

**INFLUENCE OF TEACHERS' JOB SATISFACTION ON  
PUPILS PERFORMANCE IN KENYA CERTIFICATE OF  
PRIMARY EDUCATION EXAMINATION IN GILGIL  
DISTRICT NAKURU COUNTY, KENYA**

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for the Degree of Master of Education in Educational Administration**

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## **DECLARATION**

This project report is my original work and has not been submitted for any other award in any other university

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## **DEDICATION**

I dedicate this work to my beloved wife Margaret, my daughter Veronicah Njeri, sons Paul Mburu and Zacharia Kimotho and to the memory of the late Michelle who passed away in the course of this project, may her soul rest in eternal peace.

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## **ABBREVIATIONS AND ACRONYMS**

|               |   |
|---------------|---|
| <b>D.E.O</b>  | District Education Officer                        |
| <b>KCPE</b>   | Kenya Certificate of Primary Education            |
| <b>KNUT</b>   | Kenya National Union of Teachers                  |
| <b>KUPPET</b> | Kenya Union of Post-Primary Education Teacher     |
| <b>SMC</b>    | School Management Committee                       |
| <b>TIQET</b>  | Totally Integrated Quality Education and Training |
| <b>TSC</b>    | Teachers Service Commission                       |

## ABSTRACT

The purpose for this study was to assess the influence of teachers' job satisfaction on pupils' performance in KCPE examinations in public primary schools in Gilgil district, Nakuru county, Kenya. Particularly, the study sought to determine the extent to which the amount of workload among teachers influence pupils' performance in KCPE examinations, establish the extent to which terms and conditions of service among teachers influence pupils performance, identify whether interpersonal working relationship among teachers influence pupils' performance in KCPE examinations, establish whether working conditions among teachers affect pupils' performance in KCPE examination, and identify whether career development programmes among teachers influence pupils' performance in KCPE examinations in Gilgil district, Nakuru county.

The study was conducted using descriptive survey research design where the teachers' opinions and responses on how job satisfaction influences pupils' performance in KCPE examinations were captured and recorded. The target population of the study consisted of teachers from three divisions in Nakuru county as follows; Karugna division with 186 teachers, Mbaruk with 173 teachers and Elementaita with 245 teachers. It involved 54 public primary schools. Teachers were chosen because they play a vital role in the school and they had, had important information concerning job satisfaction and its influence on pupils' performance in KCPE examinations in Nakuru county. Simple random sampling technique was used to select 27 schools where the study was conducted and 110 teachers who took part in the final study. Teachers' questionnaires were used as tools to collect data. The questionnaires were designed basing on the objectives of this study. After designing, the questionnaires were tested for the purpose of instrument validity through piloting and also were subjected to the judgement of the supervisors before a final study was conducted. Thereafter, data collected was analyzed both quantitatively and qualitatively using SPSS. To achieve results that were uniform in essence, the qualitative data was organized into themes and patterns based on the analysis of the meanings and implications emanating from the respondents' information from the documented data in the questionnaires. Quantitative data was edited by measuring numerical values from which frequencies and percentages were made. Data were presented mainly in form of tables, bar graphs, pie-charts, means and percentages.

The findings from the study indicate that if the relationship between teachers and the TSC is improved, teachers would have good time to prepare adequately for their lessons which could lead to quality results in KCPE examinations. In addition, the government freezing employment of teachers has created acute shortage of teachers' hence increasing workload. Besides, teachers' terms and conditions of service need improvement. Also, working conditions at school for teachers has to be improved if there is need for conducive learning and teaching environment.

The study recommended that public primary schools should be well staffed with trained teachers to manage the large classroom sizes due to over enrolment as a result of free primary education. Terms and conditions of service for teachers should be improved and teachers should be given opportunities to go for in-service courses. The study also recommended the following areas for further research: the role of Kenya Education Management Institute in creating opportunity for teachers to follow their career path; a similar study to this be carried out in other public primary schools in other counties across the country; and factors influencing teacher turnover in public primary schools in Kenya.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Spector (1997) defines job satisfaction as the extent to which people like or dislike their jobs. Satisfaction therefore is a term used to describe how well a job satisfies the workers needs and make them contented with their work. The workers tend to be more productive, creative and committed to their employers' (Bruce & Backum, 1992).

Job satisfaction has been a subject of discussion by management theorist for a long time. Satisfaction affects workers capacity to work effectively towards the goals of an organization. Job satisfaction is often determined by how well outcomes meet or exceed expectations of the employees (Luthans, 2002). If organizational participants feel, they are working much harder than others in the organization but receiving fewer rewards, they will probably have negative attitude towards their work, boss or co-workers and will be dissatisfied. On the other hand if they feel they are being treated very well and are being paid equitably they are likely to have positive attitudes towards the job.

Satisfied staff is an important component of any organization. They determine the organizational day to day operations and achievement of its objectives (Luthans, 2002). Maicibi (2003) states that when the right quality and quantity of

human resource is brought together, it can manipulate other resources towards realizing institutions goals and objectives. Every institution should then strive to attract the best human resource to achieve organizational objectives. This was echoed by Kilemi Mwiria (Daily Nation February 15, 2003) who stated that no education reforms are likely to succeed without the active participation and ownership of teachers. Therefore satisfied teachers are essential in promoting quality education in school and community based programmes.

During the industrial revolution Fredrick Winslow Taylor, in his scientific management theory recognized the workers as key factor in the organization's productivity. He advocated a pay for the worker proportional to the amount of work done. In this Taylor recognized workers skills and reward as important factor that contribute to the workers satisfaction and finally to the institutional outcome/performance (Kiradi, 2006).

While Herzberg, Mausner and Sydnerman (1959) as quoted by Murithi (2010) studied the work experience and attitudes of some two hundred engineers and accountants from nine firms in Pittsburgh and found from the study five strong factors which were determinants of job satisfaction. These are achievement, recognition, work itself, responsibility and advancement. All this factors relate to what a person does and not the situation in which he/she does it, so they classified them as intrinsic factors.



In Nigeria motivation in primary schools has been said to be in crisis and subsequently affecting job satisfaction among teachers who appear to be with poor morale and low level of commitment to their work (Adalab, 2005). The school buildings were largely dilapidated, overcrowded classes and reward system in terms of salaries and emoluments appeared largely unsatisfactory. However there has been constant trend in the government's efforts towards improving the morale of teachers (Adalabu, 2005). Development outside the school system such as the increasing trend of globalization, the tendency towards the information – driven economy, the increased tempo of private sector participation in education and the improved federal funding of education had all contributed to an appreciable improvement in teachers morale and commitment to work, if this trend continues teachers motivation and job satisfaction in Nigeria would witness significant and satisfactory improvement (Adalabu, 2005).

Contribution of teachers to the success of any education system towards achievement of its goals is significant. Teachers are key curriculum implementers since they determine the quality of education offered (Republic of Kenya, 2003). Okemwa (2003) noted that teachers have the responsibility of implementing educational policies and programmes. A more efficient teaching force is therefore key to a country's growth and development (Matheka, 2005). The belief that satisfied employees are also productive employees is naturally appealing. According to Okumbe (2001), teachers form fundamental resource in an educational organization.

Therefore an elaborate human resources management programme must be put in place in order to derive their maximum resourcefulness for the enhancement of teaching and learning. As the instrument of Action on the ground, teachers are expected to mould all round learners, right from their first day at school, culminating in academic success, so much has been done on secondary schools, while primary teachers with enormous tasks have been ignored and forgetting that primary school is the foundation of any education system in Kenya.

According to Murithi (2010) in his study on influence of teachers motivation on student performance indicated that many teachers complain about the challenges they face in the course of their duties. This dissatisfaction has been evidenced over time since independence. Ominde report (1964) found that teachers were put in unsuitable classes and were expected to give good results, while Ndegwa (1971), Waruhi (1979/80) and Ramtu Commission (1985) all showed how disappointed the teachers were with their scheme of service and lack of comprehensive advancement to make them satisfied in their job. It recommended that such a scheme be worked out. The report noted that teachers promotional opportunities were few and this forced them to remain in classroom and not becoming educational officers or inspectors. From the foregoing it is clear that Kenyan public school teachers have been deprived in one way or the other in their job and hence affecting pupils' performance in their KCPE.

There are other factors which affect the performance of pupils in the national examination. Eshiwani (1983) in his study noted that the major factors influencing performance among students are identified as family background, variation of schools and quality of teachers. If a teacher is dissatisfied with his job, it affects the students' performance because the teachers' productivity would be low. One of the effects of a dissatisfied teacher is low job morale where a teacher becomes inefficient and ineffective. The teacher will not utilize his/her potential to the fullest causing him or her fall short of expectations (East African Standard, Friday, 24, 1999).

According to Omwanda (2009) many teachers in Kasarani complain about the challenges they face in course of their duties including lack of basic facilities, indiscipline of students, poor salaries, safety at school and inadequate resources which all led to job dissatisfaction. Okumbe (1988) had recommended that a clear scheme of service and promotion procedures for teachers be put in place to achieve greater commitment and make teaching a satisfying profession.

A study carried out by Kiradi (2008) showed that teachers were dissatisfied with their remuneration. Teachers in Kenya have in several occasions agitated for higher salaries through their unions which often led to teachers strike. The Kenya National Union of Teachers (KNUT) and the Kenya Union of Post Primary Education Teachers (KUPPET) has led their members into several strikes. They agitate for higher salaries requiring that the harmonized with other civil servants

salaries in the same job group as reported by (Daily Nation September Monday 24<sup>th</sup>, 2012). This show how dissatisfied the teachers are with their remuneration. Satisfaction from remuneration comes when the teacher considers it equitable to his input and also in relation to what others in a similar job situation receive (Okumbe, 1998). Teachers also become dissatisfied when they feel as though their input is greater than output and eventually affects their performance. This slows down the realization of education objectives and its very crucial role of achieving of Kenya's vision 2030.

Disgruntled teachers who are dissatisfied with their job may not be productive and committed thus making them not perform to the best of their capability (Orodho, 2005). Researchers have indicated that the low status, poor remuneration constant ridicule in public and on mass media lack of fringe benefits and deplorable working conditions have created a lot of despair among teachers (Ngumi, 2003). According to Mutie (1993) on his study pointed out that qualified teachers left teaching because they were dissatisfied with their remuneration compensation and poor public image which generally affected students' performance at long run. Nyalguka (1985) also found that there were factors in teaching job which contributed to job satisfaction among the rural primary school teachers. This included working near home, getting three holidays in a year and helping young children and provision of learning equipments.

According to AEO Karunga division, the textbook ratio is 1:3 in lower primary and 1:2 in upper primary school. When we look at performance of Gilgil district in 2008 the district mean score was 237.27, in 2009 it was 224.32, in 2010 it was 230.99, while in 2011 the mean score was 225.95 out of 500 marks in the public school. This means the performance of the district is far below the expected pass mark of 250 marks when compared to district in Nakuru County like Kuresoi and Nakuru North in the same years. The districts were able to obtain the following mean scores as indicated by the AEOs office Kamara division and Nakuru North DEOs office respectively.

**Table 1.1: Analysis of KCPE in some districts in Nakuru county**

| <b>District</b> | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> |
|-----------------|-------------|-------------|-------------|-------------|
| Gilgil          | 237.27      | 224.32      | 230.99      | 225.95      |
| Kuresoi         | 240.06      | 242.61      | 243.06      | 242.45      |
| Nakuru North    | 251.30      | 254.26      | 256.84      | 262.61      |

This means Gilgil district is not performing as other districts in Nakuru County and therefore this study sought to identify the various variables that influence teachers jobs satisfaction on pupils performance in Kenya certificate of primary education examination. There was a clear indication that some factors were seriously affecting the performance and some action needed to be taken putting in

mind that the textbook ratio was sufficient. If this situation was not addressed the quality of education in public primary schools in the district would be beyond rectification. The study therefore sought to assess the influence of job satisfaction among teachers on pupils' performance in KCPE. Though studies have been done on deputy head teachers job motivation no study had been done to assess the influence of job satisfaction among teachers on pupils performance, this made the study necessary.

## **1.2 Statement of the problem**

Given the societal with expectations or gauge for a properly functioning educational system is a performance of schools in the national examination. The low status, the meagre remuneration, the deplorable working conditions and lack of future prospective have created a lot of despair and low morale among teachers. Teaching profession is facing problems related to job satisfaction among teachers. This low level of job satisfaction has made public primary school teachers have low morale and lack of commitment to their work and this can be portrayed by the poor results and declining trends in Kenya Certificate of Primary Education (KCPE) examination. This has deteriorated more specifically from 2008-2011. This means for the last four years the schools which obtained a mean score of more than 250 marks out of 500 marks were few. A report from the DEO Gilgil (2012) showed that in 2008 the schools that had a mean score of 250 marks and above were 14 out of 54, in 2009 there were 8 schools out of 54, and in 2010

they were 12 schools out of 54 while in 2012 there were only 13 schools out of 54. This means some factors are really affecting the performance of pupils in KCPE examination. This study therefore seeks to assess the influence of teachers' job satisfaction on pupils' performance in KCPE. Hence this makes the study necessary and timely.

### **1.3 Purpose of the study**

The purpose of the study was to assess the influence of teachers' job satisfaction on pupils' performance in KCPE examinations in public primary schools in Gilgil district, Nakuru county Kenya.

### **1.4 Objective**

The study aimed at achieving the following objectives:

- i. To determine the extent to which the amount of workload among teachers influence pupils' performance in KCPE examinations in Gilgil district.
- ii. To establish the extent to which terms and conditions of service among teachers influence pupils performance in KCPE examinations in Gilgil district.
- iii. To identify whether interpersonal working relationship among teachers influence pupils' performance in KCPE examinations in Gilgil district.
- iv. To establish whether working conditions among teachers affect pupils' performance in KCPE examination.

- v. To identify whether career development programmes among teachers influence pupils' performance in KCPE examination in Gilgil district Nakuru County.

### **1.5 Research questions**

From the objectives, the research questions to guide the study were formulated as follows:

- i. To what extent does the amount of workload among teachers influence pupils' performance in KCPE examination in Gilgil district, Nakuru County?
- ii. To what extent does terms and conditions of service among teachers influence pupils performance in KCPE examinations in Gilgil district Nakuru county
- iii. To what extent does interpersonal working relationship among teachers influence pupils performance in KCPE examinations in Gilgil district
- iv. To what extent does working conditions among teachers affect pupils' performance in KCPE examinations in Gilgil district?
- v. To what extent do teachers' career development programmes among teachers influence pupils' performance in KCPE examinations in Gilgil district?



### **1.6 Significance of the study**

The proposed study sought to establish the influence of teachers' job satisfaction among public primary school teachers on pupils' performance in KCPE examination in Gilgil district. The findings of the study would be important to education stakeholders, the Teachers Service Commission (TSC) which employs teachers. It is also important to TSC when formulating policies which would enable teachers achieve job satisfaction and therefore improve on pupils' performance. The proposed study would also help school management committee (SMC) design programmes that would make teaching as a career more enjoyable and satisfying among teachers and eventually influence pupils' performance.

### **1.7 Limitation of the study**

Limitations are conditions which are not within the control of the researcher, hence can restrict the conclusions of the study and application (Best & Kahn, 1998). The respondents might fail to bring back the questionnaires for the research in good times. The researcher was to brief the respondents before the exercise began and assured them of confidentiality.

### **1.8 Delimitations of the study**

The study was only restricted to 54 public primary schools in Gilgil district of Nakuru county and not private schools. This was because private school teachers have terms of service and working conditions different in each school compared

to public primary schools which have uniform terms and condition of service in all schools. This would be regarded as a limit to the generalization of the study but some lessons could be drawn from the results. The study was also restricted to full time teachers employed by TSC.

### **1.9 Basic assumptions**

The study was based on the following assumptions:

- i. All respondents were to give truthful and correct responses.
- ii. That the respondents were sufficiently informed about job satisfaction and were in a position to adequately respond to items in the questionnaire.
- iii. That the sampled teachers' responses were a reflection of the feelings of the entire teaching staff in the teaching profession.

### **1.10 Definition of significant terms**

The following significant terms were used in the study;

**Attitude** refers to specific thoughts and feelings which are focused directly on a person job or institution.

**District education officer** refers to a government officer in charge of education in the district

**Influence** refers to the ability to affect or change teachers' job satisfaction

**Job** refers to the teaching career of the teacher in the school, where knowledge skills and attitudes are transmitted to pupils

**Job performance** refers to the effective discharge of one's duty for good results

**Job satisfaction** refers to all those factors that are considered pleasant by teachers in relation to their work in school

**Kenya certificate of primary education** refers to the national examination done by pupils at the end of 8 years in primary school

**Performance** refers to the mean score of the end of eight years

**Primary school teacher** refers to a full time teacher who teaches regularly scheduled classes in primary school with class 1-8.

### **1.11 Organization of the study**

Chapter one lays the basis for the study. It contains the background of the study and statement of the problem. In addition, the chapter also highlights on purpose of the study, objectives, questions and significance of the study, limitation and delimitation of the study, basic assumptions, definition of significance terms, and finally organization of the study.

Chapter two is on related literature on job satisfaction and motivation, job satisfaction and academic performance, factors influencing job satisfaction, summary of literature review, theoretical framework and conceptual framework.

Chapter three describes the research design, target population, sample size and sampling procedure, research instruments, validity of the instruments, instrument reliability, data collection procedures and data analysis techniques. Chapter four deals with the analysis, interpretation and representation of data and finally chapter five focuses on the summary of the findings, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter looks at the concept of job satisfaction and motivation, job satisfaction and academic performance, factors influencing job satisfaction among teachers, summary of literature review, theoretical framework and finally the conceptual framework.

#### **2.2 Job satisfaction and motivation**

Job satisfaction stresses on the employees attitude towards their job (Okumbe, 1998). According to Miskel (2008) job satisfaction is that emotional state resulting from appraisal of one's job or experiences. It is as a result of employees' perception of how well their job provides needs that they view important in their lives. Job satisfaction has three dimensions that is; first it is an emotional response to a job situation; secondly it involves how well outcomes meet or exceed expectations. Thirdly job satisfaction is what represents several related attitudes towards; remuneration, work itself, promotion opportunities, supervision and co-workers (Miskel, 2008).

People join and stay in organization because of expectations of rewards from the job. These outcomes are either extrinsic rewards like work environment which include matters such as company policies, supervision, interpersonal relations or

working conditions (George, 2008). The second type of rewards or motivators are related to as intrinsic rewards or motivators which are related to the actual performing of work and include matters such as recognition, responsibility, advancement, achievement and the nature of work. According to Herzberg (1967) as quoted by Murithi (2010) the greater their magnitude is felt in the worker the greater the feeling of satisfaction. It is then noted that when employees are highly satisfied, the production in the organization will always increase (Gosnell, 2000). But lack of extrinsic factor did not increase job satisfaction but absence caused job dissatisfaction.

Job satisfaction is important because people who are satisfied have positive feelings about their jobs and working environment, it is affected largely by the challenges and opportunities presented by the work. However because groups tend to modify the assigned work to fit the groups structure, job satisfaction may be affected. People who are highly satisfied with their job tend to be better workers (Middlemist & Hitt, 1998). They are more dependable, comply with company rules, have fewer complaints, are more cooperative and display more selfishness. On the other hand dissatisfaction on the job generally involves negative attitude and may cause excessive absenteeism, turnover, sabotage and other factors that influence organizations effectiveness. Job satisfaction and production is lowest where people were placed in jobs they are not suited for (Bennars, Otiende & Boisvery, 1994). People are always happy and satisfied if they are placed in jobs where skills and talents are needed. They are also

comfortable when working with others who understand the kind of work they are expected to do (Bhattacharya, 1983).

### **2.3 Job satisfaction and academic performance**

Since the human relations movement, the relationship between satisfaction and performance has been controversial. The question of whether job satisfaction leads to increased performance has been debated by both industrial psychologists and managers alike. The content theories of work motivations implied that satisfied workers have increased performance. Porter and Lawler (1975) argued that motivation does not equal satisfaction or performance, and that motivation, satisfaction and performance were separate variables are related differently from what was assumed.

According to their view performance leads to satisfaction (Porter et al, 1975) and satisfaction comes from rewards which are both extrinsic such as salary and intrinsic such as gratification that is achievement in having done job well. Intrinsic rewards are likely to lead to higher performance than extrinsic rewards. Koontz (1993) said managers are responsible to performance and this can be achieved by individuals feeling good about their jobs. Studies have shown that when workers get frustrated or dissatisfied with their jobs, this reduce their motivation and hence their performance. Muchnisky (1985) found that satisfaction and performance are weakly related. Performance is more likely to cause satisfaction than vice-versa that is a productive worker is a happy worker.

He also noted that correlation between satisfaction and performance depends on performance rewards provided and Muchnisky (1985) concluded that higher correlation exist when rewards are strongly tied to performance.

## **2.4 Factors influencing job satisfaction among teachers and academic performance**

Factors that influence teachers job satisfaction has been identified as the amount of workload among teachers', terms and conditions of service, interpersonal working relationship, working condition and career development among teachers on pupils' performance in public primary school.

### **2.4.1 The influence of amount of workload on public primary school teachers and academic performance**

In New Zealand a teacher had a workload of 43-47 hours. These demoralized teachers because they had no time to prepare adequately their lessons and this lead to poor performance of pupils in examinations (Inguarson & Kleinhenz, 2007). While in Tanzania and Uganda workload among teachers increased in 1977 and 1997 respectively as a result of universal primary education (UPE) which is one of the millennium development goals. Workload and class size increased in many developing countries. Teachers complained and this affected the quality of education offered in their countries (Louis, 2007). In Kenya, freeze of employment of teachers by the government from 1998 increased teachers'



workload and causes stress which leads to poor performance. United Nations Children's Fund (2003) on free primary education in Kenya, new dimension report noted that the government freezing automatic employment of trained teachers from 1998 has created an acute shortage of teachers' hence increasing workload. UNICEF recommended efforts should be made to ensure that available teachers are well satisfied and motivated from the enormous task beforehand. There is great demand placed on teachers by the 8.4.4 system of education and the free primary education programme (FPE) which started in 2003 has led to high enrolment in primary schools over the years. This has increased teachers workload and hence has no time to prepare professional documents well.

A study conducted by Eshiwani (1983) on factors influencing performance among primary and secondary schools in western Kenya revealed that good performance in examination was recorded in schools where teachers prepared up to date schemes of work, lesson plan and teaching notes. This is only possible with satisfied teachers. A study carried out by Mungunyu (2010) showed that teachers were highly dissatisfied with the number of pupils they had in class which lead to heavy workload and hence overall job satisfaction among teachers was low. According to Mbithi (2007) KCPE performance was expected to shoot in public primary school after introduction of FPE because pupils were no longer sent home for school fees assertion that is disapproved by Gilgil district.

#### **2.4.2 Terms and conditions of service among teachers and academic performance**

Terms and condition of service include salaries, system of allowance, housing, health, and commuter. In United Kingdom, USA and Australia where teachers receive low salaries compared to other professionals working in business and engineering sector who had higher salaries. This demoralized teachers in those countries (Evans, 1998). In Kenya a study carried out by Koech commission (1999) on totally integrated quality education and training (TIQET) observed that poor terms and conditions of service had resulted in low teacher's morale. The commission recommended improvement of better terms and condition of service to boost teachers' job satisfaction. Teachers believe they are poorly paid compared to their counter parts in the same grade in other profession (Okwema, 2003). There has been mass exodus from teaching profession over the years to better paying jobs and this interferes with provision of quality education due to shortage of staff and ultimate performance of learners (Olando, 2005). The rising cost of living forces teachers to engage in business to supplement their income and teachers do not deliver well. Promotion among teachers is expected to be followed by a higher package but teachers stay in one job group for a long time and are asked to pay for a certain amount to attend teachers' proficiency course (TPC) if they are to be promoted. Majority of teachers retire without having risen to higher grade (Olando, 2005). Employees would want pay system and promotions policies that are just and in line with the expectations. Job satisfaction

is enhanced when workers see pay and other allowances as being fair (Okumbe, 1998).

#### **2.4.3 Interpersonal working relationship and academic performance**

The teachers' attitude towards other members of staff is an important determinant of interpersonal working relationship. Poor human relationship has been proven by many researchers to have negative impact on job satisfaction among teachers on pupils' performance. Sergiovanni and Starrat (1998) argues that lack of opportunities to share ideas, work with one another, lack of co-operation, teamwork, together with lack of respect among staff are major indicators of poor job satisfaction.

Teachers are likely to be satisfied with colleagues who help them attain rewards and those who see things the same way as they do. This is characterized by high degree of trust, openness, mutual respect shared work and cooperation which makes the staff to create a bond that promotes teamwork. This enables them to have common purpose and the outcome is increased commitment and improved performance.

#### **2.4.4 Working conditions and academic performance**

Ghana, Sierra Leone and Zambia reveal that most schools had poor infrastructure like classrooms and furniture which caused dissatisfaction among teachers and affected their performance. Teachers had difficulty in finding decent

accommodations in rural areas. Hence travelling to work is big problem for teachers which cause frequent absenteeism and lateness to school (Louis, 2007). The working and living conditions for many teachers is poor which tends to lower self esteem. Most schools in Africa lack basic amenities like piped water, electricity, staffroom and toilets. Koech (1999) report TIQET on education system in Kenya indicated that some teachers who work in remote areas have no housing or access to clean water or health facilities. This results in serious wastage of teaching time which affects performance.

#### **2.4.5 Teachers career development programme and performance**

According to Cheptoek (2000) teachers appreciate the opportunity to follow a professional career path that allows them to grow and receive professional recognition as professionals. This means increasing teaching professionalism which could have positive influence on their job performance and retention in the teaching profession. Several studies in other employment other than schools support a positive relationship between satisfaction with work place training and overall job satisfaction. Schmidt (2004) found out that satisfaction with career development positively correlated with organizational commitment and job satisfaction.

## **2.5 Summary of literature review**

The literature review shows that intrinsic and extrinsic motivation and job satisfaction affect the performance of the teachers and hence the performance of the pupils. Both intrinsic and extrinsic rewards such as better terms and condition of service, interpersonal working relationship, conducive working conditions, feasible workload, and career development among teachers would positively influence teachers, job satisfaction hence affect pupils performance. Pupils' performance in examination reveals that success or failure of a school depends on many factors such as teachers' job satisfaction which affects their morale.

Studies have shown that problems relating to teachers job satisfaction are being experienced in many countries, although they do not show the relationship between teachers' job satisfaction and performance of pupils in examination of which this study seeks to find out. Theories of job satisfaction are influenced by factors such as amount of workload among teachers, terms and condition of service, interpersonal working relationship, working conditions and career development. It is for this reason that the study will be carried out in Gilgil district, Nakuru county Kenya to find out.

## **2.6 Theoretical framework**

It was developed by Abrahams Maslow 1943. It is concerned with human motivation based on the assumptions that needs that are not satisfied influence

behavior. Maslow's need hierarchy model is one of widely discussed and influential, perspectives of human motivation (Hoy & Miskel, 2008). Maslow came up with five basic categories which he arranged in hierarchical level as identified below. The first level of the hierarchy are physiological needs which consist of food shelter, sleep, sex, water, clothing and good comfortable working conditions among others. In other words these needs are referred to as survival needs. The security needs include the need for safety, fair treatment, protection against threats and job security. The major concern here is for the future of the individual.

Affiliation needs include the needs of being loved, accepted and part of a group. According to Hoy and Miskel (2008) affiliation needs are extremely important in modern society. The major concern in this level is satisfactory association with others, belonging to groups, giving and receiving friendship and affection and networking has become a core value in today's life. Whereas, esteem needs include the need for recognition respect, achievement autonomy, independence among others. Finally self actualization needs which are highest in the level of Maslow's needs theory include realizing one's full potential or self-development.

The teacher's argument on job satisfaction is in line with Maslow's need hierarchy theory (1943) because the theory calls for a fair balance struck between employee input and employee output. The theory is built on the belief that employees are not satisfied in their jobs both in relation to their job and their employer, if they

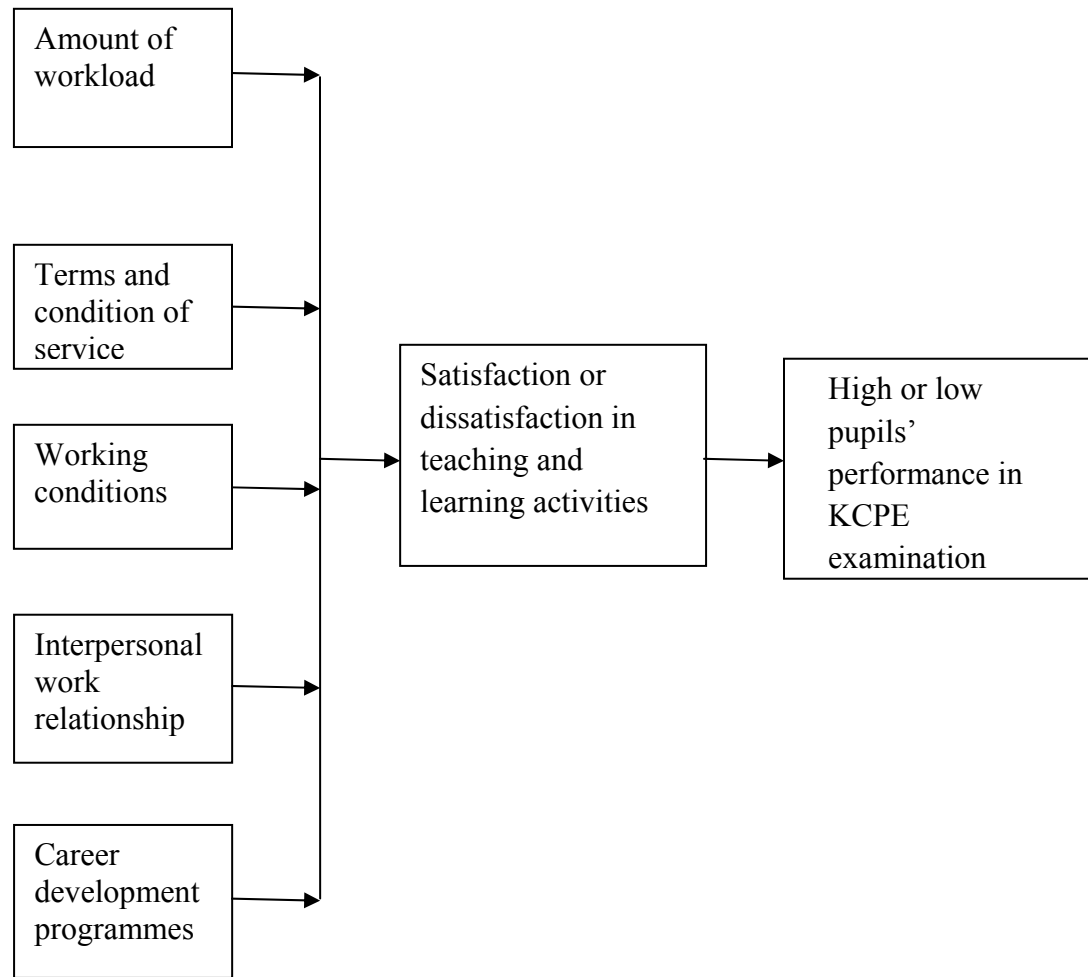
feel as though their inputs are greater than outputs and they are demoralized. Maslow's theory gives an in-depth understanding of what motivates and satisfy people in their work. To raise the performance of the schools, the TSC and SMC headteachers should be concerned with factors associated with work itself such as recognition, responsibility and advancement that have effects on teachers' job satisfaction and influence pupils performance. Thus the need to utilize it to establish the effects of various factors that influence teachers job satisfaction among pupils performance in KCPE.

## **2.7 Conceptual framework**

A conceptual framework is a model of presentation which shows the relationship of the variables independent and dependent graphically or diagrammatically (Orodho, 2004). Independent variables are conditions or characteristics that are manipulated to a certain relationship to an observer's phenomenon while dependent variables are conditions that appear to change as the independent variables change.

The purpose of the study was to find out the influence of job satisfaction among primary school on pupils performance in Gilgil district. Conceptual framework showing relationship between teachers' job satisfaction and pupils' performance in KCPE examination is as shown Figure 2.1:

**Figure 2.1: Influence of teachers' job satisfaction on pupils performance in KCPE examination in Gilgil district Nakuru County Kenya**



Pupils' performance is influenced by a number of factors like teaching methodology, pupils' attitude, availability of resources and teachers job satisfaction. Figure 2.1 shows the conceptual framework of how groups of independent variables and their expected directional effects on each other and on dependent variables to produce the desired output. Pupils' performance is



dependent variable which is produced as a result of acquiring skills knowledge and attitude from teaching done by teachers. When teachers' job satisfaction improves their effectiveness and efficiency in classrooms also improves. It will then lead to improved pupils performance by the quality grades they achieve in KCPE. Job dissatisfies like poor terms and condition of service, poor working conditions, strained interpersonal work relationship, and lack of career development programmes for teachers are intertwined to pupils' poor performance in KCPE examinations. If the relationship in the dissatisfies variables linking to job dissatisfaction process in teaching and learning is improved, there would be a positive change in pupils' performance in KCPE examinations. This implies that there is a significant influence of teachers' job satisfaction to pupils' performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter looked at the procedures and strategies that were used in the study. Research methodology was presented under the following sub-headings research design, target population, sample size and sampling techniques, research instrument validity and reliability of instrument, data collection procedure and data analysis techniques.

#### **3.2 Research design**

This study employed a descriptive survey design to investigate the influence of teachers' job satisfaction on pupils' performance in KCPE examination in Gilgil district. Descriptive survey was used in preliminary and exploratory studies to allow researcher gather information that could be used to summarise, present and interpret data for the purpose of clarification (Orodho, 2002). Descriptive research is also classified as survey research. The survey research uses questionnaires in order to determine the opinions, attitudes, preferences and perception of groups of people of interest to the researcher (Orodho, 2002). Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interests policy makers and educators. The design enabled the researcher to conduct the research among teachers from different

schools in abide to find out the influence of teachers' job satisfaction on pupils performance in KCPE examination in Gilgil district, Nakuru County.

### **3.3 Target population**

Borg and Gall (1989) defines target population as all members of a real and hypothetical set of people, events or objects which an investigator wishes to generalize the results of the research study. The research study was conducted in Gilgil district Nakuru County. The district has three divisions, these are: Karunga with 186 teachers, Mbaruk with 173 and Elementaita with 245 teachers. In total the study involved 550 teachers from 54 schools (DEO Office Gilgil, 2012). The teachers were chosen because they play a vital role in the school since they have more information regarding job satisfaction and pupils' performance in KCPE examinations.

### **3.4 Sample size and sampling procedure**

Mugenda and Mugenda (2003) describe a sample as a small population of the target population selected systematically from the study. A sample size for descriptive survey should be between 10-50% of the population. The sample size adapted for this study was 50% of the schools and 20% for the teachers as tabulated below:

**Table 3.2: Sample size**

|          | <b>Target population</b> | <b>Percentage</b> | <b>Sample size</b> |
|----------|--------------------------|-------------------|--------------------|
| Schools  | 54                       | 50%               | 27                 |
| Teachers | 550                      | 20%               | 110                |

Simple random sampling was used to select the teachers because each school had an equal chance of being selected within the district. Each public primary school in Gilgil district was assigned a number. This was then written on pieces of paper that were folded uniformly and picked one at a time without replacement in their respective divisions which finally represented Gilgil district. Three more schools were obtained using the same sampling method and those particular ones were used in pilot study. Pilot study was done in order to test the reliability of the research instrument. The researcher also got the names of all the teachers present in the schools of study and wrote their names on a piece of paper as read by the head teacher. The researcher then randomly picked 4 names from each school and the teachers were to participate in the study.

### **3.5 Research instruments**

The data were collected from the teachers using questionnaires. The questionnaires were preferred because it was assumed that all the respondents were literate and therefore were capable of responding to the items personally. The instrument was used to collect basic statistical facts on job satisfaction among teachers in public primary school and how it affects pupils' performance in KCPE examination. Questionnaire was divided into two parts. Section one dealt with demographic information of the respondents on gender, age, academic qualification and work experience. Section two was to collect data on factors influencing job satisfaction. The factors considered were amount of workload, terms and conditions of service, working conditions, interpersonal working relationship and career development.

### **3.6 Validity of the instruments**

Validity according to Kasomo (2006) refers to the extent an instrument used in the study is accurate, true and meaningful. It is the degree to which an instrument measures what it is intended to measure. This study measured content validity, that is, the degree to which the content of the test contains adequate traits expected to be measured. In order to test and improve the validity of the instruments, pilot study was done. The validity of the instruments was established through opinions of the supervisor. The item found inadequate was discarded or modified. Secondly the researcher carried out a pilot study on 3 schools within the

district. The three schools, one from each division was not to participate in the main study. The results were then discussed with research experts to determine the suitability and relevance of the instruments and improve those that appeared vague or difficult. The purpose was to improve the quality of the research instruments and validity.

### **3.7 Instrument reliability**

Reliability refers to the degree to which a measuring instrument used in research is consistent. Orodho (2005) maintains that reliability of the instrument is the degree to which a particular measuring procedure gives similar results at any given time it is repeated. In order to test reliability of the instruments in this study the researcher gave the developed questionnaires to a few subjects identical to the ones sampled for study. These were coded manually. The same questionnaires were administered again to the same group after a week and responses coded manually and the two responses were compared making necessary adjustments to improve the instruments.

A comparison between answers obtained from the first and second tests were taken to establish the correlation coefficient of the two tests using the Pearson's Correlation Coefficient Formula

$$r = 1 \frac{-6(\sum d)^2}{N - (N^2 - 1)}$$

$r$  = Pearson Correlation Coefficient

$(d)$  = difference between the scores on the two tests

$N$  = the number of subjects in the same

According to Gay (1992) any research instrument with correlation coefficient of between 0.70 and 1.00 is accepted as reliable enough.

### **3.8 Data collection procedures**

The researcher sought research permit from the Ministry of Education National Council of Science and Technology and once the permit was obtained, proceeded to the district education officer of Gilgil district to inform him on the purpose of the study and asked for permission to conduct the research. After clearance and permission was granted the researcher then visited the schools under study through the head teacher and presented the questionnaires to the teachers. Data were collected by administering questionnaires to the teacher of the sampled schools. The respondents were given questionnaires to fill accordingly and after that the researcher collected them either after a week or immediately depending on the time the respondents completed filling them.

### **3.9 Data analysis techniques**

The questionnaires were collected and checked for completeness. Quantitative data was used to code questionnaire items by assigning a code to every response.

Descriptive statistical methods were used to summarize the data in form of frequencies and percentages and the data was organized and presented in form of frequency tables and percentages. This enabled the researcher to summarize the data that were collected. Statistical package for social sciences (SPSS) was used because it is able to handle large amount of data. Qualitative data were grouped into similar theme and words were used to explain the situation. All data analysis was in line with the objectives of the study.



## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter discusses the results of the study, presented are the findings on questionnaire return rate, extent to which the amount of workload among teachers influence pupils' performance in KCPE examinations in Gilgil district, and extent to which terms and conditions of services among teachers influence pupils' performance in KCPE examinations. Other findings presented are whether interpersonal working relationship among teachers influence pupils' performance in KCPE examinations, whether working conditions among teachers affect pupils' performance and whether career development programmes among teachers influence pupils performance in KCPE examination in Gilgil district, Nakuru county. Data were analyzed by use of SPSS computer programme.

#### **4.2 Questionnaire return rate**

Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to respondents. One set of teachers' questionnaire was used to collect data for this study. One hundred and ten teacher questionnaires were distributed and one hundred teacher questionnaires were returned. This represented 90.9 percent return rate. This implies that the return rate was good for all targeted responses, since it was more than 75 percent. According to Edwards,

Clarke, Diguseppii, Wentz and Kwan (2000), a questionnaire return rate of 80 percent and above is absolutely satisfactory, while 60 percent to 80 percent return rate is quite satisfactory. A return rate below 60% is barely acceptable. The high rate of questionnaire return is an indication that the teachers responded properly and hence were interested with the study.

### **4.3 Demographic data analysis**

The researcher found it necessary to establish the demographic information of the respondents because it forms the basis under which the researcher can rightly judge their responses. In this study was to gather data on teachers background in terms of gender, age, academic qualification, professional qualification and work experience. The demographic data of the respondents were then summarised as follows.

#### **4.3.1 Gender of the respondents**

Teachers were asked to state their gender and data collected was presented as indicated in figure 4.2.

**Figure 4.2: Respondents' gender**

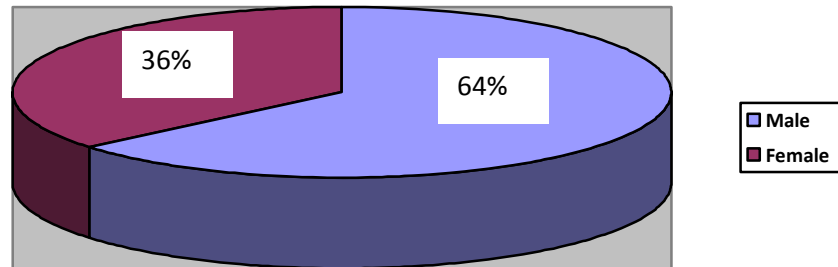
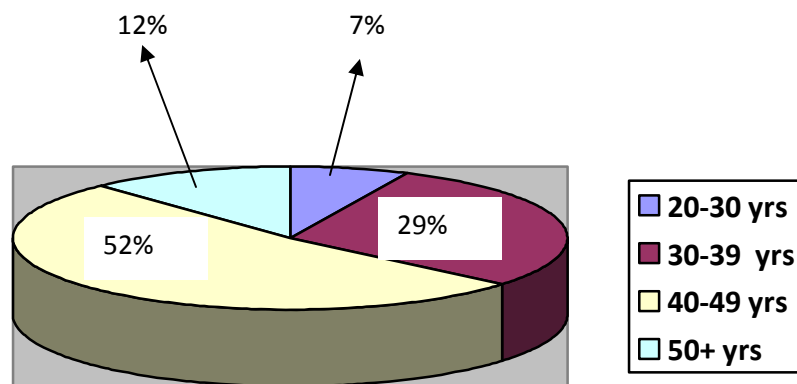


Figure 4.2 shows that a majority of teachers (64.0%) in public primary schools in Gilgil district were predominantly male. Gender of the teachers could directly or indirectly influence pupils' performance in KCPE examinations. Generally male teachers dominate primary school teaching staff in Gilgil district, since the policy requires that there should be at least 1/3 gender representative. This is a clear indication that gender sensitivity has been put into consideration in Gilgil district. Gender of the teacher is important on performance because pupils of one gender may feel comfortable being taught by certain gender. Female teachers may impact motivation of girl child and vice versa as they would like to emulate their teacher. As gender balance has turned out to be an important consideration in almost all spheres of life. Figure 4.2 shows that the respondents for this study were predominantly male. Out of 100 respondents, 64% were male and 36% were female.

### 4.3.2 Teachers' age

Teachers' age was also a factor to consider in this study. Age could be an important determinant of the level of job satisfaction for the teachers since other factors remain constant. Data were collected from teachers and recorded as shown in the Figure 4.3.

**Figure 4.3: Teachers' age**



From Figure 4.3, data shows that most of the respondents (52%) stated that they are aged between 30-39, while those at 40-49 years formed (29%) of respondents. The least were aged between 20-30 age brackets. This shows most of the teachers are in the middle age while the young ones are few. Those who are about to reach the retirement age are also few. Davis (1981) notes that as workers grow older,

they tend to be slightly more satisfied with their jobs because of lower expectations and better adjustment to their work situation. He says young workers tend to be less satisfied because of higher expectations and less adjustment to the work environment. After some point in working, workers expectations are modified and the job is seen in a positive manner (Okumbe, 1998). This could influence performance of teachers in schools.

#### **4.3.2 Teachers' academic qualification**

Academic qualification of teachers was also a key factor to be considered because it could influence teachers' job satisfaction which in turn could influence pupil's performance. Pupils' performance requires trained staff that is well satisfied in their job. As a result, the researcher found it important to find out the level of education attained by each respondent. The teachers' academic qualifications are as shown in Figure 4.4.

**Figure 4.4: Teachers' academic qualifications**

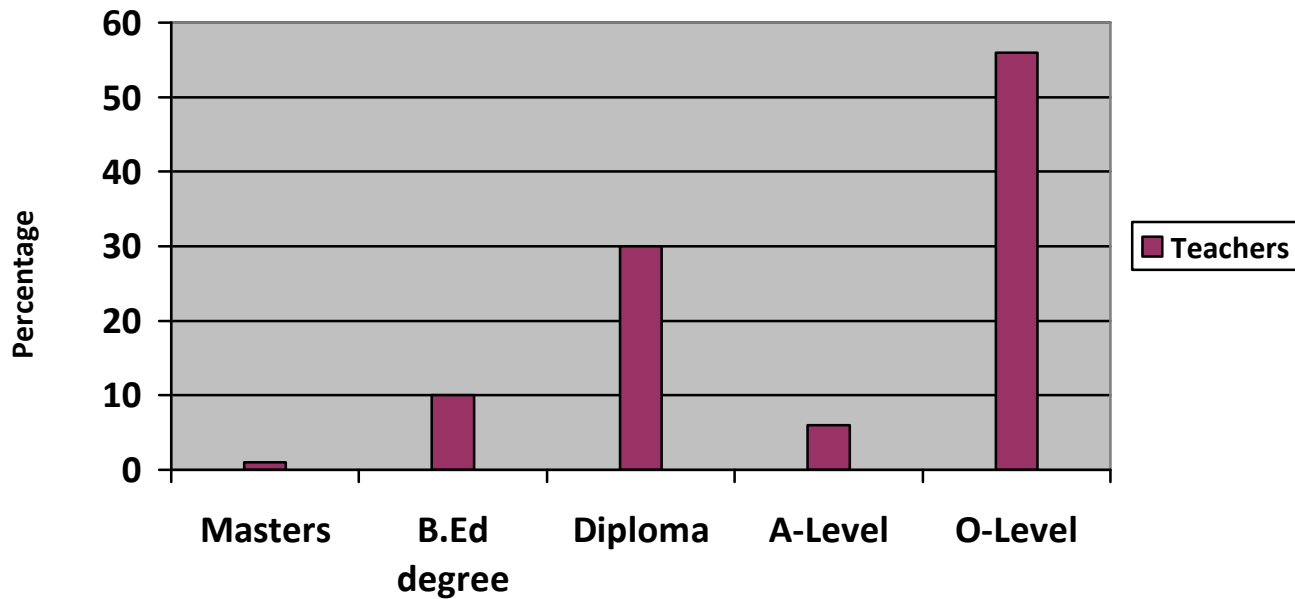


Figure 4.4 shows that majority of the teachers (56.0%) were O Level holders. Only 1 teacher had a master's degree and 10 had B.ED degree. A Level holders were 7% of the respondents and Diploma teachers were 26%. If teachers are given opportunity to grow in their career path, they in turn become satisfied in their work influencing pupils' performance positively.

The major success of any teacher is determined by personal learning experience at any given time. Most teachers have O level education which allows for P1 teacher education. Some teachers have endeavoured to increase their level of education to either a diploma or a degree. Change of study pattern among teachers can be

attributed to competition level in promotion which makes them pursue higher qualifications. With higher academic qualification one is able to portray confidence in content delivery and teaching skills (Karanja, 2009). This may in turn translate to job satisfaction and influence pupils' performance in KCPE.

### 4.3.3 Teachers' professional qualification

Teachers were required to state their professional qualification and the data was recorded in Table 4.3.

**Table 4.3: Respondents' professional qualifications**

| <b>Qualification</b> | <b>Teachers</b> | <b>%</b>     |
|----------------------|-----------------|--------------|
| Graduate             | 0               | 0            |
| Diploma              | 15              | 15.0         |
| ATIV                 | 15              | 15.0         |
| P1                   | 70              | 70.0         |
| <b>Total</b>         | <b>100</b>      | <b>100.0</b> |

The results from Table 4.3 indicate that majority of teachers (70.0%) had a P1 certificate. These results show that teachers in public primary schools in Gilgil are trained and qualified. Every organization needs qualified human resources for it to function properly and the school is no exception. Teaching and pupils'

performance is concerned with qualified and skilled teachers when staffing, teachers service commission (TSC), for instance, has to analyse the positions and develop job descriptions and personnel specifications for job satisfaction purposes. Professional qualification is important in determining the level of job satisfaction of teachers. Most teachers in Gilgil district lies in the grade of P1 which is an indication that most teachers had O-Level or A-Level education. This translates to low salary which attribute to low level of job satisfaction. This in turn may have implication to good performance and vice verse to teachers with low grades.

This shows that most teachers have not endeavoured to increase their level of education professionally despite availability of opportunities offered in almost all the institutions of higher learning. However there is a sign of effort made by quite a number of teachers to improve their professional qualifications from diploma level upwards. From Table 4.2, it is clear that teachers in public primary schools in Gilgil district are qualified teachers who can work towards realizing institutions goals and objectives.

#### **4.3.4 Teachers' work experience**

Respondents' work experience was also a factor to consider in this study. Work experience could determine teachers' job satisfaction as related to achievement, recognition work itself, responsibility and advancement. This study was to establish whether working experience plays a vital role towards quality results of



pupils in KCPE examinations. Data were collected from teachers and recorded as shown in Table 4.4.

**Table 4.4: Respondents' work experience**

| <b>Experience</b> | <b>Teachers</b> | <b>%</b>     |
|-------------------|-----------------|--------------|
| 0-5 years         | 14              | 14.0         |
| 6-10 years        | 8               | 8.0          |
| 11-15 years       | 12              | 12.0         |
| 16-20 years       | 24              | 24.0         |
| 21-25 years       | 30              | 30.0         |
| 26 and above      | 12              | 12.0         |
| <b>Total</b>      | <b>100</b>      | <b>100.0</b> |

From the table, the distribution of teachers' work experience was spread fairly, majority of teachers have taught in the range of 16-20 years (24.0%) and 21-25 years (30.0%). Work experience could determine teachers' job satisfaction as related to achievement, recognition, work itself, responsibility and advancement in career path. Work experience of the teachers could play a vital role towards quality results of pupils' in KCPE examinations.

The years in which a teacher has been in teaching profession indicate the magnitude of experience one has to prepare pupils for national examination in relation to job satisfaction. Long working period among teachers can enhance commitment to their work which can lead to job satisfaction while teachers with short period in their teaching profession may have a negative perception in their jobs because their salaries and allowances may be lower than those who have worked for many years yet they are doing the same amount of work. This may lead to low job satisfaction and can lead to poor performance (Okumbe, 1998).

#### **4.4 Extent to which the amount of work load among teachers influence pupil's performance**

Teachers play a key role in determining the quality of education and performance of pupils in KCPE examinations. There were various factors that cause teachers to become dissatisfied with their jobs in schools. One of these factors in this study was considered to be teachers' amount of workload.

The study therefore was to establish the amount of workload among teachers influencing pupils' performance in KCPE examinations in public primary schools in Gilgil district. Data were collected and presented in table 4.5 basing on teachers' workload in school. The respondents were supposed to use the following key to guide them on job satisfaction responses; 1-Not satisfied (NS), 2-Slightly Satisfied (SS), 3-Satisfied (S), 4-Very Satisfied (VS), 5-Extremely Satisfied (ES).

**Table 4.5: Teachers' amount of work load**

| <b>Amount of workload</b>                  | <b>NS</b> | <b>%</b> | <b>SS</b> | <b>%</b> | <b>S</b> | <b>%</b> | <b>VS</b> | <b>%</b> | <b>ES</b> | <b>%</b> |
|--|-----------|----------|-----------|----------|----------|----------|-----------|----------|-----------|----------|
| The size of class                          | 98        | 98.0     | 2         | 2.0      | 0        | 0        | 0         | 0        | 0         | 0        |
| Number of lessons handled                  | 95        | 95.0     | 5         | 5.0      | 0        | 0        | 0         | 0        | 0         | 0        |
| Time to prepare professional documents     | 88        | 88.0     | 12        | 12.0     | 0        | 0        | 0         | 0        | 0         | 0        |
| The assignments given to pupils            | 99        | 99.0     | 1         | 1.0      | 0        | 0        | 0         | 0        | 0         | 0        |
| Time to engage in co curricular activities | 73        | 73.0     | 27        | 27.0     | 0        | 0        | 0         | 0        | 0         | 0        |
| Number of teaching staff in the school     | 100       | 100.0    | 0         | 0        | 0        | 0        | 0         | 0        | 0         | 0        |

From the table 4.5, the results clearly indicate that majority of teachers (100.0%) were not satisfied by the number of teaching staff in public primary schools in Gilgil district. Workload and class size increasing in many public primary schools could be as a result of free primary education with no employment of trained teachers. Teaching load is usually indicative of how the teacher is able to give effective individualized attention to the learners. The amount of work load can demoralize teachers especially when they have no time to prepare adequately for their lessons which was represented by 88% and this can lead to poor performance of pupils in examinations (Eshiwani, 1983). Schools that are understaffed increases teachers' work load and cause stress which leads to poor performance. Hundred percent of the teachers were not satisfied with the assignments given to pupils. The responses of teachers as per the data in table 4.5 could be a major cause for poor performance in KCPE examination for the last 4 years in public primary schools.

#### **4.5 Extent to which terms and conditions of service among teachers influence pupils performance**

Poor terms and conditions of service would result into low teachers' morale and therefore high turnover from the teaching profession to other professions that pay them better. Teachers were therefore required to respond to questionnaire items on terms and conditions of service for the purpose of this study. The respondents were supposed to use the following key to guide them on job satisfaction

responses; 1-Not satisfied (NS), 2-Slightly Satisfied (SS), 3-Satisfied (S), 4-Very Satisfied (VS), 5-Extremely Satisfied (ES). Data were collected and tabulated in table 4.6

**Table 4.6: Teachers' terms and conditions of service**

| <b>Terms and conditions of service</b>                | <b>NS</b> | <b>%</b> | <b>SS</b> | <b>%</b> | <b>S</b> | <b>%</b> | <b>VS</b> | <b>%</b> | <b>ES</b> | <b>%</b> |
|---|-----------|----------|-----------|----------|----------|----------|-----------|----------|-----------|----------|
| Salary compared to others with the same qualification | 100       | 100.0    | 0         | 0        | 0        | 0        | 0         | 0        | 0         | 0        |
| Present salary is equitable to your job               | 98        | 98.0     | 2         | 2.0      | 0        | 0        | 0         | 0        | 0         | 0        |
| Provision of house allowance                          | 100       | 100.0    | 0         | 0        | 0        | 0        | 0         | 0        | 0         | 0        |
| Transport allowances                                  | 100       | 100      | 0         | 0        | 0        | 0        | 0         | 0        | 0         | 0        |
| Retirement benefits                                   | 82        | 82.0     | 18        | 18.0     | 0        | 0        | 0         | 0        | 0         | 0        |
| Medical allowance                                     | 100       | 100.0    | 0         | 0        | 0        | 0        | 0         | 0        | 0         | 0        |

Tables 4.6 show that 100% of respondents were not satisfied with their salary compared to others in the same qualification and 98% were not satisfied with present salary equitable to their job. Almost all teachers are dissatisfied with terms and conditions of service. It shows that teachers' salary compared to others with similar qualifications, provision of house allowance, medical and transport allowances are not met with the TSC despite the fact that several recommendations for improvement of better terms and conditions of service to boost teachers' job satisfaction have been put across. The amount of compensation in terms of salary should be able to sustain the employee comfortably. The amount earned by P1 teachers may not adequately sustain the basic needs. This can be attributed to high standard of living which makes them enable to live comfortable life like their colleagues in civil service who earn more despite being in the same level of education. Another factor is government lack of good will to teachers in paying good salaries. Poor terms and conditions of service would result into low teachers' morale and therefore high turnover from the teaching profession to other well paying professions. Alternatively, with the rising cost of living, teachers' are forced to engage in business to supplement their income and hence not delivering well in class. These affect the pupils' performance in academics. This affects pupils' performance in KCPE examinations. The picture of data in table 4.7 vidly show why some public primary schools in Gilgil district have been registering poor results in KCPE examinations.

#### **4.6 Influence of interpersonal working relationship among teachers on pupils performance**

Another factor considered in this study was the interpersonal working relationship among teachers. Poor relationship between members of staff and the employer can adversely impact on their job satisfaction and hence on pupils' performance. Teachers can only work well when there is a cordial relationship amongst them and TSC. Cordial relationship creates opportunities to share ideas, respect for one another and teamwork. This makes them have a common purpose and the outcome is increased commitment and improved performance. This study, therefore, sought to identify whether interpersonal working relations among teachers influence pupils performance in KCPE examinations in Gigil district. Teachers were to respond to questionnaire items on interpersonal working relationship and data were tabulated in table 4.7.

**Table 4.7: Teachers' working relationship**

| <b>Interpersonal working conditions</b> | <b>NS</b> | <b>%</b> | <b>SS</b> | <b>%</b> | <b>S</b> | <b>%</b> | <b>VS</b> | <b>%</b> | <b>ES</b> | <b>%</b> |
|---|-----------|----------|-----------|----------|----------|----------|-----------|----------|-----------|----------|
| Employer (TSC)                          | 80        | 80.0     | 11        | 11.0     | 9        | 9.0      | 0         | 0        | 0         | 0        |
| Your headteacher                        | 20        | 20.0     | 13        | 13.0     | 67       | 67.0     | 0         | 0        | 0         | 0        |
| School Management Committee             | 5         | 5.0      | 30        | 30.0     | 65       | 65.0     | 25        | 25.0     | 0         | 0        |
| Teachers                                | 2         | 2.0      | 50        | 50.0     | 40       | 40.0     | 8         | 8.0      | 0         | 0        |
| Pupils                                  | -         | -        | 10        | 10.0     | 65       | 65.0     | 25        | 25.0     | 0         | 0        |
| Parents                                 | 3         | 3.0      | 48        | 48.0     | 36       | 36.0     | 13        | 13.0     | 0         | 0        |
| Local politicians                       | 74        | 74.0     | 26        | 26.0     | 0        | 0        | 0         | 0        | 0         | 0        |
| School donor/religious organization     | 0         | 0        | 0         | 0        | 63       | 63.0     | 37        | 37.0     | 0         | 0        |



From table 4.7, it is indicated that a majority of teachers (80.0%) are not satisfied with their employer (TSC) and local politicians (74.0%). Other teachers are satisfied working with pupils (65.0%), school donors (63.0%). However, among teachers themselves, interpersonal working relationship was slightly low (50.0%). The respondents (67%) showed that they were satisfied with their headteacher. The results show job satisfaction of majority of the teachers is affected by the headteachers administrative style used in school. This may influence his interpersonal working relationship with teachers. Good interpersonal working relationship is important in job satisfaction because teachers are able to interact and share ideas and problems together in a professional way (Luthans, 1992).

Majority of the teachers enjoy their work because their immediate supervisor had a cordial relationship with them which they translate to the pupils and fellow teaching staff. Good performance can be realized with this relationship if embraced in all items due to job satisfaction of teachers as they work hard since consultation and feedback can be given on time. Teaching profession is a noble profession and good rapport with all the stakeholders concerned is necessary to achieve the set objectives. Lack of interpersonal working relationship between the employer and teachers and among teachers themselves hinders dialogue and feedback. This could adversely affect teachers' job satisfaction negatively, hence lowering pupils' performance in KCPE examinations.

#### **4.7 Influence of teachers' working conditions on pupils' performance**

The study was to establish teachers' working conditions and its influence on pupils' performance in KCPE examinations. Teachers were expected to give their responses

on the level of job satisfaction on questions using a five point (likert scale) 1-Not satisfied (NS), 2-Slightly Satisfied (SS), 3-Satisfied (S), 4-Very Satisfied (VS), 5-Extremely Satisfied (ES). Data were tabulated in table 4.12 to enable the research establish whether working conditions in school influenced pupils poor performance in public primary schools in Gilgil district. Data collected are as indicated in tables 4.8.

**Table 4.8: Teachers’ response on working conditions**

| <b>Working conditions</b>   | <b>NS</b> | <b>%</b> | <b>SS</b> | <b>%</b> | <b>S</b> | <b>%</b> | <b>VS</b> | <b>%</b> | <b>ES</b> | <b>%</b> |
|-----------------------------|-----------|----------|-----------|----------|----------|----------|-----------|----------|-----------|----------|
| Condition of school offices | 60        | 60.0     | 30        | 30.0     | 10       | 10.0     | 0         | 0        | 0         | 0        |
| Condition of class rooms    | 90        | 90.0     | 5         | 5.0      | 5        | 5.0      | 0         | 0        | 0         | 0        |
| School compound layout      | 45        | 45.0     | 40        | 40.0     | 13       | 13.0     | 2         | 2.0      | 0         | 0        |
| Provision of clean water    | 19        | 19.0     | 21        | 21.0     | 45       | 45.0     | 15        | 15.0     | 0         | 0        |
| Staff houses                | 100       | 100.0    | 0         | 0        | 0        | 0        | 0         | 0        | 0         | 0        |
| Sanitary facilities         | 65        | 65.0     | 15        | 15.0     | 20       | 20.0     | 0         | 0        | 0         | 0        |
| General security            | 70        | 70.0     | 15        | 15.0     | 15       | 15.0     | 0         | 0        | 0         | 0        |
| Facilities in class         | 100       | 100.0    | 0         | 0        | 0        | 0        | 0         | 0        | 0         | 0        |
| Timetabling of classes      | 80        | 80.0     | 15        | 15.0     | 5        | 5.0      | 0         | 0        | 0         | 0        |

From tables 4.8, the results indicate that teachers have some difficulties when it comes to working conditions in public primary schools. The majority of respondents indicated that some public primary schools in Gilgil district lacked basic amenities like staff houses (100%), class facilities (100%) and good sanitary facilities (65%) was below satisfaction. Teachers also indicted that school offices and classes were not in good conditions. Teachers who have no houses in school and other facilities tend to waste a lot of teaching time which affects performance. This is evidence that recognition of teachers is not good or they are given a low deal which promotes dissatisfaction in their job.

Satisfaction at the same level but below average was found in compound lay out (40%) and provision of clean water which also contribute to low level of job satisfaction and can turn to lack of motivation and job satisfaction among teachers and may affect performance. Luthans (1998) indicates that if people work in clean friendly conditions they will find it easier to come to work and accomplish their tasks. Clean classrooms, good compound layout and supply of clean water or conducive working environment tend to make workers happy when doing their work thus increasing job satisfaction. Poor working conditions will make workers dissatisfied with their work.

#### **4.8 Influence of teachers' career development programmes on pupils' performance**

Teachers appreciate the opportunity to follow a professional career path that allows them to grow and receive professional recognition as professionals. Teachers have to increase their teaching professionalism which should have positive influence on their

job satisfaction and the performance of the pupil. Teachers were to indicate if they attend seminars or workshops, who sponsors them and chances of being promoted after a course attended. Teachers were to state whether they are satisfied or not in the way seminars and workshops, sponsorships and chances for promotion after course attended to enable them develop in their career line. The teachers were expected to indicate the extent to which they were satisfied with the various job factors using a five point likert scale as follows; 1-Not satisfied (NS), 2-Slightly Satisfied (SS), 3-Satisfied (S), 4-Very Satisfied (VS), 5-Extremely Satisfied (ES) Data were collected and tabulated in Tables 4.9.

**Table 4.9: Teachers’ response on career development programmes and performance**

| <b>Career development</b>                   | <b>NS</b> | <b>%</b> | <b>SS</b> | <b>%</b> | <b>S</b> | <b>%</b> | <b>VS</b> | <b>%</b> | <b>ES</b> | <b>%</b> |
|---|-----------|----------|-----------|----------|----------|----------|-----------|----------|-----------|----------|
| Seminars and workshops provided             | 20        | 20       | 14        | 14       | 66       | 66       | 0         | 0        | 0         | 0        |
| Sponsorship for further studies             | 100       | 100      | 0         | 0        | 0        | 0        | 0         | 0        | 0         | 0        |
| Sponsorship for professional course         | 79        | 79       | 21        | 21       | 0        | 0        | 0         | 0        | 0         | 0        |
| Chances for promotion                       | 95        | 95       | 1         | 1        | 4        | 4        | 0         | 0        | 0         | 0        |
| Recognition at work after course attendance | 76        | 76       | 21        | 21       | 3        | 3        | 0         | 0        | 0         | 0        |

From Table 4.9 it shows that majority of teachers are not satisfied with some of the career development programmes, how they are offered, and the recognition accorded after attendance of a given course. From the table we establish that (66%), of the respondents were very satisfied with seminars and workshops provided. But majority were not satisfied with sponsorship to professional courses (80%), chances of promotion (95%), sponsorship for further studies (100%), and recognition after course attendance was (76%). Employees' opportunities for advancement in career exert an influence on job satisfaction. Career advancement provides opportunity for personal growth and gain in skills and experience which adds value to job satisfaction. However when there are no opportunities for professional development such that teachers are unable to upgrade their qualifications through joining institutions of higher learning. They become demoralized resulting into low performance in classes, they teach. The introduction of new syllabus and new text books without adequate in service training demoralizes teachers since it involves deployment of new teaching approach.

Teachers should also advance in their career by being promoted to the next job group or given new responsibility. Where they will be given opportunity to use their skills and abilities in teaching in such causes they achieve job satisfaction. Lack of career advancement could be some of the issues lead to job dissatisfaction which negatively impact on pupils' performance in KCPE examinations in Gilgil district.

#### **4.8: Teachers’ response on pupils’ performance in KCPE**

Pupils’ performance in KCPE examinations goes hand in hand with teachers’ job satisfaction in schools. Teachers were asked to indicate the results of their schools’ mean scores in KCPE examinations for the past four years and data was recorded in Table 4.10.

**Table 4.10: Teachers’ response on pupils’ performance in KCPE examination from 2008-2011**

| <b>Divisions</b> | <b>2011</b> | <b>2010</b> | <b>2009</b> | <b>2008</b> |
|------------------|-------------|-------------|-------------|-------------|
| Elementaita      | 256.98      | 240.83      | 243.88      | 232.12      |
| Mbaruk           | 183.45      | 179.34      | 187.11      | 181.55      |
| Karuga           | 196.46      | 198.14      | 203.60      | 178.68      |

The results from the table which were cross checked from the DEOs office indicate that for the past four years, schools in Elementaita division have been registering high mean scores compared to Mbaruk and Karuga divisions in the same district. This could be as a result of teachers in Karunga being satisfied with their working conditions in schools who in turn influence pupils’ performance in KCPE examinations in Gilgil district.

#### **Summary**

The chapter attempted to statistically establish whether the variables under study would influence teachers’ job satisfaction on pupils’ performance in KCPE examinations in public primary schools in Gilgil district, Nakuru county, Kenya. The

analysis was based on the research objectives. These were: The extent to which the amount of workload among teachers influence pupils' performance in KCPE examinations in Gilgil district, the extent to which terms and conditions of service among teachers influence pupils performance in KCPE examinations in Gilgil district, whether interpersonal working relationship among teachers influence pupils' performance in KCPE examinations in Gilgil district, and whether working conditions among teachers affect pupils' performance in KCPE examination.

From the analysis of data, the study established that some of the public primary schools in Gilgil district perform poorly in KCPE examinations because teachers and are dissatisfied in several ways in their daily teaching and learning process.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a brief summary of the study, conclusions and recommendations of the study. The study also offers suggestions for further research.

#### **5.2 Summary of the study**

The main purpose of the study was to assess the influence of teachers' job satisfaction on pupils' performance in KCPE examinations in public primary schools. The study focused on the stated objectives by targeting the teachers' demographic data. In addition, the study focused on job satisfaction issues concerning primary school teachers and performance of pupils. To achieve this, research objectives were formulated on the influence of teachers' job satisfaction on pupils' performance in KCPE examinations in public primary schools in Gilgil district, Nakuru County, Kenya. From the research objectives, research questions were then formulated.

To generate more information and enhance knowledge of the research questions postulated, literature review was essential. The variables of this study were summarized in a conceptual framework to show how they relate or link to another. The study used descriptive survey design and simple random sampling technique to select teachers who took part in answering questionnaire items. The target population was 550 teachers. To obtain an exact number of teachers who would take part in the study Mugenda and Mugenda (2003) descriptive survey for obtaining a sample size was adopted.



Data was collected using teachers' questionnaires and analyzed using mainly descriptive statistics, particularly frequencies, percentages, means and bar charts. Statistical Package for Social Sciences (SPSS) was used for effective analysis of data.

The following are the findings of the study that were arrived at after the analysis of data. The findings were anchored on the objectives of the study. The first objective was to establish the extent to which the amount of work load among teachers influence pupils performance in KCPE examinations teachers in this study indicated that the workload was too heavy for them. This is due to free primary education with no employment of trained teachers. Teachers face enormous task before hand and even no time to prepare professional documents well. Also, there was very little time to mark pupils' work and revise well because of the class room size as indicated 98 percent of respondents were not satisfied with class size, which are above the expected ration of 1:40. One teacher was handling 70 pupils in a class. Akyeampog (2007) found that children in smaller classes tend to do better than those in larger classes even when some attempts was made to control for other variables. Teachers were therefore dissatisfied with the amount of work load they carry. It was clear that this was one of the major contributing factors to poor performance of pupils in KCPE examinations in Gilgil district.

Poor terms and conditions of service were found to be result of poor performance of public primary schools in Gilgil district. Poor terms and conditions of service result into how teachers' morale and therefore high turnover from the teaching profession to other well-paid professions. In this study, majority of teachers were dissatisfied with the terms and conditions of service. Respondents' personal needs were not met with their employer (TSC) despite the fact that several recommendations for improvement

of better terms and conditions of service to boost teachers' job satisfaction have been put across but they have never been fully implemented. Findings indicate that teachers were missing most of their allowances like house allowances, medical allowances, commuter allowances as well as retirement benefits. Besides, teachers' salary compared to other civil servants was very low. This was a clear picture that teachers were undergoing job dissatisfaction which influence poor performance of pupils in KCPE examinations in Gilgil district.

The study was to identify whether interpersonal working relationship among teachers influence pupils' performance in KCPE examination in Gilgil district. Teachers were dissatisfied with their employer (TSC) and the policy makers (politicians). This means their working relationship was strained. Without a cordial relationship there are no way teachers could perform their duties well, share innovative ideas and attend to pupils' in class well to obtain quality results. There was need for the government of Kenya to identify ways of improving and solving problems facing the TSC and teachers across the country because most public primary schools are registering poor results in KCPE examinations. On the other hand, local politicians as representatives of their regions in the house of parliament should be able to discuss and come up with policies to create job satisfaction in teaching and learning to realize quality education in public primary schools across the country.

It was identified that most teachers had difficulties when it comes to working conditions in public primary schools. The respondents indicated that some public primary schools in Gilgil district lacked basic amenities like staff houses, class facilities and even good sanitary facilities. Teachers also indicated that school offices and classes were not in good conditions. These imply that they were under job

dissatisfaction which contributed to poor performance of pupils in public primary schools in Gilgil district.

Teachers were not satisfied with some of the career development programmes, how they are offered, and the recognition accorded after attending seminars and workshops. This had an impact on pupils 'performance. The government has to look for ways of promoting and recognizing teachers who are out to follow their professional career path.

### **5.3 Conclusions of the study**

From the findings of the study, several conclusions were arrived at:

The teachers Service Commission relationship with teachers if improved, teachers would have a manageable class room size, have time to prepare adequately for their lessons which could lead to quality results in KCPE examinations. The government freezing employment of teachers has created acute shortage of teachers' hence increasing workload.

Teachers' terms and conditions of service need improvement. Teachers indicated that they receive low salaries compared to other professionals working in other sectors, they become demoralized and hence low quality education delivered to pupils. Besides, teachers' working conditions at school has to be improved and maintained if there is need for conducive learning and teaching environment to motivate teachers.

Interpersonal working relationship between the teachers and fellow teachers showed highest level of satisfaction. This enhances team work which could positively influence good performance of pupils in national examinations.

There is no factor influencing job satisfaction among teachers and performance of pupils in school. Factors are interrelated and affect the pupils' performance in KCPE examinations.

#### **5.4 Recommendations of the study**

Basing on the already stated findings and conclusions, the study recommended the following:

- i) The government through TSC should recruit more teachers to counteract the high enrolment rate because of the free primary education, so that reduce understaffing situations in schools and hence reduce the overload on the teachers side.
- ii) Terms and conditions of service including teachers' salaries, housing allowance, medical allowances and commuter allowances among others should be improved by the teachers service commission to create job satisfaction among teachers.
- iii) The difficulty working and living conditions for many teachers in public primary schools to be solved because for those who commute to and from sometimes causes frequent absenteeism and lateness to school. This results in serious wastage of teaching time which affects pupils' performance.
- iv) Teachers should be given opportunity to go for in-services courses or further studies so as to grow in their professional careers. This would make them committed on their job with satisfaction.
- v) A good system of promoting teachers should be designed that only allows teachers to be promoted on merit and qualification and avoid the traditional

system which encourages favourism tribalism and nepotism. The promotion should be made prompt and awarded to the qualified candidate on time.

- vi) Teachers should be encouraged to upgrade themselves through joining higher level institutions for courses since only 70 percent of the teachers are P1 holders if they are to enjoy hefty remuneration in their work and this will translate to job satisfaction.

### **5.5 Suggestions for further research**

The following are the suggested areas for further research:

- i) The role of Kenya Education management Institute (KEMI) in creating opportunity for teachers to follow their career path. This area could be researched on to enable scholars and other stake holders understand how KEMI plays the role of increasing teaching professionalism which could have a positive influence on teachers' job performance and retention in the teaching profession.
- ii) A similar study to this be carried out in other public primary schools in other districts across the country and findings be compared which can help educational planners and managers find concrete solutions to cases of poor performance of pupils in KCPE examinations in the country.
- iii) Factors influencing teacher turnover in public primary and secondary schools in Kenya.

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**APPENDICES**

**APPENDIX A**

**LETTER OF INTRODUCTION**

John N.P. Mburu  
University of Nairobi  
Department of Education Administration and Planning  
P.O Box 30197  
NAIROBI

The Headteachers  
.....Primary School

Dear Sir/Madam

I am a post graduate student pursuing a Masters degree in Education administration at University of Nairobi. I am conducting research on **influence of teachers' job satisfaction on pupils' performance in KCPE examination in Gilgil district, Nakuru County.**

Please assist in collecting the data needed for this study in your school. Thank you for your cooperation and assistance.

Yours faithfully

John N.P. Mburu

## APPENDIX 2

### QUESTIONNAIRE FOR TEACHERS

This questionnaire consists of questions asking for general information about yourself. The information is for research purposes only and will be used to make recommendations on teachers' job satisfaction. The information will be treated as confidential.

#### Instructions

#### Part 1

Please indicate by putting a tick [√] on the responses that applies to you.

1. What is your gender?

Male [ ]

Female [ ]

2. Indicate your age in years

20-29 [ ]

30-39 [ ]

40-49 [ ]

50+ [ ]

3. Indicate the your highest level of education

O Level [ ]

A Level [ ]

Diploma [ ]

BED [ ]

Masters[ ]

4. What is your current grade?

P1 [ ]

ATIV [ ]

Diploma [ ]

Graduate [ ]

5. How long have you been a primary school teacher?

0-5 years [ ]

6-10 years [ ]

11-15 years [ ]

16-20 years [ ]

21-25 years [ ]

26 and above [ ]

## **Part 2**

In this part, you are provided with 5 major job factors. Each job factor is divided into a number of sub items. You are kindly requested to show precisely your level of job satisfaction in each sub item by ticking the appropriate number in the column on the right hand side.

The columns are numbered 1-5. The key below is a guide. 1 – Not satisfied (NS), 2- Slightly Satisfied (SS), 3- Satisfied (S), 4-Very Satisfied (VS), 5- Extremely Satisfied (ES).

| <b>1. Working conditions</b>                | <b>1(NS)</b> | <b>2(SS)</b> | <b>3(S)</b> | <b>4(VS)</b> | <b>5(ES)</b> |
|---|--------------|--------------|-------------|--------------|--------------|
| i. The condition of your classroom          |              |              |             |              |              |
| ii. School compound layout                  |              |              |             |              |              |
| iii. Provision of clean water               |              |              |             |              |              |
| iv. Staff houses                            |              |              |             |              |              |
| v. Sanitary facilities                      |              |              |             |              |              |
| vi. General security                        |              |              |             |              |              |
| vii. Facilities in class                    |              |              |             |              |              |
| viii. Time tabling of your class            |              |              |             |              |              |
| <b>2. Amount of workload</b>                |              |              |             |              |              |
| i. The size of your class                   |              |              |             |              |              |
| ii. The number of lessons you handle        |              |              |             |              |              |
| iii. Time to prepare professional documents |              |              |             |              |              |
| iv. The assignment given to the pupils      |              |              |             |              |              |
|   |              |              |             |              |              |



|  | 1(NS) | 2(SS) | 3(S) | 4(VS) | 5(ES) |
|--|-------|-------|------|-------|-------|
| v. The time you engage in co-curricular activities                     |       |       |      |       |       |
| vi. Number of teaching staff in the school                             |       |       |      |       |       |
| <b>3. Terms and conditions of service</b>                              |       |       |      |       |       |
| i. Your salary compared to others with the same qualification as yours |       |       |      |       |       |
| ii. Present salary is equitable to your job                            |       |       |      |       |       |
| iii. Provision of house allowance                                      |       |       |      |       |       |
| iv. Transport allowance  |       |       |      |       |       |
| v. Retirement benefits   |       |       |      |       |       |
| vi. Medical allowances   |       |       |      |       |       |
| <b>4. Interpersonal/working relationship</b>                           |       |       |      |       |       |
| What is your level of satisfaction on your relationship with           |       |       |      |       |       |
| i. Your employer (TSC)   |       |       |      |       |       |

|   | 1(NS) | 2(SS) | 3(S) | 4(VS) | 5(ES) |
|---|-------|-------|------|-------|-------|
| ii. School management committee (SMC)                     |       |       |      |       |       |
| iii. Your headteacher                                     |       |       |      |       |       |
| iv. Teachers  |       |       |      |       |       |
| v. Pupils   |       |       |      |       |       |
| vi. Parents   |       |       |      |       |       |
| vii. Local politicians                                    |       |       |      |       |       |
| viii. School donor/religious organization                 |       |       |      |       |       |
| <b>5. Career development</b>                              |       |       |      |       |       |
| Are you satisfied with                                    |       |       |      |       |       |
| i. Seminars and workshops provided                        |       |       |      |       |       |
| ii. Sponsorship for professional course                   |       |       |      |       |       |
| iii. Sponsorship for further studies                      |       |       |      |       |       |
| iv. Chances for promotion                                 |       |       |      |       |       |
| v. Recognition at your work place after course attendance |       |       |      |       |       |

6. State the mean score of your school for the last 4 years from 2008-2011

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*Thank you for accepting to fill this questionnaire for me*

### APPENDIX 3

#### SCHOOLS IN GILGIL DISTRICT AND KCPE PERFORMANCE FROM 2008-2011

|     | Schools    | Years  |        |        |        |
|-----|------------|--------|--------|--------|--------|
|     |            | 2011   | 2010   | 2009   | 2008   |
| 1.  | Kamathatha | 222.13 | 207.94 | 218.23 | 210.52 |
| 2.  | Ndogo      | 219.2  | 231.35 | 217.13 | 211.82 |
| 3.  | Eburru     | 210.81 | 223.39 | 220.56 | 238    |
| 4.  | Cedar      | 202.45 | 217.59 | 228.47 | 181.7  |
| 5.  | Mbogo      | 199.55 | 228.3  | 176.33 | 172    |
| 6.  | Kasambara  | 189.77 | 185.95 | 171.37 | 180.5  |
| 7.  | Thome      | 181.27 | 221.93 | 211    | 204.88 |
| 8.  | Nagum      | 296.54 | 241.78 | 204.08 | 267.81 |
| 9.  | Thugunui   | 199.95 | 200.4  | 166.11 | 169.29 |
| 10. | Munanda    | 273.89 | 229.46 | 233.82 | 269.32 |
| 11. | Oljorai    | 270.62 | 280.58 | 246.57 | 273.33 |
| 12. | Ndibai     | 265.66 | 296.79 | 264.63 | 294.13 |
| 13. | Muthaiti   | 262.41 | 272.26 | 248.28 | 227.61 |
| 14. | Kikopey    | 215.36 | 185.06 | 179.77 | 172.69 |

|     |                 |               |        |        |        |
|-----|-----------------|---------------|--------|--------|--------|
| 15. | Meli            | 257.17        | 224    | 177.9  | 194.19 |
| 16. | Muriricua       | 250.72        | 256.2  | 256.32 | 262.94 |
| 17. | Kapkures        | 243.22        | 249.33 | 217.81 | 213.2  |
| 18. | Morop           | <b>237.64</b> | 232.33 | 217.22 | 218.83 |
| 19. | Kiambogo        | 238.86        | 224.79 | 239.81 | 238.06 |
| 20. | Elemntaita      | 235.5         | 222.71 | 237.79 | 228.65 |
| 21. | Mbombo          | 220.67        | 242.33 | 236.96 | 250.75 |
| 22. | Kahuho          | 262.0         | 275.04 | 276.14 | 251.05 |
| 23. | Ngeteti         | 247.04        | 255.44 | 254.14 | 252.29 |
| 24. | Utumishi        | 339.81        | 241.52 | 231.01 | 243.45 |
| 25. | Gilgil township | 235.01        | 225.03 | 228.61 | 209.56 |
| 26. | Kagumu          | 232.72        | 229.18 | 202.23 | 197.19 |
| 27. | Komothai        | 225.83        | 209.02 | 209.52 | 201.39 |
| 28. | St. Patrick     | 225.54        | 228.44 | 219.14 | 209.31 |
| 29. | Karunga         | 224.29        | 232.2  | 228.61 | 209.56 |
| 30. | Muridati        | 221.56        | 213.7  | 239.11 | 215.09 |
| 31. | Langalangala    | 220.78        | 236.38 | 236.34 | 221.19 |
| 32. | Ngumo           | 207.16        | 213.08 | 214.39 | 223.78 |
| 33. | Twendane        | 203.29        | 228.95 | 197.38 | 235.14 |
| 34. | Gilgil DEB      | 245.77        | 252.6  | 231.10 | 223.79 |
| 35. | Murindu         | 214.47        | 210.55 | 291.61 | 197    |

|     |             |        |        |        |        |
|-----|-------------|--------|--------|--------|--------|
| 36. | Mwega       | 208.48 | 195.32 | 217.8  | 195.05 |
| 37. | Garrison    | 283.56 | 277.19 | 280.79 | 289.2  |
| 38. | Kariandusi  | 208.33 | 238.3  | 211.69 | 213.38 |
| 39. | Kiungururia | 259.18 | 262.84 | 236.7  | 259.55 |
| 40. | Kiboko      | 253.16 | 237    | 215.51 | 238.81 |
| 41. | NYS gilgil  | 215.4  | 276.07 | 295.63 | 266.09 |
| 42. | Songoloi    | 249.9  | 226    | 239.06 | 217.05 |
| 43. | Mugaa       | 219.74 | 247.84 | 220.94 | 217.46 |
| 44. | Makongo     | 217.34 | 222.34 | 246.   | 256.42 |
| 45. | Njeru       | 214.59 | 233.75 | 202.6  | 191.88 |
| 46. | Nderit      | 206.31 | 222.91 | 210.73 | 226.22 |
| 47. | Kanorero    | 203.8  | 184.89 | 218    | 224.37 |
| 48. | Tangi Tano  | 196.75 | 203.95 | 208.02 | 219.85 |
| 49. | Miti mingi  | 174.98 | 213.09 | 217.07 | 297.09 |
| 50. | Kongasis    | 279.06 | 275.28 | 276.14 | 251.05 |
| 51. | Olesultan   | 235.31 | 255.31 | 225.75 | 223.53 |
| 52. | Ngecho      | 212.84 | 245.07 | 231.78 | 243.47 |
| 53. | Gitare      | 201.33 | 221.69 | 227.25 | 248.44 |
| 54. | Echariria   | 189.45 | 213.7  | 188.05 | 200.41 |

**Source:** DEOs office Gilgil district

**APPENDIX 4**  
**AUTHORIZATION LETTER**

**APPENDIX 5**

**PERMIT**