terms and conditions, basic pay higher than competition and use of incentive schemes has also been identified as a bundle of best practices (Patterson et al., 1997). Guest (1991) identify job design and employee ownership programmes as an important component of HRM best practices.

U.S. Department of Labour (1993) also identify properly functioning grievance procedures, monitoring of attitudes, high level participation processes and promotion and compensation schemes that provide for the recognition and reward of high performance employees.

There is a contingency view that argues that effectiveness of HR practices depend on how closely they fit with external and internal environment of the organization (Wright et al., 2003, Fombrun et al., 1984).

2.3 JOB SATISFACTION

Job satisfaction describes how content an individual is with his or her job. There are a variety of factors that can influence a person's level of job satisfaction; some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working conditions, leadership and social relationships, and the job itself (the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/requirements). The happier an individual is within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance, methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attitude which is frequently measured by organizations. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities the work itself and co-workers (Dawis & Lofquist, 1984).

Some benefits of job satisfaction are increased productivity, employee retention, lower costs associated with turnover, low absenteeism, improved quality of work and commitment to the organization (Blunt and Popoola, 1990).

2.4 ORGANIZATIONAL COMMITMENT

HRM policies and practices should be designed to maximize integration of organization, commitment of employees, quality of work and flexibility. Commitment refers to loyalty and is the relative strength of employee's identification with and involvement in a particular organization (Porter et al, 1974). Commitment encompasses a strong desire to remain a member of an organization, identification with values and goals of an organization and a readiness to exert considerable effort on organization behalf (Armstrong, 2005). It can be increased and harnessed for the benefit of the organization through understanding of importance of behaviour and voluntary nature of commitment (Salancik, 1977). The achievement of excellence is related to getting the whole hearted commitment of the workforce to the organization (Peters and Waterman, 1982). Japanese business success is credited to employees full commitment to the organizational values by leadership and involvement (Ouchi, 1981, Pascale and Athos, 1981). Workers are most responsive and creative when they are given broader responsibilities, encouraged to contribute and assisted to achieve satisfaction in their work. This can be achieved by a focus on how people are treated, jobs designed and organizations managed. Management and employees needs to be interdependent and the relationship mutually beneficial (Walton, 1985). When people are trusted, treated as adults and made to feel they own the business, they respond with total commitment (Peters and Austin, 1985).

A commitment strategy should recognize that an organization is a coalition of interest groups. A pluralistic view recognizes legitimacy of different interests and values and presence of multiple and competing commitments for the individual (Coopey and Hartley, 1995, Cyert and March, 1963, Mintzberg, 1983). Employees should have an input in defining values and goals. Values should have broader guidelines and should emphasize overall strategic directions to avoid resistance to change, lack of innovation and inflexibility. Commitment should not be synonymous with conformity (Coopey and Hartley, 1991). Some studies have shown commitment enhance performance while other have not shown clear links. High organizational commitment is associated with lower absenteeism and turnover (Guest, 1991). Its effect may not provide direct and immediate impact but on a long term given its positive correlation to motivation, it will yield

effective performance (Huczynski and FitzPatrick, 1989). It is nevertheless acceptable that a strong commitment to work would result in self directed and conscientious application to the jobs, regular attendance, low supervision and increased effort. Organization commitment yields loyalty to company (Armstrong, 2005). Organizational commitment has been described as consisting of two constructs - affective and continuance (Allen & Meyer, 1990). As defined by Mowday et al (1982), affective organizational commitment is "a strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization." The counterpart to affective organizational commitment is continuance organizational commitment, which considers the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job (Murray et al., 1991). Some scholars have identified another aspect of commitment which is normative commitment and is based on the notion of social desirability. This is difficult aspect of commitment to measure (Weiner, Y. 1982).

2.5 HR PRACTICES AND JOB SATISFACTION

One is bound to ask what causes job satisfaction: The situation or the person (causes of job satisfaction). Variability in satisfaction rating has been observed and an attempt made to explain them. From a situational perspective, satisfaction varies because work conditions vary. From a dispositional perspective, satisfaction varies because affective dispositions vary. Herzberg's Two-Factor Theory (situation theory) proposes that job content factors ("motivators"), such as responsibility, recognition, the nature of work itself, achievement, growth and development are responsible for presence or absence of job satisfaction. Job Context factors ("hygiene factors") such as pay, working conditions, company policy, administration, supervision, status, job security and interpersonal relations are responsible for the presence or absence of job dissatisfaction (Armstrong, 2005; Herzberg, 1968). Lawler's satisfaction model (Equity-based models) view satisfaction as a function of the extent to which the perceived amount of job rewards one receives matches the perceived deserved rewards (Mowday, 1996). Locke's Value theory proposes that satisfaction is a function of the extent to which one's job is perceived as

fulfilling important values (Locke, 1969); do perceived job characteristics match desired characteristics? - Satisfaction is determined by the discrepancy between preferred levels of job factors (pay, autonomy, etc.) and the actual level. Job enrichment has a positive effect on job satisfaction. Vroom proposed that job satisfaction is equal to the valence of the job; differences in valence of jobs are due in part to differences in properties of jobs. Positively valent outcomes: use of skills & abilities, control over pacing, decision authority. Satisfaction relates to the nature of the work itself, social relationships at work, and economic benefits of work (Dessler, 2003). Variables most strongly related to satisfaction: autonomy, perceived control, job complexity, pay level, coworker satisfaction, workload, and quality of interpersonal relationships.

2.6 HRM PRACTICES AND COMMITMENT

This section looks at some of the practices that will increase identification with the organization, develop feelings of loyalty among its employees, reduce employee turnover and enhance motivation and performance. Such practices may include initiatives to increase involvement and "ownership", communication, leadership development, developing excitement in the job and developing appropriate HR policies. The HR policies and practices must be concerned with both strategic goals and values (Beer et al, 1984; Walton, 1985; Armstrong, 2005).

2.6.1 Developing Ownership

Employees need to feel accepted and valued as the stakeholders in the organization. This can be achieved through involvement in decision making on new developments and changes in working practices that affect them. Employees' ideas need to be listened to and incorporated in final decisions (Armstrong, 2005). Some high involvement practices are: Suggestion programmes, problem solving groups and job rotation (Pil and MacDuffie, 1999). "Employee voice" needs to be cultivated by provision of processes and structures which enable and empower employees directly and indirectly to contribute to decision making (Boxall and Purcell, 2003).

A reward system related to organizational performance, honouring of the psychological contract and management reliance on consensus and cooperation rather than control and coercion will greatly increase the sense of ownership (Guest et al, 1996). The core of psychological contract can be measured in relation to fairness of treatment, trust and the extent to which the informal contract is seen to be delivered. The consequence of honouring the psychological contract is organizational citizenship, organization commitment, motivation and satisfaction (Guest et al., 1996).

2.6.2 Communication Programmes

Communication methods that eliminate misunderstanding should be sought. Complimentary channels of communication such as use of notice boards, newsletters and briefing groups are needed. Organization vision, mission and values need to be clearly communicated to employees as well as management and employees expectations. By communicating a company's shared vision and establishing a shared mission with employees are important means of enhancing the employee commitment (e.g., the vision statement and the mission statement).

Communication needs to be two way. Feedback is important because it gives the other party an opportunity to provide additional information. The sender of the message can seek feedback by encouraging the receiver to ask questions or make comments. The receiver thus becomes the sender, as these roles are continually reversed, feedback flows back and forth. Communicator should encourage feedback by keeping the two way channel open and keep an open mind (Gibson & Hodgetts 1990). Choice of communication medium, body language, tone of voice and timing of communication all affect the effectiveness of communication (Harry, 2001; Stuart, 1994).

2.6.3 Leadership

Leaders are the people who know the right things to do and provide the force that make things happen. They have a role to empower the collective effort of the organization

towards meaningful goals, ensure learning and competencies are reinforced and make people feel part of the organization (Barnard, 1938). Development programmes to improve quality of leadership is an important strategy for increasing commitment. Managers need to gain the confidence and respect of their teams and therefore need training to increase their competence in specific areas of their responsibility (Armstrong, 2005). Leadership provided by principals should facilitate involvement and participation to group members of the school organization (Dismus, 1999).

Individuals follow a leader who is consistent, even if they have different view points. Managers have to develop a climate of trust by being honest with people, treating them fairly, justly and consistently and keeping their word (Armstrong, 2005).

2.6.4 Developing a sense of excitement in the job

Jobs need to be designed to increase intrinsic motivation by focusing on factors such as responsibility, achievement and recognition. Opportunities for workers to use their skills and abilities must be provided. A job is viewed as a fixed entity that does not change whoever is in the job. Such a routine and mechanistic jobs inherent in the notion of a job is not in accord with organizational realities and life of many people. To be able to respond to new demands, employee face each day a flexible approach to develop and use employee skills is required. The concept of a role takes the realities of organization dynamism into account. A role describes how an individual is expected to behave to meet given expectations.

2.7 JOB SATISFACTION AS A PREDICTOR OF ORGANIZATIONAL COMMITMENT

Although there is certainly a chicken-and-egg debate over issues regarding the relationship between job satisfaction and organizational commitment, several researchers have made the case that job satisfaction is a predictor of organizational commitment

(Porter et al., 1974; Price, 1977; Rose, 1991). Many studies use different facets of satisfaction aimed at predicting employee attributes such as performance and organizational commitment (Dienhart & Gregoire, 1993; Oshagbemi, 2000a, 2000b; Yousef, 1998). In a study of job security as a predictor of commitment, a significant positive correlation was found to exist (Yousef, 1998). Also, in a later study by Yousef (2000), leadership behaviour was affected by commitment, which was affected by job satisfaction and job performance. As an attitude, differences between commitment and job satisfaction are seen in several ways (Mowday, et al., 1982). Commitment is a more global response to an organization and job satisfaction is more of a response to a specific job or various facets of the job. Wiener (1982) states that job satisfaction is an attitude toward work-related conditions, facets, or aspects of the job. Therefore, commitment suggests more of an attachment to the employing organization as opposed to specific tasks, environmental factors, and the location where the duties are performed (Mowday, et al., 1982). When discussed on these terms, commitment should be more consistent than job satisfaction over time. "Although day-to-day events in the work place may affect an employee's level of job satisfaction, such transitory events should not cause an employee to re-evaluate seriously his or her attachment to the overall organization" (Mowday et al., 1982)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

A survey of all public secondary schools in Dagoretti Division was done due to the cross-sectional nature of the data to be collected.

3.2 TARGET POPULATION

Population of the study constituted all the 301 teachers in all the public secondary schools in Dagoretti division of Nairobi province. The school principals were exempted from this study as they were most likely to give a biased response. The list of the schools is provided in appendix 3.

3.3 SAMPLING AND SAMPLE SIZE

The sampling frame was the school's staff lists. For statistical data analysis a minimum of thirty respondents is required. In this study a sample size of 100 respondents was selected randomly and proportionately depending on number of teachers in each school. .

3.4 DATA COLLECTION

Data was collected using a structured and unstructured questionnaire. The questionnaire is provided in appendix 5.

3.3 DATA ANALYSIS

The Data was coded and run through statistical package for social scientists (SPSS).The output was presented in distribution tables, figures and percentages. .Open ended questions were grouped according to recurring themes. An average score for job satisfaction, organizational commitment and HRM practice was obtained. Pearson's Correlations were determined for various relevant relationships.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The data was presented in distribution tables, graphs and percentages. Open ended questions were grouped according to recurring themes. Correlation tests were done and data analyzed as explained below;

4.1.1 Commitment and satisfaction

On a scale of 1-5 the total score of each respondent was computed and converted to a percentage. The average percentage levels of organizational commitment and job satisfaction per school were then determined on the bases of which the following scales were developed.

70 % - 100 % Very high commitment; Very high satisfaction.

60 % - 69 % High commitment; High satisfaction.

50 % - 59 % moderate commitment; Fair satisfaction.

30 % – 49 % low commitment; low satisfaction.

< 29 % Very low commitment; Very low satisfaction.

4.1.2 HRM Practices

Section B of the questionnaire dealt with human resources management practices and was analyzed based on the many HR practices which the school administration would be expected to influence. The questions were assigned various practices. Among the practices identified were team work, involvement, orientation and performance management. On a scale of 1-5, a score for each respondent for each practice in a given school was established and a school average was obtained for each of the practices. The interpretation of the score used the range provided in section 4.1.1.

4.1.3 Performance

K.CSE mean score for the last five years for each school was obtained and converted to a percentage. The maximum possible mean score is 12.0 thus each school score was divided by 12.0 and multiplied by 100 to obtain the school percentage score. The scale below was used for the interpretation of the results.

70 %- 100 % A -Very high performance

60 % - 69 % B --High performance

50 % - 59 % C —Moderate performance

30 % - 49 % D—Low performance

< 29 % E~ Very low performance

4.2 Response rate and demographic profiles of the respondents

The data were summarized and presented in the form of tables, frequency distribution, percentages and figures. Table 1 a provides the response rate while table 1 b is a summary of the demographic profiles.

Table 1a: Distribution of respondents per school and overall response rate

School	frequency	Response rate (%)
Ruthimitu M	10	100
Upper H	10	100
Moi G	9	75
Ruthimitu G	7	70
Mutuini	8	80
Nembu	8	80
overall response	79	82

Table 1b: Demographic characteristics

Gender		Marital status		Academic			Teaching experience	
Female	Male	married	single	Degree	Post graduate	Diploma	Below 10 years	Above 10 years
88.8%	11.2 %	98.6 %	0.01 %	84.08 %	15 %	0.92 %	6.0 %	94 %

The overall response rate was 82 %. Response rate by schools ranged from 70 % to 100 %. Table 1a shows the percentage response. Table 1b shows the overall respondents demographic characteristics. It is clear that gender may be significant to this study. 88.8 % of the respondents were female while 11.2 % were male. Those with postgraduate degree stand at 15 % while those without college degree are less than 1 %. 94 % of the respondents had a teaching experience of ten years and above. This high minimum length of service may be due to freeze in employment of teachers by the government and the fact that any subsequent employment to fill vacancies left by teachers leaving the profession has never been done in Nairobi schools. The question of age of respondent and teaching experience was wrongly phrased and some of respondents declined to answer while others did so reluctantly. With the benefit of foresight these two questions should have provided various ranges. This part of data has therefore been left out of the analysis.

4.3 Job satisfaction and organizational commitment by gender

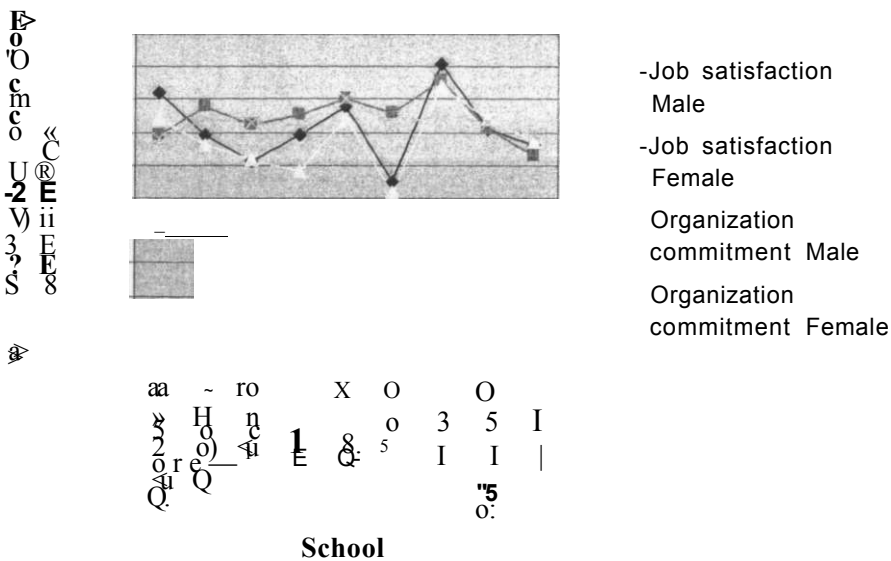
Table 1c and figure 1 show the influence of gender on job satisfaction and organizational commitment. Job satisfaction for the male respondents range between fair satisfaction to very high satisfaction (55 % - 91 %), while for ladies it varies between high satisfaction and very high satisfaction (64 %- 86 %). Male organizational commitment range between moderate commitment to very high commitment (52 % - 84 %) while for female it ranges between high commitment and very high commitment (69 % - 80 %).

Table 1c: Percentage difference between males and females levels of job satisfaction and organizational commitment

School	% Job satisfaction		% Organizational commitment	
	Male	Female	Male	Female
Precious Blood	82	69	74	68
Dagoretti	69	78	66	74
Lenana	61	72	62	73
Ruthimitu Mixed	69	75	58	72
Upper Hill	78	80	74	80
Moi Girls	55	76	52	72
Mutuini	91	86	84	75
Ruthimitu Girls	71	71	74	73
Nembu	66	63	67	69

The data in table 1C was used to draw figure 1, below.

Figure 1: Males and females levels of job satisfaction and organizational commitment



As shown in figure 1, females tend to have relatively higher job satisfaction and organizational commitment than their male colleagues. This perhaps explains the very high proportion of females in the teaching profession in Dagorreti high schools at 88.8 % (table 1b).

4.4 Relationship between Male s and Female s Job Satisfaction and Organizational Commitment

Table 2 below is a matrix of Pearson correlation coefficients for the various relationships.

Table 2: Pearsons Product moment Correlation for Gender Job Satisfaction and Organizational Commitment.

	Male satisfaction	Female satisfaction	Male commitment	Female commitment
Male satisfaction	1	0.442	0.906	0.231
Female satisfaction	0.442	1	0.294	0.732
Male commitment	0.906	0.294	1	0.265
Female commitment	0.231	0.732	0.265	1

Results presented in table 2 indicate that the relationship between male and female satisfaction ($r = 0.442$, $P < 0.05$) is not significant. The same is true for the relationship between gender and organizational commitment. These findings are not in agreement with similar studies that have shown that gender may affect job satisfaction (Rose, 1991). Gender affects many sociological issues and the above lack of significant correlations is not particularly unexpected. It would be interesting to investigate the particular reasons behind this lack of significant correlation.

There is a significant correlation between job satisfaction and organizational commitment among males ($r = 0.906$, $P < 0.05$) and also among females (0.732 , $P < 0.05$). This is in agreement with previous studies that have established significant correlation between job satisfaction and organizational commitment (Yousef, 1998; Rose, 1991; Price. 1977).

4.5 Job Satisfaction, Organizational Commitment and Perceptions of HRM

practices as a function of Academic Qualification.

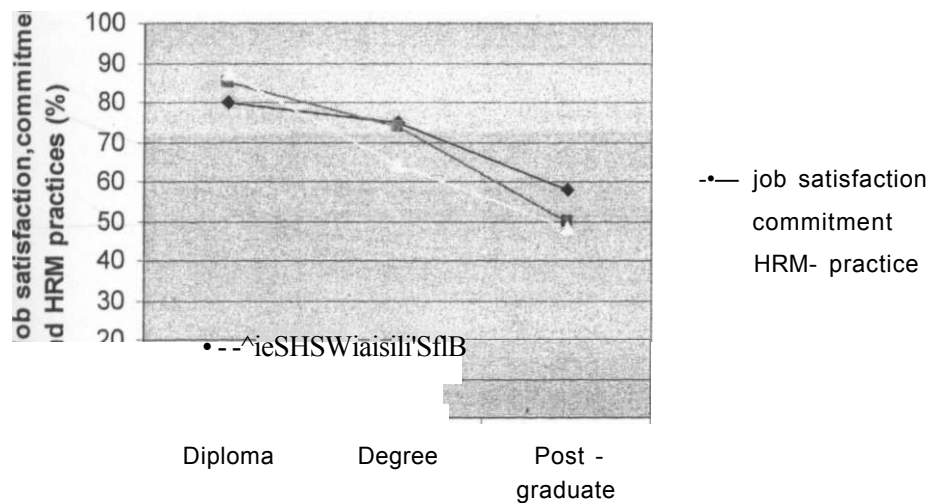
All the teachers in Dagoretti public secondary schools are professionally trained. 84 % are degree holders, 15 % have postgraduate qualification while diploma holders are at 1% (table 1b). Various HRM practices were considered (table 4) and the percentage average obtained as explained in section 4.1.2. Table 3 and figure 2 show the percentage levels of job satisfaction, organizational commitment and HRM- practice perceptions by academic qualification.

Table 3: Commitment, Job Satisfaction and Perceptions of HRM Practices as a function of Academic Qualification.

Academic qualification	% job satisfaction	% commitment	% HRM- practices
Diploma	80	85	87
Degree	75	74	64
Post- graduate	58	50	48

The data in table 3 was used to draw figure 2, below.

Figure 2: Job Satisfaction, Organizational Commitment and Perceptions of HRM Practices as a function of Academic Qualification



It was observed that teachers with post graduate qualification had moderate level of commitment and satisfaction and low levels of positive perception of HR practice (58%, 50%, and 48% respectively). The higher the level of education the lower the level of job satisfaction, organizational commitment and attitude towards HRM practices. These findings are consistent with several studies in which education was found to have an inverse relationship with organizational commitment. Majority of managers fail to see the relationship between higher levels of education and performance/productivity (Angle & Perry, 1981; Morris & Sherman, 1981; Mathieu & Zajac, 1990; Morris & Steers, 1980; Steers, 1977). In an effort to increase satisfaction levels as individuals acquire higher levels of education, management might try to reward individuals by providing more stimulating and challenging responsibilities or even provide some level of monetary compensation for pursuit of courses that enhance their employees' job skills. Monetary compensation can be negotiated with the parent teachers association and board of governors.

4.6 Level of perception of various HR practices in schools

Data was collected on the prevailing HRM practices in the schools and the responses grouped along various themes. The questions in section B were framed in such a way that they depicted a practice within the various HR functions. Care was taken to include only those practices that a principal in a school can influence. Table 4, and figures 3a, 3b provide a summary of the data.

Table 4: Teachers' perceptions of various HRM practices in the schools

School	a %	b %	C %	d %	e %	f%	g %	h %	j %	k %
Precious Blood	46	49	66	51	49	51	54	86	80	43
Dagoretti	64	64	69	69	73	62	67	84	76	49
Lenana	47	55	60	78	58	55	60	73	35	60
Ruthimitu Mixed	76	74	74	54	70	66	68	74	68	48
Upper Hill	72	88	92	96	96	92	92	96	92	92
Moi Girls	56	71	73	60	60	71	56	64	42	76
Ruthimitu Girls	57	74	77	54	80	69	71	91	77	60
Mutuini	83	91	91	86	89	89	97	97	91	77
Nembu	71	71	64	62	53	64	60	73	51	67

Key:

a - involvement, b - shared values and goals, c - supervision, d - Performance management, e - communication, f-psychological contract, g - Innovativeness, h - team work, j - orientation, k - welfare.

From table 4, figure 3a and figure 3b, the best human resources practices, namely Involvement, shared values, communication, orientation and welfare varied between low application and very high application (35 % - 96 %). Best practices in Performance management, psychological contract, innovativeness varied between moderate application and very high application (51 % - 97 %). While best practices in supervision and team work varied between high application to very high application (60 % - 97 %).

Figure 3a: Perception of various HRM practices in schools

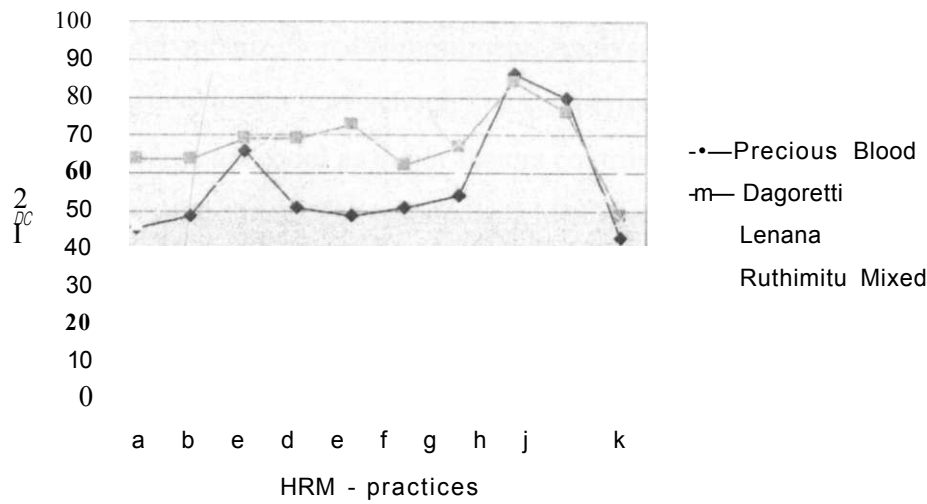
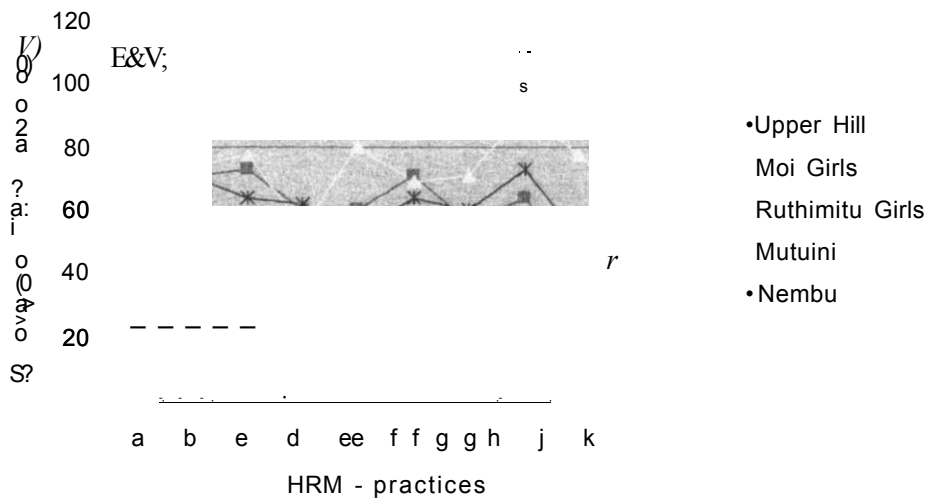


Figure 3b: Perceptions of various HRM practices in schools



Some practices are perceived less positively in some schools and more positively in others. Lenana and Moi girls scored low on both orientation and involvement. Precious blood at the same fair level of assessment and low involvement show a remarkably high score on orientation. Team work is perceived highly among schools that have good performance in the national examination. (Table 9).

4.7 Most important HR practices and Factors affecting Job Satisfaction and Organization Commitment.

Section C of the questionnaire consisted of unstructured questions. The aim was to find out if there were other HR practices and or factors that affect teachers' level of job satisfaction and organizational commitment. Analysis along dominant themes identify job itself, team work, location of school, student performance, facilities/work environment, and ease of access to school as major factors contributing to teachers job satisfaction and organization commitment. The respondents identified similar factors as affecting their job satisfaction and organizational commitment. The respondents were asked to list factors that make them satisfied and also those that make them committed. The data obtained was summarized in table, 5.

Table 5: Perception of factors influencing job satisfaction and organizational commitment

School	Student performance	Team work	Job itself	facilities	Access to school
Precious blood	75%	80 %	27%	65%	69%
Dagoretti	45	63	44	65	75
Lenana	64	50	45	80	72
Ruthimitu Mixed	39	70	60	49	80
Upper Hill	60	79		40	40
Moi Girls	80	60	40	75	70
Ruthimitu Girls	35	78	75	35	30
Mutuini	40	80	80	40	20
Nembu	50	60	67	40	45

The respondents identified some factors which are themselves not HRM practices as affecting their job satisfaction and commitment. These are job itself, facilities and access to school. These tend to be in agreement with Herzbergs theory of motivation on

importance of nature of work and working conditions for the presence or absence of job dissatisfaction (Herzberg, 1968).

The rating of management practices appear to have a pattern among schools. From table 5, student performance is rated highly by Precious blood (75%), Moi girls (80%) and Lenana (64%) while Job itself is rated highly by Ruthimitu girls (75%), Mutuini (80%), Nembu (67%), Ruthimitu mixed (60%). Teaching and learning facilities appear to also follow a similar trend. Comparing table 9 and table 5, one observes that these patterns follow along KCSE performance ranking. High performance schools has majority of teachers citing good student performance as number one reason for job satisfaction (Precious blood 75 %, Moi girls 80 %, Lenana 64%). Among the low performing schools teachers cite job itself as major reason for job satisfaction. Location of school in relation to ease of access also showed some pattern. Schools located further away from main-road had fewer teachers citing access to school as reason for satisfaction and commitment (Ruthimitu G 30%, Nembu 25%, Mutuini, 20%). Location had been seen to affect job satisfaction and commitment in previous studies (Rose, 1991). These schools can enhance job satisfaction and commitment by providing transport to and from the school and also investing in teacher houses.

4.8 How to enhance Job satisfaction and Organizational

Commitment

The respondents were asked to identify what can be done in their schools to enhance job satisfaction and organizational commitment. The respondents identified similar factors as affecting both satisfaction and commitment with teacher motivation featuring prominently.

Table 6 gives the percentage number of teachers based on their opinions on what can be done in their respective schools to enhance job satisfaction and organizational commitment.

Table 6; Factors considered essential for job satisfaction and organizational commitment

School	Teacher motivation	involvement	leadership	Teaching facilities	Access to school	Other factors
Precious blood	80 %	12%	6%	0 %	0 %	2%
Dagoretti	56	33	0 %	0 %	0 %	11
Lenana	40	20	30	0 %	0 %	10
Ruthimitu Mixed	50	10%	0 %	30	0 %	10
Upper Hill	55	20	10	0 %	0 %	15
Moi Girls	60	25	10	0%	0%	5
Ruthimitu Girls	35	10	0 %	40	15%	0 %
Mutuini	10	0 %	0 %	20	60	10
Nembu	30	30	20	10	10%	0 %

The questions asked were open ended and we had expected to obtain multiple responses per respondent but the majority of respondents provided only one response to each of the two questions. Teachers in each school tend to attach importance on different factors. By comparing table 6 with table 9, one observes that high and very high performing schools have a high percentage of teachers identify motivation as most important factor. Motivation of teachers was viewed primarily on monetary terms. This tends to underscore importance of performance based pay. Teachers in these schools probably feel unappreciated on their good performance probably explaining the low perception of HR-practices. This observation validates Lawler s satisfaction model which view satisfaction as a function of the extent to which the perceived amount of rewards one receives matches the perceived deserved rewards (Mowday, 1996). Poor and very poor performing schools identify teaching facilities and others access of the school. Under

other factors were team work, housing of teachers, communication, fair play and lower work load. These factors were grouped together since they were not dominant.

4.9 Job Satisfaction and Organizational Commitment

The data on job satisfaction and organizational commitment was analyzed as explained in section 4.1.1 and presented in Table 7.

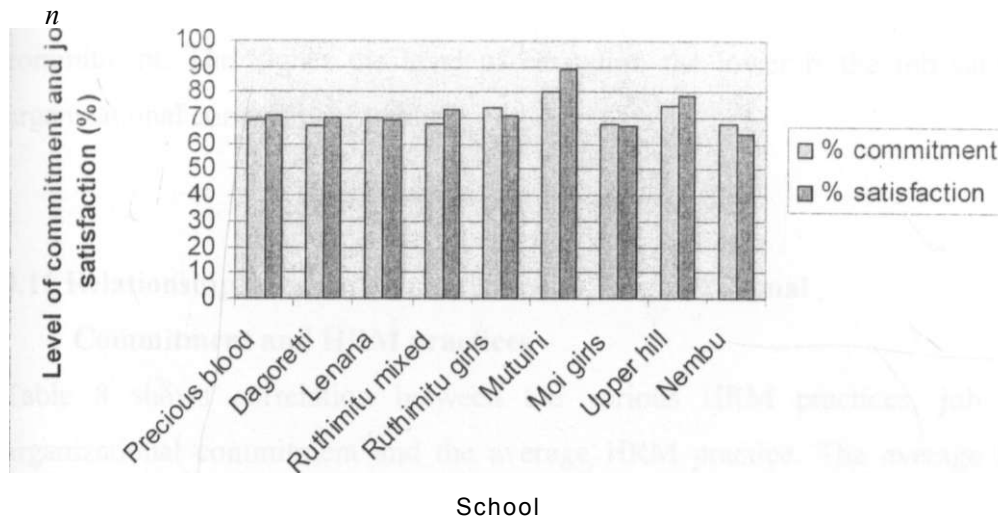
Table 7; Levels of Job satisfaction and Organizational Commitment

School	% commitment	% satisfaction
Precious blood	69	71
Dagoretti	67	70
Lenana	70	69
Ruthimitu mixed	68	73
Ruthimitu girls	74	71
Mutuini	80	89
Moi girls	68	67
Upper hill	75	79
Nembu	68	64

From table 7, Commitment ranged between 67 % - 80 % while satisfaction ranged between 64 % - 89 %. These values indicate that both commitment and satisfaction levels in each school varied between high and very high. This was contrary to expectation given the prevailing public opinion on these matters. The general public opinion is that majority of teachers are not satisfied with their job and are not committed to their schools.

The data in table 7 was used to construct figure 4.

Figure 4; Levels of Job satisfaction and organizational commitment



From figure 4 one observes that Mutuini and Upper Hill schools have relatively higher levels of job satisfaction and organizational commitment. Commitment levels and satisfaction levels appear almost at the same peak for each school.

4.10 Relationship between Job Satisfaction and Organizational Commitment.

Job satisfaction and commitment have a significant correlation ($r = 0.872$, $P < 0.01$). This observation is in agreement with previous studies that have recorded significant relationship. In some of the studies, job satisfaction was observed to be a predictor of organizational commitment (Rose, 1991 ; Price, 1977; Oshagbemi, 2000a).

Gender and academic qualification have an effect on job satisfaction and organizational commitment. There is no significant correlation between males and female job satisfaction and organizational commitment (table 2). Males job satisfaction has a significant correlation with their organizational commitment(0.906) while females job satisfaction has a significant correlation with their organizational commitment (0.732) at 0.05 significance level (table 2).

Male job satisfaction range between moderate(55%) to very high(91) while their commitment vary between moderate to very high. Women job satisfaction vary between high(64%) and very high(86) while their commitment vary between high (69%)and very high (80%). Generally females show a higher level of job satisfaction and organizational commitment. The higher the level of education the lower is the job satisfaction and organizational commitment (table 3).

4.11 Relationship between Job Satisfaction, Organizational Commitment and HRiM practices

Table 8 shows correlation between the various HRM practices, job satisfaction, organizational commitment and the average HRM practice. The average HR practice score per school is given in table 9. With the exemption of welfare, all the other various HRM practices sampled showed a significant correlation with the average percentage index on HRM practice in schools. Welfare would have been expected to show significant correlation with HRM practice and lack of significant correlation was unexpected.

Table 8: Correlation between the various HRM practices with job satisfaction and organizational commitment in the schools

1 HRM- Practices	Pearson correlation	
	Job satisfaction	commitment
Involvement	0.067	0.099
Shared values and goals	0.242	0.419
Supervision	0.314	0.467
Performance mgt	0.056	0.372
Communication	0.078	0.222
Psychological contract	0.320	0.553
Innovativeness	0.062	0.251
Team work	-0.258	-0.106
Orientation	-0.116	-0.95
Welfare	0.328	0.712*

*Correlation is significant at the 0.05 level (2- tailed)

Other than welfare, all the other various practices on their own showed no correlation with job satisfaction and organizational commitment. This implies that only a combination of various practices can afford job satisfaction and organizational commitment. Welfare has a significant relationship with commitment (0.712) at 0.05 significant level but no significant relationship with job satisfaction. This provides us with the understanding that organizational commitment is different with job satisfaction (Mowday et al., 1982).

4.12 Commitment, Job satisfaction, Perception of HRM practices and Performance

Table 9 shows levels of organizational commitment, job satisfaction. KCSE performance and perception of HRM- practices in the public schools in Dagoretti division in Nairobi. The HRM practice in this table is an average of the various HRM practices.

Table 9: Commitment, Job Satisfaction, HRM practice and performance by individual school.

School	% commitment	% satisfaction	% performance	% HRM practice
Precious blood	69	71	87	56
Dagoretti	67	70	63	62
Lenana	70	69	73	56
Ruthimitu mixed	68	73	23	68
Ruthimitu girls	74	71	26	69
Mutuini	80	89	38	88
Moi girls	68	67	71	52
Upper hill	75	79	63	87
Nembu	68	64	36	64

The individual scores in table 3 are interpreted as follows

70 % -100 % Very high commitment ;Very high satisfaction ; Very high performance

60 % - 69 % High commitment; High satisfaction ; High performance

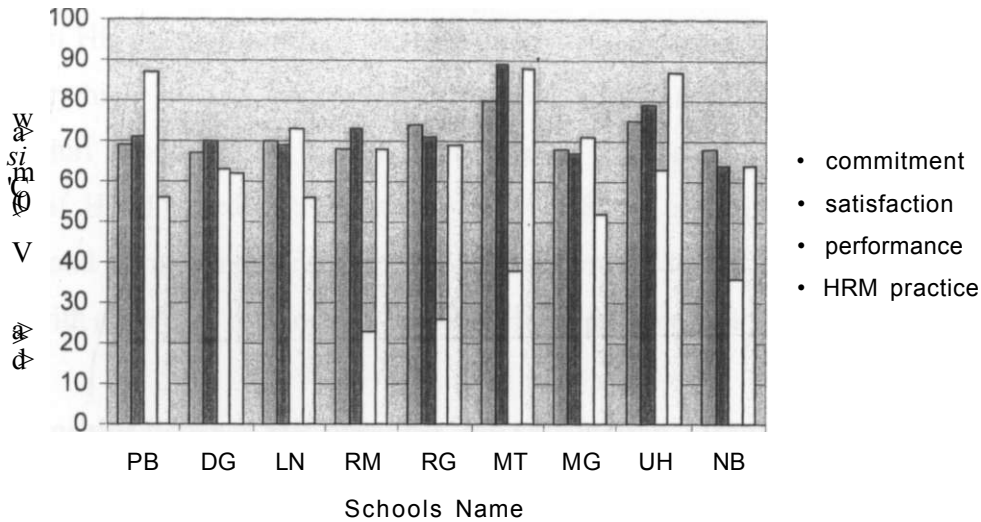
50 % - 59 % Moderate commitment; Moderate satisfaction ; Moderate performance

30 % - 49 % Low commitment; Low satisfaction ; Low performance

< 29 % Very low commitment; Very low satisfaction ; Very low performance

Figure 5, was drawn using data from table 9 .

figure 5: Commitment, Job satisfaction, Performance and HRM practice by school.



Key;

PB- precious blood; DG- Dagoretti; LN- Lenana; RM - Ruthimitu mixed;

RM- Ruthimitu girls; MT- Mutuini; MG - Moi girls; UP- Upper hill; NB- Nembu

The average commitment and satisfaction levels for teachers in Dagoretti division range between very high and high (68%-80% and 64%-89% respectively). Average score for HRM practices in these schools range between very high and low (52%-88%); performance ranges between very high and very low (23%-87%) as shown in table 9. The HRM practice has a very wide range (36%) and so does performance (64%). The wide range of HRM practice can be attributed to differing application levels of the various HR practices and one expect these to have an effect on job satisfaction and organizational commitment. The very wide range on performance is a reason for concern. There is need to investigate the reasons behind such performance given that job satisfaction and organizational commitment are between high and very high for all the schools (table 9).

Schools with very high performance show teachers experiencing moderate HRM practices and between very high and high job satisfaction and organization commitment. Precious blood at very high performance (87%) has moderate HRM practice. Low performing schools (Mutuini 38%, Nembu 36%) and very low performing schools (Ruthimitu mixed 23%, Ruthimitu Girls 26%) has between high and very high application of HR practice and high application of HR practice respectively and between high and very high job satisfaction and organizational commitment (table 9). Dagoretti and Upper hill schools have a high performance (63 %) and high and very high experience of HRM practices respectively (62% - 87%) and high and very high job satisfaction and commitment respectively as shown in Table 9. These two schools provide us with a positive relationship between HRM practice and performance.

4.13 Relationships between HR practices, job satisfaction, Organizational commitment and performance

Table 10, is a matrix of pearson correlation coefficients for the various relationships. This section seeks to address objectives 3, 4 and 5. The objectives are to establish the relationship between job satisfaction, organizational commitment, HRM practice and performance in KCSE.

Table 10 :Pearson correlation on HRM-practices, job satisfaction, organization Commitment and performance.

	Job satisfaction	commitment	HRM practices	KCSE performance
Commitment	0.872*	1	0.832*	- 0.269
Job satisfaction	1	0.872*	0.844*	-0.189
HRM practices	0.844*	0.832*	1	- 0.445
KCSE performance	-0.189	- 0.269	- 0.445	1

'Correlation is significant at the 0.01 level (2- tailed)

As shown in table 10, HRM practices have a significant correlation with job satisfaction and organization commitment ($P < 0.01$). This is in agreement with previous observations in similar studies (Guest et al., 1996, Boxall and Purcell, 2003). KCSE Performance was observed to have no significant correlation with job satisfaction, organizational commitment, and HRM practices, which is in contrast with most previous studies (Kraut, 1975; Mobley, 1982; Huczynski, 1985). There is a negative correlation between performance on the one hand and job satisfaction, organizational commitment and HR practice (table 10). As job satisfaction, organizational commitment and perception of HR practice increases, performance in KCSE decreases. This, as noted earlier, is not consistent with previous studies which have found a positive significant relationship between application of HRM practices and performance (Yousef, 2000; Yousef 1998). HRM practices, Job satisfaction and organizational commitment fail to explain performance in Dagoretti public schools. There is need to investigate further, factors in schools that drive performance. Perhaps some insights on prevailing circumstances in the poor performing schools can be obtained in table 6, where lack of facilities appear to be a major concern.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides conclusions on the findings of the study in relation to the research objectives. The chapter also outlines recommendations on the way forward based on the research findings.

5.2 SUMMARY AND CONCLUSIONS

Overall the research findings indicate that job satisfaction and organizational commitment of teachers in public high schools in Dagoretti Division range from high to very high. Job satisfaction was significantly correlated with organizational commitment ($r = 0.872$, $P < 0.01$). Gender had no significant correlation with job satisfaction and organizational commitment. Female teachers had a relatively higher job satisfaction and organizational commitment than their male colleagues. Job satisfaction and organizational commitment were found to be affected by the level of education. An increase in the level of education resulted in a decrease in satisfaction and commitment. Teachers with post graduate qualification were found to be the least satisfied and committed.

The respondents rating of application of HR- practices ranged between very high and moderate. HRM practices that had great influence on job satisfaction and organizational commitment were found to be different between schools and among groups of schools. Between 64 % and 80 % of teachers in high performing schools identified good student performance as the greatest contributor to their job satisfaction and organizational commitment while 60 % to 80 % of teachers in moderate to very low performing schools identified job itself. Team work was one of the practices that was highly experienced among all the schools ranging from 50% to 80% of the teachers. HRM practice was significantly correlated with job satisfaction ($r = 0.844$, $P < 0.01$) and organizational commitment ($r = 0.832$, $P < 0.01$). Human resource management practices have also been

shown in previous studies to be significantly correlated with job satisfaction and organizational commitment (Boxall and Purcell, 2003; Harry, 2001; Armstrong, 2005).

Performance in KCSE examination ranged from very high and very low. There was no significant correlation between KCSE performance on the one hand and job satisfaction and organizational commitment. The correlation was negative meaning that as teachers got more satisfied and committed the level of performance would drop. This was a puzzling observation and was not expected. It is not consistent with previous studies that have shown a significant correlation between performance, job satisfaction and organizational commitment (Kraut, 1975; Mobley, 1982; Hucrynski, 1985).

Some factors other than HRM practices were found to affect job satisfaction and organizational commitment. Some of the important factors were job itself, facilities and location of the school. Among the high performing schools, teachers' financial motivation was cited as a major practice that can increase job satisfaction and commitment (40% - 80%). For some schools high percentage of teachers cited access to the school and facilities. These responses had a pattern among groups of schools especially along performance. Among Low performing schools a higher number of teachers felt facilities were most important.

5.3 RECOMMENDATIONS

- The lack of significant correlation between performance in one hand and job satisfaction, organizational commitment and HRM practice on the other hand indicate that the reason for poor performance lies elsewhere. It is clear that there are other factors other than job satisfaction, organizational commitment and HRM practices that affect performance in schools in Dagoretti Division. There is need to conduct another study to establish these factors.
- Schools with high performance were found to have fair application of HRM practices. This observation should not be taken to mean that school management

can afford to play down HRM issues. It may well be something else is working for them and focusing on improving their HRM practices would boost further their performance. A high percentage of teachers in these schools cite financial motivation as a major way of enhancing job satisfaction and commitment. The schools board of governors in collaboration with parent teachers association can introduce a levy to cater for this kind of incentive.

- In an effort to increase job satisfaction levels as individuals acquire higher levels of educational, management might try to reward individuals by providing a structure for advancement. Management should be more flexible in work schedules by providing more challenges. Courses that enhance employees' job skills need to be encouraged.
- To attain a high level of job satisfaction and organizational commitment in Dagoretti public secondary schools, the following factors were found to be most important: Financial reward for good performance, teamwork, job itself, school facilities and transport from the main road to some of the schools.
- There is need to extend this study to other Divisions in Nairobi province and the rest of the country in order to find if the results obtained in this study will be replicated.

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APPENDICES

APPENDIX 1

TIME SCHEDULE

MONTH	ACTIVITIES
1	PROPOSAL WRITTING
2	RESEARCH WORK
3	DATA ANALYSIS & REPORT WRITING
4	REPORT & DEFENCE

APPENDIX 2

BUDGET

Research project fees	50,000
Research assistants	20,000
Stationary	5,000
Secretarial services	5,000
Traveling expenses	15,000
Total	95,000

APPENDIX 3

SECONDARY SCHOOL	NUMBER OF TEACHERS	KCSE MEAN SCORE					
		2002	2003	2004	2005	Mean	% Performance index
Dagoretti High School	39	7.222	7.668	7.661	7.669	7.6	63
Lenana School	54	8.684	8.386	8.525	9.218	8.7	73
Moi Girls, Nairobi	58	8.393	8.367	8.749	8.444	8.5	71
Mutuini Secondary	21	4.587	4.794	4.473	4.320	4.5	38
Nembu Secondary	20	4.054	4.298	4.143	4.892	4.3	36
Precious Girls	22	10.663	10.764	9.966	10.241	10.4	87
Ruthimitu Girls	20	2.588	3.150	3.063	3.417	3.1	26
Ruthimitu Mixed	24	3.883	3.583	3.259	3.516	3.6	30
Upper Hill	38	7.840	6.964	7.774	7.845	7.6	63

APPENDIX 4

LETTER OF INTRODUCTION

November 2006

Dear respondent,

MBA RESEARCH PROJECT

This questionnaire is designed to gather information on human management practices in public secondary schools in Dagoretti division, Nairobi province.

The study is being carried out for a management project paper as a requirement in partial fulfillment of the degree of Master in Business Administration, University of Nairobi.

Your responses will be treated as strictly confidential and in no instance will your name be mentioned in the report.

Your cooperation will be highly appreciated

Yours sincerely

Njenga Kariuki Isaac

MBA student

Prof. K'Obonyo

supervisor

APPENDEX 5

QUESTIONNAIRE

SECTION A

Name (optional);

School;

Gender;

Marital status;

Age;

Years taught;

Academic qualifications;

e.g. Degree, Postgraduate, Diploma

Professional qualification;

e.g. CPA, CPS, etc.

Kindly rate the statements presented in the following matrices on a scale of 1-5 by crossing the appropriate box and number. Where,

- 1- Strongly agree
- 2- Agree
- 3- Neither agree nor Disagree
- 4- Disagree
- 5- Strongly Disagree

Organizational Commitment Questionnaire:

	1 .Strongly Agree	2.Agree	3.Neither Agree nor Disagree	4. Disagree	5.Strongly Disagree
1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.					
2. I would accept almost any type of job assignment in order to keep working for this school.					
3. I find that my values and the school's values are very similar.					
4. I am proud to tell others I am part of this school.					
5. I could just as well be working in a different school as long as the type of work was similar.					
6. It would take very little change in my present circumstances to cause me to leave this organization.					
7. I am extremely glad that I chose this school to work for over others I was considering at the time I joined.					
8. There's not much to be gained by sticking with this school indefinitely.					
9. Often, I find it difficult to agree with this school's policies on important matters relating to its employees.					

10. I really care about the fate of this school					
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Job satisfaction questionnaire

	1 .Strongly Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Strongly Disagree
1. I have been passed up at least once for a promotion in the past few years.					
2. I spend parts of my day daydreaming about a better job.					
3. I find much of my job repetitive and boring.					
4. I am mentally and/or physically exhausted at the end of a day at work.					
5. I feel that my job has little impact on the success of the school.					
6. I have an increasingly bad attitude toward my job, boss, and employer.					
7. I am no longer given the resources I need to successfully do my job.					
8. I am not being used to my full capabilities.					
9. I have received no better than "fair" evaluations recently.					

10. I feel as though my boss and employer have let me down.					
11. I often feel overworked and overwhelmed.					
12. I am frequently stressed out at work.					
13. I live for weekends and days away from the job.					
14. I find myself negatively comparing my situation to my peers.					
15. I feel my bad days at work outweigh the good ones.					
16. I often experience a sensation of time standing still when I am at work.					
17. I have been told that I am becoming a more cynical person.					
18. I feel as though my employer has broken promises about my future with the organization.					
19. I have lost sight of my career goals and aspirations.					
20. I no longer feel valued for my work.					

HUMAN RESOURCE MANAGEMENT PRACTICES

SECTION B

	I.Strongly Agree	2.Agree	3.Neither Agree nor Disagree	4. Disagree	5.Strongly Disagree
1. Decision making process in this school is inclusive.					
2.The school/management goals and values are shared among organization members.					
3. Head of departments are supportive of their staff					
4. Good performance is recognized and rewarded					
5. Communication in the school is two way					
6. School management fulfills their promises.					
7. I am free to make suggestions without fear of victimization					
8.Due to management flexibility, teachers can make certain independent decisions regarding their job.					
9. We work as a team in my department					

10. A new teacher in the school is well oriented					
11. Parent Teacher association is supportive of teacher welfare programs.					
12. Board of Governors is supportive of teacher welfare programs					

SECTION C

1. What do you consider as the most satisfying aspect of your Job?

2. List three factors in order of importance that would make you reluctant to leave your current school.

3. What do you think could be done in your school to increase the teachers s level of job satisfaction.

4. What do you think could be done in your school to increase the teachers' commitment to the school