

**EMPLOYEE DISCRIMINATION AND JOB  
SATISFACTION OF TEACHERS IN PRIVATE  
INTERNATIONAL SCHOOLS IN NAIROBI**

**BY**

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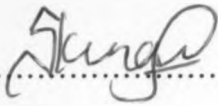
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## DECLARATION

This project is my original work and has not been presented for a degree in any other university.

Signed .....  .....

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

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## **DEDICATION**

To my family and friends for your support and encouragement.

## ACKNOWLEDGEMENT

I would like to thank God, through whose grace I have completed this project.

My sincere gratitude goes to Professor P.O. K'Obonyo for his support and guidance throughout the project.

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## **LIST OF TABLES**

## **PAGE**

Table 1	Demographics of the Respondents	23
Table 2	Job Satisfaction Scores	27
Table 3	Percentages of Schools with Discrimination Policies	28
Table 4	Job Satisfaction and Discrimination	29

**LIST OF FIGURES**

**PAGE**

Figure 1

Years of Operation

22

## **ABSTRACT**

The survey was carried out between 15<sup>th</sup> September, 2003 and 26<sup>th</sup> September, 2003. The study sought to establish the nature and extent of employee discrimination among teachers working in private international primary and secondary schools in Nairobi following the British International General Certificate of Secondary Education (I.G.C.S.E). The study also addressed the relationship between discrimination and job satisfaction of teachers.

The types of discrimination covered in the study were age, race and gender. The results of the survey indicated that discrimination does occur in private international schools due to the diversity of students and teachers employed in these schools. Gender discrimination is likely to occur especially in the primary sections and age discrimination is likely to occur in both primary and secondary sections. Race discrimination is rampant in schools where students and teachers belong to different races.

<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENT.....	iii
LIST OF TABLES.....	iv
LIST OF FIGURES .....	v
ABSTRACT.....	vi
<b>CHAPTER ONE.....</b>	<b>1</b>
INTRODUCTION.....	1
1.1 Background.....	1
1.1.1 Origin of Discrimination.....	1
1.1.2 Discrimination in Private Primary and Secondary Schools.....	2
1.1.3 Diversity in Organizations.....	4
1.1.4 Consequences of Discrimination.....	5
1.2 Statement of the Problem.....	6
1.3 Objectives of the Study.....	7
1.4 Importance of the Study.....	7
<b>CHAPTER TWO.....</b>	<b>9</b>
LITERATURE REVIEW.....	9
2.1 Discrimination.....	9
2.1.1 Main Forms of Discrimination.....	9
2.1.2 Main Types of Discrimination.....	10
2.2 Job Satisfaction.....	14
2.2.1 Determinants of Job Satisfaction.....	16
2.3 Link between Job Satisfaction and Discrimination.....	17
2.4 Gaps in the Literature.....	18
<b>CHAPTER THREE.....</b>	<b>19</b>
RESEARCH METHODOLOGY.....	19



3.1	Introduction.....	19
3.1.1	Location of the Study.....	19
3.1.2	Population and Sampling Techniques.....	19
3.1.3	Data Collection Procedures.....	19
3.1.4	Data Analysis Techniques.....	20
<b>CHAPTER FOUR.....</b>		<b>21</b>
<b>DATA ANALYSIS AND FINDINGS.....</b>		<b>21</b>
4.1	Introduction.....	21
4.2	Contextual and Personal Data Analysis.....	21
4.2.1	Number and Gender of Respondents.....	21
4.2.2	Age of Respondents.....	21
4.2.3	Years of Operation.....	22
4.2.4	Teaching Subjects and Subjects Trained to Teach.....	22
4.2.5	Non-teaching Responsibilities Assigned to the Teachers.....	22
4.2.6	Academic and Professional Qualifications.....	23
4.2.7	Demographics of the Respondents.....	23
4.3	Job Satisfaction Analysis.....	24
4.3.1	Race and Job Satisfaction.....	24
4.3.2	Relationship between Years Worked and Job Satisfaction.....	24
4.3.3	Race in Relation to Working Conditions.....	24
4.3.4	Gender in Relation to Working Conditions.....	25
4.3.5	Gender and Working Environment.....	25
4.3.6	Race and Working Environment.....	26
4.3.7	Job Satisfaction Scores.....	27
4.4	Discrimination Analysis.....	28
4.4.1	Policies against Discrimination.....	28
4.4.2	Extent of Racial Discrimination.....	28
4.4.3	Extent of Age Discrimination.....	28
4.4.4	Extent of Gender Discrimination.....	29
4.5	Association Between Employee Job Satisfaction and Discrimination.....	29

4.6	Findings of the Informal Interviews.....	31
4.5.1	Racial Discrimination and Effect on Job Satisfaction.....	31
4.5.2	Age Discrimination and Effect on Job Satisfaction.....	32
4.5.3	Gender Discrimination and Effect on Job Satisfaction.....	33
4.7	Problems Encountered in the Field.....	33

**CHAPTER FIVE**

**DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

5.1	Discussions.....	34
5.2	Conclusions.....	34
5.3	Suggestions for Further Research.....	35

<b>REFERENCES.....</b>	<b>36</b>
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**APPENDICES**

Appendix 1:	Letter of Introduction.....	39
Appendix 2:	Questionnaire.....	40
Appendix 3:	List of Private International Primary and Secondary Schools following the I.G.C.S.E. ....	47

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND

#### 1.1.1 Origin of Discrimination

Many forms of discrimination are due to perceived, rather than actual differences between gender, race or ethnic groups. These perceptions often reflect popular norms regarding socially appropriate and socially acceptable roles. These norms are an outcome of the process known as socialization.

As we grow up in a particular society we acquire values and attitudes that influence both our perceptions of others and our behavior. These values and attitudes are acquired or learned from others. They tend to be shared and they provide a base upon which group cohesion is developed. They not only provide a base for the formation and reinforcement of groups, but they also provide a base upon which groups are distinguished from each other. Each group has a shared set of values and attitudes that are to some extent distinct from those of other groups. We then tend to develop stereotypes of these other distinct groups that of course may or may not be accurate. We therefore ascribe to all members of that group as if they were one and which, as noted above, are likely to include perceptions of appropriate and acceptable roles for members of the other groups (Jargowsky, 1997).

In her article, "Time to put down the white man's burden" (Daily Nation, December 6, 2002), Betty Caplan states that she is a white woman and a former secondary school teacher in Kenya. She is 'boiling with rage' because 39 years after Kenya's independence, local people greet her with a smile and politeness because she belongs to the 'superior' white race. She also says that white people are shipped to Kenya to be 'professional bullies'. The attitude of the black people towards her is an indication that

they have been brought up to believe that a white person is more superior to them and hence, should be treated with respect.

In her work on cultures, Bernard (1976) suggests that in any society, “there is a men’s culture and a different women’s culture and that women are often not considered suitable for jobs traditionally filled by men, not because they are technically unable to perform the jobs but because they don’t carry the symbols, do not correspond to the hero, images, do not participate in the men’s culture; and vice versa.”

Kimani P., a Kenyan journalist narrates his experience in Britain. In his article “Reverse racism alive and well in Kenya” (Daily Nation, May 6, 2003), he explains that Kenyans in Britain were hesitant to be treated by doctors from other races. They were comfortable only when dealing with black medics. And, given to choose between a white and an Asian doctor, many said they would settle for a white. “Kenya’s historical struggles were focused as much on the so-called color bar, as they were on land and political independence. .... Kenya remains a color regulated nation”.

In Kenya, racial discrimination is likely to occur in many multinational organizations. The press (Daily Nation, January 14, 1987) reported a case of racial discrimination in the International Laboratory for Research on Animal Diseases (ILRAD). An expatriate working with the organization was accused of using ‘racial overtones and insulting Africans’. The Nairobi based ILRAD (now known as ILRI – International Livestock Research Institute) was also accused of systematically replacing Kenyan heads of departments with foreigners. This discrimination was reported to result in an internal power struggle between the local and foreign staff.

### 1.1.2 Discrimination in Private Primary and Secondary Education Institutions

Discrimination, especially racism has been a steady problem all through time. One of the most troublesome areas of racism is in places of education. Racism started in the United States of America when the colonialists traded certain goods for slaves. They had never

seen a black person before and thought of them as lower human beings because they did all of the colonialists' work for them. Since the blacks were so low, they were never given good quality education. Even in the 1700's, slaves were never taught how to read or write. Whites were believed to be better than blacks. Many high schools were either all whites or all blacks (Krant, 1975). Educating African-Americans was therefore not the priority.

Today there is no legal segregation in private international schools but a recent study revealed that most private schools remain segregated. In this day and age, there are many diverse groups and cultural backgrounds that populate the private international schools. With this greater number of people, there is naturally much tension arising. Whether they are against whites, blacks or any other groups, they cause many problems in the steady flow of education. At Rutgers University in February 2002, the president of Rutgers said that black students do worse on the Standard Assessment Tests (SATs) because they are inferior to other students, particularly white ones (Caver and Ancella, 2002).

Caplan (2002) says that some Kenyan private primary and secondary institutions have only one philosophy: 'Worship the White Man'. Children are pushed to complete their forms for entry to British and American universities where all the subjects are taught in English because they have to compete with native speakers. They do not know anything about African languages or any African history because these cannot fit into the British or American curriculum. The children do not question these social arrangements because that is what they have grown up with. Local teachers earn less than the expatriates; ".... Crumbs will do, because, like any poor person, they will be grateful for anything. They can manage without proper housing allowances or health insurance schemes." Despite having qualified local teachers, white teachers are shipped to Kenya to teach various subjects such as Music, Art and Sports.

Some countries including USA, Japan, Australia, have equal opportunity or anti-discrimination legislation. This legislation was enacted for two reasons:

1. For social justice (that is, to give legal support to the notion that all people in society should have equal opportunities to enjoy the benefits of that society).
2. For economic consideration; to encourage businesses to use human resources of the society most effectively, thus benefiting not only the business and the individuals, but also the society as a whole (Gilley, 2000).

### 1.1.3 Diversity in Organizations

Despite the issues raised by diverse work groups, difference itself is not a bad thing. Research shows that heterogeneous groups make better decisions than do homogenous ones. Diverse groups also tend to have better problem solving skills, are more creative, and deal more effectively with complex challenges. With the increased globalization of business, we need to be able to relate to numerous ethnic and racial constituencies. But because so many organizations manage differences poorly, they may not be reaping the benefits diversity can bring (Caver and Ancella, 2002).

Human resource practitioners have the responsibility of ensuring that the organization uses the staff efficiently and effectively in order to achieve strategic business objectives. All employees should be rewarded fairly and equitably for their contributions to the organization. Fair and equitable rewards include not only wages/salaries but also opportunities for training and career development and the provision for a working environment where all employees are treated with respect (Leat, 2001).

Treating employees fairly and equitably is not only ethical but also results in greater employee commitment and more productivity. Creating unanimity from a diverse workforce may be more of a challenge for human resource than it might appear. As several experts recently put it, "...There are two fundamental and inconsistent realities operating today with regard to diversity. One is that organizations claim they seek to maximize diversity in the workplace, and maximize the capabilities of such a diverse workforce. The other is that traditional human resources systems will not allow diversity,

only similarity”. These experts specifically refer to the fact that “employers traditionally hire, appraise and promote people who fit a particular image, the employers’ image of what employees should believe and act like. There is a corresponding tendency to screen out those who don’t ‘fit’. Establishing human resource programs that do more than just lip service to the goal of diversity may thus be a considerable challenge for many employers” (Leat, 2001).

Building employee commitment in an organization is very crucial. It involves creating a synthesis of employers’ and employees’ goals so that the latter want to do their jobs as if they own the company. This is also a way of creating competitive advantage. For example, two-way communication fosters commitment of employees. High commitment engages in actualizing practices with the aim of ensuring their employees have every opportunity to fully use all their skills and gifts at work and become all they can be (Powell,1998).

#### 1.1.4 Consequences of Discrimination

Organizations that fail to ensure equal opportunities for all employees can experience low staff morale, high turnover rates, low productivity, high absenteeism, high legal costs and a lot of conflicts (Stone, 2002).

Considerable financial liabilities can occur when an organization discriminates its employees. A report analyzing the awards given to employees who won suits between 1988 and 1992 had the following average awards broken down by type of case (Gomez-Mejia et al., 2001):

Age bias	\$ 302,914
Gender bias	\$ 255,734
Race bias	\$ 176,578

The organization’s image also suffers when discrimination charges are publicized.

It is commonly argued that job satisfaction among employees is influenced by many factors. Among these factors are gender, race and age. It is the co-relation between the above factors that more often than not is referred to as discrimination.

Managers have often believed that a satisfied employee is a motivated employee. The employee's attitude towards work and life in general influences the level of job satisfaction. The common job satisfaction facets include pay, promotion opportunities, fringe benefits, supervision, colleagues, job conditions, the nature of the work, communication and job security (Spector, 2000). A satisfied employee tends to be absent less often, make positive contributions and stay with the organization (Moorhead and Griffin, 1995). Therefore, job satisfaction is related to tenure, turnover, absenteeism and tardiness.

## **1.2 STATEMENT OF THE PROBLEM**

In most countries in the world, discrimination is likely to occur particularly in organizations. In many organizations, there is most likely one type of blatant discrimination that affects different groups of employees. Discrimination can be towards any group of people. This includes: black/ white, older/young employees, women/ men, majority/ minority, among others.

Discrimination in organizations is on the rise in many countries even at the dawn of the 21<sup>st</sup> century. Increased diversity has therefore placed tremendous demands on human resource management function. Private education institutions have not been spared by discrimination. Discrimination in private education institutions has some bad effects such as poor performance, lack of sense of responsibility and low job satisfaction.

Discrimination on employees is due to the following: compensation- determination of the pay and benefits of expatriates and local employees; stereotype judgment based on historical and cultural preconceptions; poor communication channels to address problems



related to bias and difference in cultural backgrounds of different employees (Beardwell and Holden, 2001).

However, no systematic study has been conducted to show the nature and magnitude of discrimination. This study therefore, was intended to fill this gap in knowledge.

The questions addressed were:

- What are the types of discrimination encountered by black Kenyans teaching in international primary and secondary schools in the country?
- What effect does such discrimination have on job satisfaction of the victims?

### **1.3 OBJECTIVES OF THE STUDY**

The objectives of this study were:

1. To establish different types of employee discrimination in private international primary and secondary schools in Nairobi.
2. To establish the relationship between discrimination and employee job satisfaction in private international primary and secondary schools in Nairobi.

### **1.4 IMPORTANCE OF THE STUDY**

Intense global competition and the need for more responsiveness put a premium on employee commitment. Employees also have the right to work in an environment free from discrimination, intimidation, ridicule and insult. It also makes sense to employ the best person for the job and to retain effective personnel, regardless of age, gender, race e.g. all organizations in private and public sectors need to manage diverse workforces. Therefore, attention to the issue of discrimination will make a real difference to the working lives of employees. It is expected that this study will be beneficial to the following people.

### 1. The Government

This study will provide an insight on a policy framework for fighting discrimination. The government can use the results of the study to come up with an anti-racism policy and an anti-discrimination policy.

### 2. The Employees (teachers)

The morale of the teachers will be boosted because, to them, the survey is an indicator that the school administration will be able to discourage and prevent discrimination in the workplace. The study will enlighten the employees on their rights.

### 3. The Employers

The study will provide an insight on a policy framework for implementing discrimination grievance procedures and eradicating any form of bias in organizations.

### 4. The Academia

The study is expected to benefit scholars who may wish to pursue further studies in this area.

### 5. The Trade Unions

The study will provide the trade unions with bases for fighting for teachers' rights.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 DISCRIMINATION

According to Dessler (1984), discrimination is the denial of opportunity, and or equal rights towards a certain group of people. It occurs when an employee is treated less favorably than other employees. The treatment is usually given for a reason relating to the person's race, gender, age, etc and that reason does not apply to other people.

Employers may discriminate in relation to:

1. Recruitment
2. Selection process
3. Terms and conditions of employment
4. Training or transfer opportunities
5. Employment benefits
6. Dismissal or any other disciplinary action

##### 2.1.1 Main Forms of Discrimination

Discrimination comes in two main forms:

###### *Direct discrimination*

This occurs when the employer treats a job applicant or existing employee less favorably on the ground of sex, race, age, etc. "...Direct discrimination is where you take assumptions about a person just because he happens to belong to a particular group of people as opposed to checking out their particular individual skills, ability and talents. It happens when you put a person labeled women, men, Lebanese and so on, rather than treating the person as an individual" (Beardwell and Holden, 2001). Direct

discrimination is treating a person or group less favorably than another person in similar circumstances.

### *Indirect discrimination*

It is a practice that appears inoffensive but that results in a person or group being disadvantaged. This occurs when four conditions are satisfied.

- (a) The employer imposes a condition which is not to all sexes/races
- (b) The proportion of the complaint's sexual, marital or racial group who can comply with the requirement/conditions is considerably smaller than the proportion of the other group, which can comply.
- (c) The requirement is not justifiable
- (d) It is to the complaint's detriment that they cannot comply

Indirect discrimination therefore reduces employment opportunities for people with particular characteristics even though the organization policies, procedures and practices may appear to be neutral.

## 2.1.2 Main Types of Discrimination

### 1. Age discrimination

This occurs when employers treat a person less favorably on the basis of age. It is also discrimination for an employer to determine one's compensation, terms, conditions or privileges of employment on the basis of age. Age discrimination can occur across the whole spectrum of employment and can affect both young and older employees. Age can also be a factor in employers deciding who should be selected for redundancy. Older people can be accused of lacking energy and flexibility, while young people can be accused of lacking experience.

Age discrimination can be either direct or indirect. The most obvious form of discrimination is where people hold strong, stereotypical views about a person's capabilities to do a job or to be developed because of their age. For instance an employer may regard all employees less than 23 years old as immature and incapable of managing older staff, even if they have the right qualification and experience for the job. On the

other hand, an employer could consider all those over 50 to be incapable of learning about new technology, because “that is something that youngsters pick up better” (Foot & Hook, 1996).

Age discrimination affects the younger workers of youth’s wages irrespective of ability. It can affect workers in their twenties through the tendency to set arbitrary age limits in job advertisements as substitute for a decision based on the merits of the applicants. It affects women over 35 and men over 40 who are trying to find new employment or change direction mid career. Older unemployed workers experience greater difficulties finding work and suffer longer periods of unemployment than other age groups (Foot & Hook, 1996).

Rosen and Jerdee (1976b) have made initial attempts to investigate age stereotypes. These investigations are similar to their earlier research on sex stereotype (Rosen and Jerdee, 1974). Stereotypes can be considered as learned expectancies, in both sex and age and each can be conceptualized within the social learning theory framework. Comments made by Rosen and Jerdee (1976b) also indicate tie-ins to efficacy and outcome expectations of older workers.

## 2. Racial discrimination

This occurs when an employer makes hiring, promotion and other decisions pertaining to the employee on the basis of race or skin color. It is usually as a result of historical or cultural stereotype preconceptions about a particular race.

Research on race discrimination and prejudice is very extensive. Gardiner (1972) points out that the large body of literature in the area lacks unifying theoretical framework. Several studies will be reviewed in order to demonstrate how they can be approached from a social learning theory framework.

Friedlander and Greenberg (1971) examined a predominantly minority male sample that had been classified as hardcore unemployed. They stated, “Indeed, the social structure as

it is represented by the climate in most organizations may be more a cause than a cure for the hardcore unemployed inappropriate work behavior.” The points Friedlander and Greenberg raised have tie-ins to social learning theory.

Kraut (1975) examined a small sample of black employees (n=15) who entered predominantly white jobs. This group had relatively good experience, but Kraut’s discussion covered areas of concern that are identical to female employment issues. These include customer acceptance, social activities, affirmative action and promotion of the marginal employee. These are similar concerns that can result from belittling and isolation.

Alderfer et al. (1980) discussed race relations in terms quite similar to those used by Bandura (1977) in his explanation of reciprocal determinism. Stereotypes and information networks are two areas of race discrimination that have direct counterparts in the sex discrimination area.

Gomez-Mejia et al. (2001) pointed out that “the difference in attributions and descriptions of individuals are stark. White interviewers are much more likely to describe negative behavior from ethnic minority individuals, whereas ethnic minority interviewers are just as likely to discuss good and poor performance from ethnic minority and white staff alike.”

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There are two type of race discrimination in the work place.

- a) Disparate treatment
- b) Disparate impact

Disparate treatment is treating a person differently because of a protected class or race. Disparate impact discrimination is where some type of company policy excludes a certain individual from a job or from a promotion (Foot and Hook, 1996).

“...Ugly vestiges of racism still persist in many workplaces. Racial discrimination and harassment is being tolerated at dozens of prestigious companies... it takes considerable

courage for workers to file a discrimination suit, knowing they will likely face further hostility from managers and coworkers” (Labor Talk 2001, [www.laboreducator.org](http://www.laboreducator.org)).

### 3. Sex discrimination

Sex discrimination occurs in the workplace when coping strategies utilized to deal with integration of females into the workplace provide differential treatment for females (Spector, 2000). Different forms of sex discrimination are presented below.

#### (a) Blatant Discrimination

Terborg and Ilgen (1975), used an in basket simulation to examine occupational sex discrimination. They conceptualized sex discrimination as having two components. The first is access discrimination in which “non -job related limitations are placed on an identifiable subgroup at the time a position is filled”. This is what Bernard (1976) calls a “blatant” form of discrimination.

The second component of sex discrimination is treatment discrimination. This refers to “invalid differential treatment of subgroup members once they have gained access to the organization. Forms of treatment include differential pay rates and differential assignment of tasks.

Terborg and Ilgen (1975) found that differential treatment on the job resulted in the assignment of females to routine jobs significantly more than to challenging jobs. Sex role stereotypes have been offered as reasons for those blatant discrimination practices O’Leary (1974), for example, has stated that there are myths regarding the competencies and commitment of women workers. Although these myths have been shown to have no factual basis, they may bias the expectancies of both men and women.

Nieva and Gutek (1980) noted, “When there is little concrete information concerning an individual to be evaluated, those doing the evaluation resort to group membership characteristics (sex) as a basis for the evaluation”. Terborg and Llegan (1975) states that research has been inconsistent with regard to a sex stereotype explanation for sex discrimination, and he provides an alternative explanation.

### (b) Subtle discrimination

Bernard (1976) elaborates on subtle forms of discrimination that she feels can be more damaging than access discrimination or other forms of blatant discrimination practices. Subtle treatment discrimination would affect females' efficacy expectations through the more potent sources of induction of self-efficacy.

Bernard distinguishes between two general categories of subtle discriminatory behavior based on her and other's informal observation. These are:

- a) The stag effect
- b) The putdown effect

The stag effect involves avoidance of females or the isolation of females from the same attention received by males. A female may encounter difficulties finding a mentor and, if she does, she may be assigned to tasks that are different from those assigned to male protégés. In this case, dysfunction expectancy learning will occur for the female because she does not acquire skills necessary for performance of professional duties.

The putdown effect includes "belittling" comments made by males about females and exclusion behavior in which females are not included as social peers in the informal structure. This exclusion prevents females from observing behavior that may be of use to them. Bernard (1976) states that these discriminating behaviors can have damaging consequences. They can interfere with a woman's position in the communication system.

Terborg's review of women in management also addresses the effects of more subtle forms of discrimination. He states, "Not having access to the informal network of liaison and contacts represents a subtle but perhaps effective method of discrimination" (1977).

## **2.2 JOB SATISFACTION**

Job satisfaction can be defined as the favorableness or unfavorableness with which employees view their work (Lawler III, 1971). Job satisfaction mainly looks at the extent to which employees have positive or negative attitude towards their work.



An attitude is an individual employee's feeling (satisfaction, indifference or dissatisfaction) towards a specific subject situation, object or person. Job satisfaction is the net result of the good or poor attitude held by an individual employee at a given period of time. It is subject to swings from one extreme to the other but usually reverts to a fairly stable level that can be good or poor (Mwaura S.M, 1993).

In recognition of this critical role of job satisfaction in the organization set up, numerous studies have been done on the subject. "...Over 3300 studies on job satisfaction have been published mainly because it (job satisfaction) forms a cornerstone in the inquiry into the psychology of motivation, preference and attitudes" (Locke, 1963).

A number of these studies found very high satisfaction levels among the workers and the findings were queried on the basis that workers could not possibly be all that satisfied with their jobs. For instance, a national survey in the US that was conducted over a number of years during the 1970s revealed that job satisfaction was always in the range of 81% to 91% of the workers. (Cooper, 1979)

Brockman (1971) explained this positive skewness of the findings with the suggestion that job satisfaction surveys actually measure life satisfaction (as opposed to job satisfaction). They claimed that the findings were biased because one cannot develop a measurement that successfully excludes all the satisfactions that are not job related.

Theories used to explain job satisfaction include:

1. Maslow's hierarchy of needs
2. Equity theory
3. Value theory
4. Discrepancy theory
5. Vroom's expectancy theory
6. Herzberg's two factor theory

Hertzberg (1959) emphasized that he was researching on the overall satisfaction of the worker. He concluded that workers derived satisfaction (and hence motivation) from achievements that are centered on job content, such as:

- Responsibility
- Autonomy
- Self esteem or self actualization
- Leadership
- A challenging job

Reward as a variable has been introduced in the relationship between performance and job. Present rewards to the workers are reflected in added performance and satisfaction that come at a later time. There is evidence to support the proposition that pay causes satisfaction (Brockman, 1971). In his study, Brockman found that organizational factors that had a significant impact on the pay satisfaction relationship could early be condensed to three, namely;

- Social comparison. This is how a worker compared his salary to that of a referent person.
- Actual pay
- Wage history i.e. the level of pay the worker was getting in his previous jobs.

These researchers found that social comparison explains about 40% of the observed relationship between pay and satisfaction, while the other two factors each accounted for 13% of the variation.

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### 2.2.1 Determinants of Job Satisfaction

The most common determinants of job satisfaction include race, age, working conditions, control of work, establishment size, financial rewards, public image of the work place, promotion opportunities, work content and attitudes of the co-workers (Futrell, 1979).

### 2.3 LINK BETWEEN JOB SATISFACTION AND DISCRIMINATION

Discrimination has a direct relationship with employee job satisfaction. A black manager narrated his experience with his white boss. "...Despite my solid track record, my 15years experience, my new colleagues appeared to have little interest in my business expertise. Instead, they seem to have assigned me some special role: official interpreter of minority concerns for the organization. I have been made to feel that my white colleagues and bosses don't know how frustrated I often am. How frustrated we African-Americans often are – by the lack of acknowledgement or apparent understanding of how our experience in the workplace differs from yours, and how it affects not just our morale but the health of the organization overall..." (Caver and Ancella, 2002)

"...For now, I would like to describe to you the miasma that surrounds black managers in our everyday working lives and help you to understand how it can erode my productivity and our relationship in an insidious way..." (Caver and Ancella, 2002)

All types of discrimination in the work place, eg. age, gender and race discrimination occur when an employer discriminates an employee in relation to aspects concerned with salaries, training and development, contracts, selection and recruitment, etc. An employee who realizes that he/she is discriminated against his/her colleagues becomes demoralized and may lose the desire to work in that particular organization. Dessler (1984) states "if employees believe that greater effort does not result in greater rewards, then, generally speaking, greater effort will not be forthcoming. On the other hand, if employees do see a direct relationship between efforts and rewards, then greater effort will result."

It is therefore important to note that all employees would like to be treated fairly irrespective of their age, gender or race. Stone (2002) observed that an employee's view of fair monetary and non-monetary compensation is obviously subjective, yet it is critical in determining their behavior.

Research in job satisfaction usually involves dealing with matters of a subjective nature, and this means that results are difficult to evaluate. However, various people have come up with different scales, which can be utilized to measure job satisfaction. The Likert scale ranging from 1 = “very dissatisfied” to 4 = “very satisfied” is one of the most common scales adapted for measuring job satisfaction.

## **2.4 GAPS IN THE LITERATURE**

Various studies have been carried out, especially in the field of racial and gender discrimination in several countries. Countries that have carried out the above research include South Africa, which mainly concentrated on apartheid issues, America that highlighted on discrimination of the blacks against whites, etc.

Studies have also been carried out in many countries concerning job satisfaction. However, no research has been done in Kenya on the relationship between discrimination and job satisfaction. In the light of the above problem, my research encompassed research on the relationship between discrimination and job satisfaction.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter sets out the research methodology used to meet the objectives of the study. It is subdivided into four sections; location of the study, the population and sampling techniques, data collection procedures and data analysis techniques.

##### **3.1.1 Location of the Study**

The study was carried out in private international primary and secondary schools following the International General Certificate of Secondary Education (I.G.C.S.E.) curriculum in Nairobi.

##### **3.1.2 Population and Sampling Techniques**

The population of this study comprised of all international schools. Out of the 21 international schools in Nairobi following the International General Certificate of Secondary Education, 18 were selected. The schools selected had both the primary and secondary sections. The 3 schools that were left out had either a secondary section or a primary section only. The sample size consisted of 4 teachers from each school; one black male and female, and white male and female. This was done in order to capture data dealing with gender and race issues.

##### **3.1.3 Data Collection Procedures**

A structured questionnaire was developed and was used for collecting primary data. The questionnaire was distributed in the targeted institutions and was targeted for four

teachers (one black male teacher, one female black teacher, one male white teacher and one female white teacher).

At each school, the head-teacher was approached to give authority to access the teachers. A brief session on filling of the questionnaire was held and then the questionnaire was left with the teachers. This gave them a chance to fill them at their free times. For confidentiality purposes the teachers were asked not to write their names on the questionnaires. Envelopes were also provided. These envelopes were then picked up a day or two after the questionnaires were given out.

#### 3.1.4 Data Analysis Techniques

Descriptive statistics was used to analyze the data. The questionnaires were then taken in for data entry and analysis process. Data entry was done using Epidata program while descriptive analysis was managed using SPSS program which included percentages, proportions, mean scores, Chi-square and cross tabulations.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1 INTRODUCTION**

144 questionnaires were distributed. However, 87 questionnaires were collected back. The difference in number was due to the fact that some teachers especially white teachers were reluctant to fill the questionnaires. Some even commented that discrimination was a sensitive issue and were therefore not willing to fill the questionnaire. In one school, there was only one black teacher employed in the institution and the rest were all whites. In this case, only three questionnaires were issued. In schools where there were black teachers only, two questionnaires were issued.

#### **4.2 CONTEXTUAL AND PERSONAL DATA ANALYSIS**

##### **4.2.1 Number and Gender of Respondents**

Among the 87 respondents who returned their questionnaires, 43 were male teachers and 44 were female teachers. The female teachers were 25 blacks, 15 whites and 4 Asians. The male teachers were 20 blacks, 15 whites and 8 Asians.

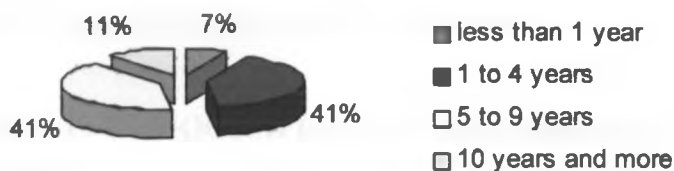
##### **4.2.2 Age of Respondents**

5% of the respondents were 24 years and under, 17% were 25 to 29 years, 54% were from 30 to 39 years, while 24% were 40 years and above.

### 4.2.3 Years of Operation

7% of the respondents had worked for the institution for less than a year, 41% for 1 – 4 years, 41% for 5 – 9 years and 11% for 10 years and more. The following is a pie chart representation of the years worked by the teachers.

**FIGURE 1 : YEARS OF OPERATION**



### 4.2.4 Teaching Subjects and Subjects Trained to Teach

The various subjects taught by the respondents included Business Studies, English Physical Education, Science, Geography, Art, History, Business Studies and Accounting. 80% of the teachers in secondary schools taught the subjects they had been trained to teach, whereas 40% of the primary school teachers taught the subjects they had been trained to teach. 60% of the primary school teachers were obliged to teach other subjects besides the ones they had been trained to teach.

### 4.2.5 Non-teaching Responsibilities Assigned to the Teachers

These included class tutor, choir mistress, pastoral care, coordinator, staff welfare, class auditor and class counselor.



#### 4.2.6 Academic and Professional Qualifications

8% of the correspondents had masters degree qualifications. Excluding the holders of masters degrees, 73% had undergraduate degrees and 27% had various diploma qualifications

#### 4.2.7 Demographics of the Respondents

Table 1 below represents the percentage composition of the respondents in terms of gender, race, age and academic qualifications.

**TABLE 1 : DEMOGRAPHICS OF THE RESPONDENTS**

<b>GENDER</b>	<b>COMPOSITION (%)</b>
Male	49%
Female	51%
<b>RACE</b>	<b>COMPOSITION (%)</b>
White	34%
Black	52%
Asian	14%
<b>AGE</b>	<b>COMPOSITION (%)</b>
24 years and under	5%
From 25 to 29 years	17%
From 30 to 39 years	54%
From 40 years and above	24%
<b>RACE AND GENDER</b>	<b>COMPOSITION (%)</b>
White male	17%
White female	17%
Black male	23%
Black female	29%
Asian male	9%
Asian female	5%
<b>ACADEMIC AND PROFESSIONAL QUALIFICATIONS</b>	<b>COMPOSITION (%)</b>
Masters Degree	8%
Undergraduate Degree	73%
Diploma	27%

## **4.3 JOB SATISFACTION ANALYSIS**

### **4.3.1 Race and Job Satisfaction**

Of all the black teachers that filled the questionnaire 80% of them were satisfied with their jobs while 20% were not satisfied. All the white teachers who filled the questionnaires were satisfied with their jobs. There were many factors that contributed to the satisfaction and these were autonomy in work, performance recognition, well behaved students, good working environment and perfect working hours, to mention but a few. There were also those factors that contributed to the dissatisfaction, including retirement policy and fringe benefits, accommodation policies and racism from colleagues, parents and students.

### **4.3.2 Relationship between Years Worked and Job Satisfaction**

Majority of the teachers interviewed seem to have worked between 1 to 4 years in any given institution. All of these were satisfied with their job. Of the teachers who have worked between 5 to 9 years, 66% of them were satisfied with their job while 33% were dissatisfied. All the white teachers who had worked between 5 to 9 years were satisfied with their job. This goes to say that as the years progress, job satisfaction dwindles and especially so with the black teachers.

### **4.3.3 Race in Relation to Working Conditions**

10% of black teachers were highly satisfied with the accommodation policy in comparison to 40% white teachers. 25 % of black teachers were highly satisfied with their salaries in comparison to 40% of white teachers. 20% of black teachers were highly satisfied with the fringe benefits that they got while 40% of white teachers felt the same. 15% of black teachers were highly satisfied with the retirement benefits while 40% of white teachers were also satisfied with the retirement benefits. Of all the black teachers that filled the questionnaire 60% felt highly satisfied with their leave allowance. On the

other hand, all white teachers were satisfied with their leave allowance. 25% of black teachers were highly satisfied with the number of working hours that they get while 60% of the white teachers were of the same opinion. 55% of black teachers were moderately satisfied with working hours while 40% of the white teachers were moderately satisfied.

#### 4.3.4 Gender in Relation to Working Conditions

Male teachers who filled the questionnaire accounted for 30.8% of those that were highly satisfied with the accommodation policy while only 14.3% were female teachers who did the same. However, there were 23.1% males who were moderately satisfied in comparison to 21.4% females who were moderately satisfied.

53.8% of the males that participated in this research were highly satisfied with their salaries while 7.1% of the females were highly satisfied. 38.5% of the males were highly satisfied with their fringe benefits and retirement benefits as well while 14.3% of the females felt the same. 3.1% of males however were moderately satisfied with the fringe benefits and retirement benefits in comparison to 7.1% of females who felt the same. Both genders were highly satisfied with their leave days with only a 2.2% difference. 46.2% of males were highly satisfied with their working hours while 28.6% of the females felt that their working hours were good.

#### 4.3.5 Gender and Working Environment

##### *Relations with Administration*

In teaching related matters which involve day to day work environment, 69.2% of male teachers felt highly satisfied with the professional interactions with the administration while 28.6% of the females felt the same. 7.7% of the males were slightly satisfied compared to 35.7% of females who were slightly satisfied.

### *Relations with Members of the Same Race*

69.2% of male teachers felt highly satisfied in relating to teachers of the same race. 57.1% of female teachers felt they were highly satisfied with the same. 7.1% of female teachers felt slightly satisfied while 7.7% of male teachers felt highly dissatisfied.

### *Inter-race Relations*

69.2% of male teachers felt that they were highly satisfied with relating to teachers of a different race while 57.1% female teachers felt the same. About 7% of teachers who filled the questionnaire were highly dissatisfied with their relations with teachers from different races.

A significant drop was noted in black teachers as 35% of them felt that relations with teachers from other races were highly satisfying. On the other hand all white teachers that filled the questionnaires felt that relations with teachers from other races were highly satisfying.

### *Performance Evaluation*

28.6% of the female teachers felt highly satisfied with the way performance evaluation was carried out. This was low compared to 61.5% of male teachers who felt the same about job performance evaluation. Indeed, 21.4% of the female teachers felt highly dissatisfied with the evaluation process in comparison to 7.7% of male teachers.

## 4.3.6 Race and Working Environment

### *Relations with Administration*

35% of all black teachers felt that relations with the administration were highly satisfactory while 80% of white teachers felt the same.

### *Job Performance Evaluation*

60% of white teachers felt moderately satisfied with the evaluation process while in comparison, a partly 15% of the black teachers felt the same. None of the white teachers was either slightly satisfied or highly dissatisfied while 20% of black teachers felt either.

#### 4.3.7 Job Satisfaction Scores

The table 2 below summarizes the research findings on job satisfaction.

**TABLE 2 : JOB SATISFACTION SCORES**

<b>FACTORS DETERMINING JOB SATISFACTION</b>	<b>MEAN SCORE</b>
<b>Working Conditions</b>	
Retirement benefits	3.00
Accommodation policy	3.30
Fringe benefits	3.33
Number of non-teaching assignments	3.70
Salary	3.85
Number of working hours	4.07
Leave	4.44
<b>Teaching Related Matters</b>	
Promotion policies	3.23
Methods used to promote teachers	3.42
Methods used to evaluate teachers' performance	3.85
Job security	3.89
Social relationships with administration	3.93
Availability of resources	3.93
Social relationships with teachers of different races	4.04
Professional relationships with teachers of different races	4.11
Professional relationships with administration	4.19
Professional relationships with teachers of the same race	4.48
Social relationships with teachers of the same race	4.56
<b>Occupation Related Matters</b>	
Availability of opportunities for advancement	3.33
Attitude of parents towards teachers	4.07
Challenges from a teacher's work	4.12
<b>Student Related Matters</b>	
Attitude of students towards learning	4.07
General behavior of students within the institution	4.26
Methods used in reporting students' misconduct	4.26
Relationship with students	4.59

## 4.4 DISCRIMINATION ANALYSIS

### 4.4.1 Policies Against Discrimination

5% of the respondents said their school had a policy against discrimination based on race, 17% had one based on age and 26% had one based on gender. Table 3 represents the percentages of schools with discrimination policies.

**TABLE 3: PERCENTAGES OF SCHOOLS WITH DISCRIMINATION POLICIES**

TYPE OF DISCRIMINATION POLICY	%AGE OF SCHOOLS WITH POLICY
Race Policy	5%
Gender Policy	26%
Race Policy	17%

### 4.4.2 Extent of Racial Discrimination

80% of black teachers claimed that race had an influence on aspects such as determination of salary and fringe benefits, accommodation policy, job security, disciplinary procedures, and to a great extent, social inter-racial interactions among colleagues and attitude of parents towards teachers. All white teachers said that race did not have any influence on the above factors.

### 4.4.3 Extent of Age Discrimination

93% of black teachers and 96% of white teachers said age did not have any influence on aspects such as salary, fringe benefits, promotion of teachers, etc. However, 27% of all teachers said that social interactions among teachers were influenced by age. 36% said that attitude of parents and students towards teachers was influenced by age.

#### 4.4.4 Extent of Gender Discrimination

82% of teachers teaching in the primary school sections agreed that gender was an important factor in class allocation especially in the lower classes. 92% of teachers in the secondary sections felt that gender did not have any influence on any factors.

### 4.5 ASSOCIATION BETWEEN EMPLOYEE JOB SATISFACTION AND DISCRIMINATION

A Chi-square test of association was performed to test for the significance of the difference between job satisfaction and discrimination scores. The results are presented in table 4.

**TABLE 4 : JOB SATISFACTION AND DISCRIMINATION**

<b>To what extent does race play a role in the following?</b>	<b>Significance</b>
Methods used to evaluate performance	0.001 **
Attitude of students towards you	0.01 *
Professional interactions with teachers of the same race	0.02 *
Social interactions with administrators	0.06
Professional interactions with teachers of different races	0.07
Fringe benefits	0.10
Professional interactions with administrators	0.10
Promotion of teachers	0.11
Leave	0.11
Teachers' job security	0.11
Number of working hours	0.13
Social interactions with teachers of different races	0.13
Social interactions with teachers of the same race	0.16
Number of non-teaching assignments	0.17
Teachers' access to resources	0.20
Disciplinary procedures for teachers	0.21
Attitude of parents towards teachers	0.22
Teachers' involvement in decision making	0.27
Terms and conditions of service for teachers	0.29
Employment opportunities in school	0.30
Retirement benefits	0.39
Teachers' opportunities for further training overseas	0.56
Salary	0.73
Teachers' accommodation policy	0.73
<b>To what extent are the following influenced by age?</b>	<b>Significance</b>
Methods used to evaluate performance	0.001 **
Professional interactions with administrators	0.004 **
Teachers' job security	0.005 **

Teachers' involvement in decision making	0.02 *
Disciplinary procedures for teachers	0.02 *
Social interactions with teachers of the same age group	0.04 *
Social interactions with teachers of different age groups	0.04 *
Professional interactions with teachers of different age groups	0.05 *
Number of working hours	0.08
Number of non-teaching assignments	0.08
Promotion of teachers	0.09
Teachers' accommodation policy	0.09
Salary	0.10
Terms and conditions of service for teachers	0.11
Professional interactions with teachers of the same age group	0.11
Attitude of students towards teachers	0.16
Employment opportunities in school	0.18
Social interactions with administrators	0.18
Fringe benefits	0.26
Retirement benefits	0.26
Attitude of parents towards teachers	0.29
Teachers' access to resources	0.75
Leave	0.79
Teachers' opportunities for further training overseas	0.85
<b>To what extent are the following influenced by gender?</b>	<b>Significance</b>
Promotion of teachers	0.01 *
Professional interactions with teachers of the same gender	0.02 *
Attitude of parents towards teachers	0.02 *
Attitude of students towards teachers	0.02 *
Leave	0.04 *
Professional interactions with teachers of different gender	0.06
Disciplinary procedures for teachers	0.07
Professional interactions with administrators	0.11
Social interactions with teachers of different gender	0.11
Teachers' opportunities for further training overseas	0.17
Teachers' accommodation policy	0.18
Social interactions with teachers of same gender	0.36
Employment opportunities in school	0.47
Number of working hours	0.50
Teachers' job security	0.50
Methods used to evaluate performance	0.50
Social interactions with administrators	0.51
Number of non-teaching assignments	0.75
Terms and conditions of service for teachers	0.83
Salary	0.84
Fringe benefits	0.90
Retirement benefits	0.90
Teachers' involvement in decision making	0.90
Teachers' access to resources	1.00

\* Significant at  $P \leq 0.05$

\*\* Significant at  $P \leq 0.01$



Using the significance level of 0.05, it is determined that a number of categories in race play key roles in affecting job satisfaction. These are: methods used to evaluate teachers performance, attitude of students towards teachers and professional interactions with teachers of the same race.

Categories of discrimination based on age revealed the following as likely causes of job dissatisfaction: methods used to evaluate teachers' performance, professional interactions with administrators, teachers' job security, involvement in decision making, disciplinary procedures, social and professional interactions between teachers of similar or different age groups.

Categories of discrimination based on gender revealed that promotion of teachers, professional interactions with teachers of the same gender, attitude of students and parents towards teachers and leave as likely contributors to job dissatisfaction.

With a significance level of 0.01, chi-square findings reveal that a very high percentage of teachers that participated in this study are highly dissatisfied with their job due to methods used to evaluate their performances, professional interactions with administrators and teachers' job security.

## **4.6 FINDINGS OF THE INFORMAL INTERVIEWS**

### **4.6.1 Racial Discrimination and Effect on Job Satisfaction**

A few black teachers cited incidences where parents doubted their credibility due to their race. Parents, even black parents, preferred enrolling their children in classes taught by white teachers. In one school, there was only one teacher and the reason given was that the presence of white teachers attracted more parents to the school and it was therefore a competitive advantage. Black teachers who said that they were dissatisfied with their jobs gave the reason as racial discrimination. They felt this way, because inspite of them having the necessary qualifications and experience, there were still some signs of

discrimination in terms of pay, benefits, recognition and social interactions with teachers of different races.

Regarding the accommodation policy, majority of the black teachers stated that there was racial discrimination because white teachers were offered apartments close to the school whereas black teachers were given housing allowances that did not tally with the cost of the apartments given to the white teachers.

The white teachers and Asian teachers said that they were satisfied with their salaries and other benefits. The black teachers who were not satisfied with their salaries and benefits complained that the white teachers had better salaries and yet they were equally as qualified as the white teachers.

Black teachers teaching in schools that had only black teachers said that social and professional interactions with the administrators and also with colleagues were satisfactory. Black teachers working in an interracial community said that race influenced social and professional interactions with both the administrators and the colleagues. There was blatant racism especially when socializing with fellow teachers of different races. Disciplinary procedures were also inconsistent and this depended on the race of the teacher.

#### 4.6.2 Age Discrimination and Effect on Job Satisfaction

Majority of the teachers stated that age did not have any influence on salary, fringe benefits, promotion of teachers, accommodation policy or leave. A large percentage of teachers said that age was a factor when it came to socializing with fellow teachers. They preferred socializing with teachers of the same age group. The students also interacted with their teachers differently depending on the teacher's age. Some parents were reported to have raised concern whenever the administration hired too many young teachers. Students, on the other hand felt they could communicate with younger teachers more effectively, while parents felt that younger teachers did not have enough experience

to discipline their children. Younger teachers felt that age discrimination had an effect on job satisfaction especially when parents doubted their credibility.

#### 4.6.3 Gender Discrimination and Effect on Job Satisfaction

Gender discrimination was only cited by teachers working in the primary schools. They stated that preference was given to female teachers in the allocation of lower classes in the primary sections. Gender discrimination did not have a lot of impact on job satisfaction and most teachers felt that female teachers were better suited to teach the younger students because they were able to provide a “mother figure”. Majority of the teachers in the secondary sections said that gender had no influence on class allocation.

### 4.7 PROBLEMS ENCOUNTERED IN THE FIELD

There were numerous problems that were encountered during the collection of data. Many teachers were not ready to fill the questionnaires immediately but they requested for later collection. In this case, the return journeys increased because most questionnaires were not ready within the agreed time.

There was a general lack of enthusiasm in filling the questionnaires and that was due to suspicions and sensitivity of the topic. This was noticeable especially from the white teaching fraternity.

Accessibility to the schools especially from the main gates was a problem. This was noticeable in schools where security threat was rated as the biggest reason why easy access was denied. It was also difficult to get to the heads of schools through the secretaries.

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 DISCUSSIONS**

Although studies have not been carried out to find the relationship between employee discrimination and job satisfaction, separate studies have been carried out on employee discrimination and others on job satisfaction. Results of these studies indicate that discrimination is due to perceived differences between gender, race or age as a result of socialization as also indicated in earlier studies. Teachers are also likely to experience discrimination in the schools they work in especially if employers hire, appraise and promote teachers who fit in a particular image.

As indicated by Stone (2002), schools also experience “low staff morale, high turnover rates, low productivity and job dissatisfaction” once they subject the teachers to any kind of discrimination. It is therefore necessary for the management to come up with proper policies against discrimination in order to ensure that all employees are treated equally irrespective of age, gender or race.

#### **5.2 CONCLUSIONS**

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In conclusion, this project found that discrimination does exist in private international primary and secondary schools. The different types of discrimination captured in the study were race, age and gender. Racial discrimination was seen to a large extent in schools that had staff members and students of different races. In such cases, the race of a teacher had an influence on salary, fringe benefits, terms and conditions of service, professional and social interactions with other teachers and administrators, disciplinary procedures and attitude of parents and students towards teachers. Age discrimination was seen in both primary and secondary sections to a little extent. This had an influence on social interactions among teachers. Teachers preferred interacting socially with teachers

of the same age group. Gender discrimination was seen at a moderate extent in the primary sections. This had an influence on class allocation.

This project also found that discrimination, especially racial discrimination had an effect on job satisfaction. The respondents indicated that some of the factors that caused their job dissatisfaction or job satisfaction were related to the presence or absence of discrimination within the school.

### **5.3 SUGGESTIONS FOR FURTHER RESEARCH**

This study was carried out in Nairobi, and the population of interest was all private primary and secondary schools following the British International General Certificate of Secondary Education (I.G.C.S.E). The study could be replicated to a larger sample in the various districts within the country in order to see if the findings will be similar.

The findings of this research also indicate that further research needs to be carried out using other variables that were not captured in the study.

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***APPENDIX 1***

***LETTER OF INTRODUCTION***

P.O. BOX 55437,  
NAIROBI.

Dear Sir/Madam,

**RE: RESEARCH ON EMPLOYEE DISCRIMINATION AND JOB  
SATISFACTION OF TEACHERS IN PRIVATE INTERNATIONAL  
SCHOOLS IN NAIROBI**

I am a student at the University of Nairobi pursuing a Master of Business Administration degree. I am undertaking the above research project as part of the academic requirements. I would be grateful if you could spare some time and fill the attached questionnaire.

The information you give will be treated with utmost confidentiality, and will be used solely for this research. Upon completion of this questionnaire, kindly enclose it in the envelope provided, and I will pick it from your office.

Thank you for your co-operation.

Yours sincerely,

---

Stella Kingori  
**MBA STUDENT**



\_\_\_\_\_

8) Other non-teaching responsibilities assigned to you (please list below)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9) Your academic and professional qualifications

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SECTION B

### Job Satisfaction

1) Are you satisfied with your job? (Tick appropriately)

( ) Yes                      ( ) No

2) If your reply is YES in (1) above, name some factors that contribute to your job satisfaction

\_\_\_\_\_  
\_\_\_\_\_

3) If your reply is NO in (1) above, name some factors that contribute to your job dissatisfaction

\_\_\_\_\_  
\_\_\_\_\_

4) Please rate your level of satisfaction with each of the following by ticking appropriately.

No.	Statement	Highly satisfied	Moderately satisfied	Slightly satisfied	Moderately dissatisfied	Highly dissatisfied
	<b>WORKING CONDITIONS</b>					
1	Accommodation policy					
2	Salary					
3	Fringe benefits					
4	Retirement benefits					
5	Leave					
6	Number of working hours					
7	Number of non-teaching assignments					
	<b>TEACHING RELATED MATTERS</b>					
1	Professional relationships with administrators					
2	Social relationships with administrators					
3	Professional relationships with teachers of the same race					
4	Social relationships with teachers of the same race					
5	Professional relationships with teachers of different races					

6	Social relationships with teachers of different races					
7	Methods used to evaluate teachers' performance					
8	Methods used to promote teachers					
9	Promotion policies for the teachers					
10	Job security					
11	Availability of resources eg. computers, audio-visual equipment, etc.					
	<b>OCCUPATION RELATED MATTERS</b>					
1	Attitude of parents towards teachers					
2	Challenge from your work					
3	Availability of opportunities for advancement					
	<b>STUDENT RELATED MATTERS</b>					
1	Relationship with students					
2	Attitude of students towards learning					
3	General behavior of students within the institution					
4	Methods used in reporting students' misconduct					

## SECTION C

### Discrimination

1. Does your school have a policy against discrimination based on race?

( ) Yes ( ) No

2. Does your school have a policy against discrimination based on age?

( ) Yes ( ) No

3. Does your school have a policy against discrimination based on gender?

( ) Yes ( ) No

4. Please rate the extent of discrimination in respect to the following aspects by your school.

No.	Statement	Not at all	To a little extent	To a moderate extent	To a great extent	To a very great extent
1	To what extent does race play a role in the following:					
1.1	Salary					
1.2	Fringe benefits					
1.3	Retirement benefits					
1.4	Promotion of teachers					
1.5	Leave					
1.6	Teachers' accommodation policy					
1.7	Number of working hours					
1.8	Number of non-teaching assignments					
1.9	Terms and conditions of service for teachers					
1.10	A teacher's job security					
1.11	Methods used to evaluate a teacher's performance					
1.12	A teacher's involvement in decision making					
1.13	A teacher's access to resources and facilities such as computers, audio-visual equipment, etc.					
1.14	Disciplinary procedures for teachers					
1.15	A teacher's opportunities for further training overseas					
1.16	Employment opportunities in the school					
1.17	Professional interactions with the administrators					
1.18	Social interactions with the administrators					
1.19	Professional interactions with teachers of the same race					
1.20	Social interactions with teachers of the same race					

1.21	Professional interactions with teachers of different races					
1.22	Social interactions with teachers of different races					
1.23	Attitude of parents towards you					
1.24	Attitude of students towards you					
2	To what extent are the following influenced by age?					
2.1	Salary					
2.2	Fringe benefits					
2.3	Retirement benefits					
2.4	Promotion of teachers					
2.5	Leave					
2.6	Teachers' accommodation policy					
2.7	Number of working hours					
2.8	Number of non-teaching assignments					
2.9	Terms and conditions of service for teachers					
2.10	A teacher's job security					
2.11	Methods used to evaluate a teacher's performance					
2.12	A teacher's involvement in decision making					
2.13	A teacher's access to resources and facilities such as computers, audio-visual equipment, etc.					
2.14	Disciplinary procedures for teachers					
2.15	A teacher's opportunities for further training overseas					
2.16	Employment opportunities in the school					
2.17	Professional interactions with the administrators					
2.18	Social interactions with the administrators					
2.19	Professional interactions with teachers of the same age group					
2.20	Social interactions with teachers of the same age group					
2.21	Professional interactions with teachers of different age groups					
2.22	Social interactions with teachers of different age groups					
2.23	Attitude of parents towards you					
2.24	Attitude of students towards you					
3	To what extent are the following influenced by gender?					
3.1	Salary					
3.2	Fringe benefits					
3.3	Retirement benefits					
3.4	Promotion of teachers					
3.5	Leave					
3.6	Teachers' accommodation policy					

3.7	Number of working hours					
3.8	Number of non-teaching assignments					
3.9	Terms and conditions of service for teachers					
3.10	A teacher's job security					
3.11	Methods used to evaluate a teacher's performance					
3.12	A teacher's involvement in decision making					
3.13	A teacher's access to resources and facilities such as computers, audio-visual equipment, etc.					
3.14	Disciplinary procedures for teachers					
3.15	A teacher's opportunities for further training overseas					
3.16	Employment opportunities in the school					
3.17	Professional interactions with the administrators					
3.18	Social interactions with the administrators					
3.19	Professional interactions with teachers of the same gender					
3.20	Social interactions with teachers of the same gender					
3.21	Professional interactions with teachers of different gender					
3.22	Social interactions with teachers of different gender					
3.23	Attitude of parents towards you					
3.24	Attitude of students towards you					



## ***APPENDIX 2***

### ***LIST OF PRIVATE INTERNATIONAL PRIMARY AND SECONDARY SCHOOLS FOLLOWING THE I.G.C.S.E.***

1. Banda Preparatory and Senior School
2. Braeburn Preparatory and High School
3. Braeside Primary and High School
4. Brookhouse Junior and Senior School
5. Cavina School
6. Hillcrest Preparatory and High School
7. International School of Kenya
8. Juja Preparatory School
9. Kenton College
10. Nairobi Academy
11. Nairobi Jaffery Academy
12. Oshwal Academy
13. Peponi House Preparatory and High School
14. Premier Academy
15. Rusinga School
16. St. Andrew's Preparatory School
17. St. Austin's Academy
18. St. Christopher's Preparatory and Secondary School