

**FACTORS INFLUENCING JOB SATISFACTION AMONG NON-
TEACHING STAFF IN PUBLIC SECONDARY SCHOOLS IN KENYA; A
CASE OF BUTULA DIVISION**

BY

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DECLARATION

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

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DEDICATION

This research project is dedicated to my husband Peter Kizito for his support and prayers during this period of my course.

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ABBREVIATIONS AND ACRONYMS

BDNTSJSQ: Butula Division Non-Teaching Staff Job Satisfaction Questionnaire

NHIF: National Hospital Insurance Fund

NSSF: National Social Security Fund

NUT: Nigeria Union of Teachers

ABSTRACT

This study was to investigate the factors influencing job satisfaction among non-teaching staff in public secondary schools a case of Butula Division. The study was guided by the following objectives; to establish how remuneration influences job satisfaction among non-teaching staff; to determine the extent to which communication influences job satisfaction; to establish how work environment influences job satisfaction; to determine how job security influences job satisfaction and lastly to examine how training opportunities influences job satisfaction among non-teaching staff in public secondary schools in Butula Division. The study adopted descriptive survey design which was used to obtain information describing the existing phenomena. The target population was 300 of both male and female non-teaching staff in public secondary schools in Butula Division. The estimated sample size was 169 non-teaching staff which was believed to reflect the characteristics of the population from which it was drawn. Systematic random sampling was employed in the study giving all schools an equal chance of being selected in the sample. Content validity was used where the researcher shared the research instrument with her supervisors to assess its appropriateness in content. Split-half method was employed to test the reliability of instrument. A structured questionnaire entitled Butula Division Non-teaching staff job satisfaction questionnaire (BDNSJSQ) was prepared and distributed to the respondents in all selected schools. The questionnaires were then collected after one week. 120 questionnaires were completely filled and were used for the analysis. Data was analyzed using descriptive analysis method. Frequency tables and percentages were used for data presentation after analysis. The findings indicated that the non-teaching staff was dissatisfied with remuneration, job security and training opportunities however respondents showed moderate satisfaction with their work environment. The non-teaching staff was satisfied with communication at their workplace. From the study findings it was therefore recommended that pay should be improved to make non-teaching staff be committed and satisfied with their job. The non-teaching staff should also be enlightened on how their salaries are determined. On communication the administrators should ensure smooth flow of both up-down and down-up flow of information. Management needs to avail the right adequate tools or equipment. Non-teaching staff should be reassured about job security including the leaves with pay, medical cover and pension scheme and lastly the school administrators should support the training programs and expose employees to such training and training should be coupled with promotions. The researcher recommends research on; Factors influencing job satisfaction among non-teaching staff in private secondary schools in Butula Division and Factors influencing job satisfaction among non-teaching staff: A comparative analysis between public and private secondary schools.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Job satisfaction is a very important component to employees in any organization (Frank and Vecera, 2008). Many researchers and administrators have noticed the importance of job satisfaction on a variety of organizational variables (Kreisman, 2002). Dissatisfied employees are likely to leave their jobs, thus understanding of employee job satisfaction and its contributing variable are important for any organization to exist and prosper (Majidi, 2010). Similarly Oplatka & Mimon (2008) noted that the principal reason as to why job satisfaction is so extensively researched is that it relates to significant association with life satisfaction (Buitendanch & Dewitte, 2005), organizational commitment (Cullinah, 2005) and job performance (Buitendanch & Dewitte, 2005).

Job satisfaction is simply defined as the effective orientation that an employees has towards his or her work (Saari & Judge, 2004). Job satisfaction describes the feelings, attitudes or preference of individuals regarding work (Chen, 2006). Furthermore (Armstrong, 2006), defines job satisfaction as the attitudes and feelings people has about their work. Positive and favorable attitude towards the job indicate the job satisfaction, Negative and unfavorable attitude indicate dissatisfaction (Armstrong, 2006). Job satisfaction implies doing a job one enjoys doing it well and being rewarded for one's effort (Rhodes & Hammer, 2000). Ellickson and Logsdon (2002) support this view by defining job satisfaction as the extent to which employees like their work. In direct contrast Rue and Byarse, (1992), refer to job satisfaction as an individual mental state about the job. Robbins et al., (2003) add that an individual with high job satisfaction will play a positive attitude towards their job, and the individual who is dissatisfied will have a negative attitude towards the job.

John, De Noble & McCormick, (2006) in their study: Biographical differences and job satisfaction of catholic primary school staff in Australia assert that job satisfaction is a significant phenomenon in schools. Lowered job satisfaction and dissatisfaction are believed to influence school employee's commitment, morale and turnover and this is particularly salient to the teaching profession. It is in the interest of schools and school system to ensure that levels of job satisfaction are high so that schools are places of relative stability and student learning arguably

the main focus of schools is not hindered. A research carried out by Khalid and Irashad, (2010) among bank employees in Punjab in Pakistan revealed that employees of public sector organization are more satisfied with job security as compared to their counterpart in private sector organizations. In another research carried out by Salman, (2012) on job satisfaction among academic staff: A comparative analysis between public and private sector Universities of Punjab in Pakistan revealed that the private Universities Academicians were more satisfied with pay, supervision however they were dissatisfied with job security while the public university Academicians were satisfied with job security and not pay.

A research carried out by Society for Human Resource Professional (SHRM), (2007) in USA, the top five contributors to job satisfaction were job security, communication between employees and senior management, benefits flexibility to balance work /life issues and feeling safe in the work environment. According to a study conducted by Daljeet, Manoj& Dalvinder, (2011) on factors influencing employee job satisfaction in Cement Industry of Chhattisgarh in India found out three variables that is environmental stress and work conditions, organizational factor like fair rewarding , promotion and opportunities and behavioral factors like adequate authority, salary and supervisors has a positive impact on job satisfaction.

Study conducted by Cullinah, (2005) among health workers in South Africa Guateng Province indicate that by 2001 more than 23000 South Africa born health employees were working abroad in countries such as Britain, USA, Canada, Australia and New Zealand, this is because of the poor salaries, work environment and poor management this contribute towards and exacerbate job satisfaction. According to the study conducted by Ololube, (2004) on teachers' job satisfaction and motivation for school effectiveness in River State of Nigeria, the researcher argued that the relevance of job satisfaction are very crucial to the long term growth of any educational system around the world. According to the studies, professional knowledge, skills and center competence occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competence can be seen when one is taking on and mastering challenging tasks directed at educational success and performance, Filack & Sheldah, (2003). Ololube, (2005) further argued that needs satisfaction and motivation to work are very essential in the lines of teachers because they form the fundamental reason of working in life. According to the researcher it is assumed that teachers agitation and demands are beyond the resources of the ministry of education or the government. As a result the government in Nigeria and Nigeria

union of teachers (NUT) are in a constant standoff over the increase in salaries, benefits and improvements in working conditions of teachers, (Ololube 2005).

In a research carried out by Karims & Rodger, (2005) among lecturers in Makerere University in Uganda revealed that the lecturers were relatively satisfied with core workers behavior, supervision and intrinsic facets of teaching, their potential source of dissatisfaction were remuneration, governance, promotion and physical facilities. Okoth,(2003) carried out a research: A survey of the factors that determine the level of job satisfaction among teachers in top ranking private schools in Nairobi; He asserts that job satisfaction is a positive state, resulting from the appraisal of one's job experiences. She adds that job satisfaction is a collection of stories and beliefs that managers have about their jobs. She further, argues that managers who are high in job satisfaction generally love their job, feel that they are being fairly treated and believe that their jobs have many desirable features such as interesting work, good pay and job security.

A research conducted in Chuka University in Kenya on employees' satisfaction and work environment by Peak Network Consultants Ltd, (2011) among 50 employees which constituted of senior management, supervisory staff, teaching staff and non-teaching staff. It revealed clearly that these employees were dissatisfied with communication, it was therefore important for management to ensure smooth flow of both up-down and down-up flow of information. Regarding work environment, employees showed create dissatisfaction on different aspects including: physical working conditions and materials provided to them to perform their work. For employees to be productive, the management needs to avail the right equipment / facilities/materials for employees to feel released. The organization should develop clear guidelines on determining /selecting prospective employees for various training and development opportunities. Boggie, (2005) maintains that in order to provide good service, the quality of employees is critical to ensure success. It is for this reason that the area of job satisfaction be explored in order to gain a better insight thereof. This will provide executive managers with important information to enable them to stimulate greater job satisfaction amongst employees (Boggie, 2005). Best on the above arguments, the researcher will carry out a research on job satisfaction of non-teaching staff in public secondary schools in Butula Division to fill the existing knowledge gap in this area of study.

1.2. Statement of the problem

Job satisfaction has been an issue of great concern in recent times. Various studies have been carried out on factors influencing job satisfaction. Sarah, (2012) examined the factors which influence employee satisfaction among the senior non-teaching staff members in higher educational institutions in Malaysia. Employee satisfaction leads to ensuring that a higher productivity is derived from all employees within an organization. It was found that leadership has a significant impact on employee satisfaction whereas management knowledge and training do not significantly influence employee satisfaction.

Fatemeh ,(2009) explored how the 16 branches of Islamic Azad University, Tehran province, Iran, leadership styles influenced employee job satisfaction. The researcher found that the dominant leadership styles were transformational and transactional and employees were moderately satisfied with their job. The results show that different leadership style factors will have different impacts on employee job satisfaction components. Individualized consideration and laissez-faire are strong predictors of all the job satisfaction factors. Maria, (2011) analyzed the impact of Supervisor's behavior on subordinate's job satisfaction. It was found from data analysis that Perceptual discrepancy, supportive behavior and similar personalities do have a significant relation with the job satisfaction.

Edward, (2009) identified the factors that measure job satisfaction of faculty members at two selected and major universities in Malaysia. The conclusions drawn from this study are that the major sources of job satisfaction for Malaysian faculty members are shown to be policy, administration, and salary. The relevant sources of dissatisfaction are personal achievement, personal growth, interpersonal relations, recognition, responsibility, supervision, the work itself, and the overall working conditions.

An exploratory study on the role of extrinsic and intrinsic factors in determining job satisfaction amongst urban secondary-school teachers in Namibia, Evy, (2008) investigated Biographical variables pertaining to the teachers' gender, age, marital status, school resources, teaching experience, academic qualifications, and rank to determine whether these had any significant relevance, or made any notable contribution, to the level of job satisfaction. Results showed significant levels of dissatisfaction pertaining to intrinsic factors of work and, more especially, those factors relating to school area and rank.

Koech, (2002) looked at the relationship between career development and job satisfaction. She did a survey on managers in commercial banks in Nairobi. Okoth, (2003) did a survey of factors that determine the level of job satisfaction among teachers in top ranking private secondary schools in Nairobi. Azegele, (2005) looked at the relationship between employees training and development and job satisfaction in classified hotels in Nairobi.

In all the studies mentioned above, various issues that affect satisfaction were addressed. None of these studies have addressed the factors influencing job satisfaction among non-teaching staff in secondary schools. To the best of my knowledge no study has been done on factors influencing job satisfaction among non-teaching staff and if any not in Butula Division. This study therefore sought to address this issue. Therefore this study will focus on whether there are factors which influence job satisfaction among non-teaching staff in public secondary schools in Butula Division.

1.3. Purpose of the study

The purpose of this study was to investigate the factors influencing job satisfaction among non-teaching staff in public secondary schools in Butula Division.

1.4. Objectives of the study

This study was guided by the following objectives;

1. To establish how remuneration influences job satisfaction among non-teaching staff in public secondary schools in Butula Division.
2. To determine the extent to which communication influences job satisfaction among non-teaching staff in public secondary schools in Butula Division.
3. To establish how work environment influences job satisfaction among non-teaching staff in public secondary schools in Butula Division.
4. To determine how job security influences job satisfaction among non-teaching staff in public secondary schools in Butula Division.
5. To examine how training opportunities influences job satisfaction among non-teaching staff in public secondary schools in Butula Division.

1.5. Research questions

1. To what extent does remuneration influence job satisfaction among non-teaching staff in public secondary schools in Butula Division?
2. How does communication influence job satisfaction among non-teaching staff in public secondary schools in Butula Division?
3. How does work environment influence job satisfaction among non-teaching staff in public secondary schools in Butula Division?
4. To what extent does job security influence job satisfaction among non-teaching staff in public secondary schools in Butula Division?
5. To what extent does training opportunities influence job satisfaction among non-teaching staff in public secondary schools in Butula Division?

1.6. Significance of the study

This study generated information on the factors influencing job satisfaction among non-teaching staff in public secondary schools and thus it was hoped that the information would assist the non-teaching staff to appreciate the influence of the identified factors on their job satisfaction. The information was hoped would help school management to develop strategies for improving job satisfaction among non-teaching staff in their schools and identify areas of their weakness towards the promotion of job satisfaction in their establishment. To other scholars it was hoped that it would enable them to generate and acquire scarce literature that would be useful to this area of study. Finally to the Government it was hoped that it would create awareness of the needs of non-teaching staff.

1.7. Delimitation of the study

The study focused on factors influencing job satisfaction among the non-teaching staff in public secondary schools in Butula division. All non-teaching staff from twelve selected schools were sampled for the study.

1.8. Limitations of the study

This study was faced with a number of limitations. First was getting the right number of non – teaching staff in public secondary schools in Butula Division from the Education office. However the researcher walked to all the twenty four schools and got the right number from the principals in the respective schools. Secondly were the bad roads and the rains made accessing the interior schools difficult, however the researcher used a motorbike to reach such schools. Thirdly respondents were not cooperative because they feared the security of their jobs. However to overcome this problem the researcher explained to the respondents the importance of the study and assured them that nobody will be victimized and they did not write their names on the questionnaires.

1.9. Basic assumptions of the study

The study was pegged on the following basic assumptions; that respondents were available and gave the required information without prejudice, that the findings of the study would be generalized for other non-teaching staff in public secondary schools in Kenya and finally that the data collection instrument was valid and measured the desired outcomes of the study.

1.10. Definitions of significant terms as used in the study

Job satisfaction; is how people feel about their jobs and different aspect of their job.

Non-teaching staff; these are school workers who perform other important duties apart from teaching.

Commitment: Is employee willingness to work whole heartedly without complaining

Staff turn-over: This is where in an organization old employees leave job because they are not satisfied and new employees are recruited.

Retention: The employees working at a given workplace for a longer period without searching for job elsewhere.

Transferring: Movement of employees from one organization to another in search of jobs that satisfy their needs

Absenteeism; Missing to report at work during the official hours of work.

Productivity; the rate at which a worker or company produces goods and the amount produced, compared with how much time, work and money is needed to produce them.

Achievement; to succeed in a particular goal especially using your own effort and skills.

Job performance; how well or badly an employee does her or his work.

Employee involvement; Bringing in the employees in the process of decision making.

Leadership style; the type of leadership adopted by a particular leader of the organization perceived to be appropriate for the subordinates.

Experience; Knowledge acquired by a worker as a result of prolonged exposure on duty in relation to his/her job satisfaction.

Public secondary schools: Are secondary schools owned by the Government.

Job security: Is the probability that an individual will keep his or her

1.11. Organization of the study

Chapter One covers the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, basic assumptions of the study and finally definitions of significant terms as used in the study. Chapter Two deals with the literature review which is organized in the following sub topics; remuneration and job satisfaction, communication and job satisfaction, working environment and job satisfaction, job security and job satisfaction and training opportunities and job satisfaction; theoretical framework which includes Maslow hierarchy of need and finally conceptual framework of the study. Chapter Three covers the research design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis techniques and finally operational definition of variables Chapter Four discusses questionnaire return rate, personal details, how remuneration, communication, work environment, job security and training opportunities influence job satisfaction among non-teaching staff in public secondary schools in Butula Division. Chapter Five focus on summary of the findings, discussions, conclusion inferred from the findings, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

We shall begin this chapter by looking at remuneration and job satisfaction, communication and job satisfaction, working environment and job satisfaction, job security and job satisfaction and training opportunities and job satisfaction. We shall then look at theoretical framework which includes Maslow Hierarchy of needs and finally the conceptual framework of the study.

2.2 Remuneration and Job Satisfaction

In many studies, earning level of an employee has been found as an important source of job satisfaction (Sokoya 2000). Pay can entice individuals to join and remain within an organization, santhapparas & Shah, (2005). Wages are a significant factor in job satisfaction (Nezaam 2005). Money not only helps people attain their basic needs but is instrumental in providing upper level need satisfaction. Employees often see pay as a reflection of how management views their contribution to the organization (Nezaam 2005). Furthermore, employees are more satisfied when their work is rewarded fairly (Daljeel, Manoj & Dalvinder 2011). Material rewards are very important in job satisfaction. Generally, employees accept salary as supervisor's reward for the work they have performed (Daljeel, Manoj & Dalvinder 2011). One employee describe salary as 'the salary paid me is what the company think of me. The lesser the salary the less appreciated (Bokorney 2007).

Drummond, (1990) indicated that people are motivated by money for many different reasons. The need to provide the basic necessities of life motivates most people; some people think money as instrumental in satisfying non-economic needs such as power, status and affiliations with desired groups. Money is viewed as a symbol of personal success and achievements, Ingolo, (1991). According to Boggie, (2005) inequity in terms of lack of recognition and poor pay often contribute to a problem with employee retention. Smith, (2007) believes that job satisfaction and salary can lead to cost reduction by reducing absences, take errors and turnover.

According to Bassett, (1994), a lack of empirical evidence exists to indicate that pay alone improves worker satisfaction or reduces dissatisfaction. The author of the opinion that highly paid employees may be still be dissatisfied if they do not like the nature of their job and feel they cannot enter a more satisfying job. In a study considered by Oshagbemi, (2000) among United Kingdom academics, a statistically significant relationship between pay and rank of employees and their level of job satisfaction was established. Individuals view their remuneration as an indication of their value to the organization, they compares their inputs to received outputs relevant to that of others (Nel et al; 2004). The study of Grace and Khalsa, (2003) at Massachusetts higher education institutions identified professional development and salary packages as the most important job satisfaction factors. However, a survey conducted by Young, (2002), in the public sector failed to identify a significant relationship between pay and job satisfaction. Similarly, the study by Brainard, (2005) among postdoctoral researchers found pay and benefits to be weakly associated with job satisfaction.

Brain drain can be as a result of job dissatisfaction commenting on the salaries of University lecturers a renowned scholar, professor Mazrui termed the current salaries of university lectures as unrealistic. He said lecturers would continue to look for jobs if their pay do not change. He says brain drain will continue relentlessly and it could get worse. He said it was important to improve the pay and in the long run retain the skills of professionals (Okoth, 2003). Pay is a significant factor in job satisfaction (Nezaam, 2005) she adds that pay improves the worker satisfaction or reduces dissatisfaction. Paying lower wages than what employees believe to be fair may lead to job dissatisfaction. Smith, (1992) believes that job satisfaction and salary can lead to cost reduction by reducing absences, task errors, and turnover.

2.3 Communication and Job Satisfaction

Within any organization, communication is important for passing along information from one individual or group to another. Communication can be in several ways such as verbal, non-verbal, upward and downward. Lack of good communication leads to low productivity, poor services and increased cost, Leucke,(2003).Employees should be given opportunities to participate in decision making. Participating in decision making leads to harmony in the organization, Mill,(1998) and improves staff morale and support. Communication is the basis of participative and democratic pattern of management. It improves good human relationship in an industry. An efficient system of communication enables management to change attitude,

motivate and build morale hence employee satisfaction. Downward communication helps management tell workers their expectations; while upward communication helps workers put their grievances, suggestions or reactions to the management. Giving more freedom to employees in their job, increases job satisfaction (Daljeet, Manoj & Dalvinder 2011).

Communication can be an effective tool for motivating employees involved in change (Leucke, 2003). Appropriate communication provides employees with feedback and reinforcement during the change, Peterson & Hicks, (1996) which enables them to make better decisions and prepares them for the advantages and disadvantages of change (Saunders 1999). Workers who are more involved in job-related decisions and communications, receive reinforcement that they are competent in their jobs and they respond by showing greater involvement and motivation (Smith 2004). Communication provides information, makes employees feel important and recognized and provides the glue that binds a workforce with their leadership and organization (Lewis, Schmisser, Stephens & Weirs 2006). Sarah, (2012) in her study on factors which influence employee satisfaction among the non-teaching staff members in higher educational institute in Malaysia assert that the management use authoritarian type of leadership and mode of communication is usually top-down, this makes the non-teaching staff looked down upon by other members of teaching fraternity. Communication behavior such as facial expression, eye conduct, vocal expression and body movement is crucial to the superior-subordinate relationship. Individuals who dislike and think negatively about their supervisors are less willing to communicate or have motivation to the work whereas individuals who like and think positively of their supervisor are more likely to communicate and are satisfied with their job and work environment. Supervisor subordinate communication is an important influence on job satisfaction in the work place. The way in which subordinate perceive a supervisor's behavior can positively or negatively influence job satisfaction (Daljeet, Manoj & Dalvin 2011). They also suggested that giving employee's freedom to communicate at their place of work increases job satisfaction.

2.4 Work Environment and Job Satisfaction

Working conditions play a very pertinent role in influencing job satisfaction. Steers, (1991; Sinha 2005), asserts that general working conditions have been found to be of cardinal importance in determining employee job satisfaction.

Employees would feel satisfied in their jobs if they are working in a clear and orderly workplace with adequate tools and equipment, acceptable levels of environment, quality, temperature, humidity and noise (Steers 1991). Bogler, (2001) noted that working environment can often be a cause of low productivity. Employees need adequate equipment, space, heating, lighting, ventilation and color has also a significant impact on the work environment. Rest rooms and lockers should be clean, secure and well maintained. The food provided should be same for the line employee as for the managers. Chen (1995; Dinham & Scott 2000) noted that a good working environment means employees want the same condition in work lines as management; they need challenge, support from superiors equality, workplace, friendly coworkers and respect. To have a good working work environment managers have to trust them and value them when they fail, they must know that the managers will have a defined process to help them get back on track. Finally, managers need to listen to them and accept their workplace ideas. Thus to better understand how to motivate employees, Managers should understand the basic theories of motivation (Judge & Church 2000). There are several ways to recognize or show that you value the work your employee does. These include greetings, attach thanks in their paychecks, and acknowledge employee milestones, staff gathering outside the organization, holding celebration for success, arranging frequent contest and other team building activities (McConnell, 2006).

Crossman & Harris, (2006), discuss the Hawthorne effect where he shows the relationship between employees working conditions, social conditions and productivity. The Hawthorne effect was named after what was doubted the most famous experiment in industrial history it marked a sea change in thinking about work and productivity Hawthorne, set the individual inn a social context. The experiment established conclusively that the performance of workers is influenced by their surroundings and by the people that they are working with. In a working environment a number of authors are in option that having friendly and supportive colleagues contribute to increased job satisfaction (Kreitner & Kinicki 2001). According to Madison, (2000), participants who lacked support from fellow workers were more likely to suffer from job dissatisfaction. Another survey found that positive relationship with fellow workers enhances job satisfaction (Berta 2005). In addition coworkers are more strongly related to job satisfaction- than managerial support (Tierney, Bauer & Potter 2002).

Workplace must be in normal condition allowing employee to do their job properly. In work places where there is not sufficient conditions, employee motivation level decreases and such a

situation affects job satisfaction negatively (Daljeet, Manoj & Dalvinder 2011). According to Herzberg's study in 1968, if working conditions are not conducive, hardworking employees who can find job elsewhere live, while mediocre employees would stay and comprise practices success. Good working condition satisfies employees and can determine the employees performance and productivity (Lin 2007).

2.5 Job Security and Job Satisfaction

Employees' reaction to the lack of security varies; individuals may experience severe psychological reactions to job loss and or the threat of the job loss. Low self-esteem, self-confidence, social isolations, anxiety and powerlessness are examples of possible psychological reactions. These reactions extend beyond actual losers to their patterns and other family members. They also affect the organization. Not only is work commitment weakened by job insecurity, but organizational effectiveness can deteriorate as well thus the outcome of job insecurity is always negative (Carolyn 1995). Other studies have shown that low wages coupled with lack of pension programs and insurance are often connected to low level of job satisfaction, Case et al; (2002). Job security encompasses more than more than the employees financial needs. It relates to their physical, emotional and familial wellbeing.

Using data from the 1989 and 1988 general survey, Abdullah, Djebarni & Mellani, (2010) found that those with a strong desire for job security were significantly more likely to prefer government jobs. Employer provide benefits such as paid leave and pensions which tend to be provided more in the public sector than the private sector may play an important role in the security associated with government work (Frank & Vecera 2008). The study of Khaled & Irashad, (2010) revealed that the employees of public sector organization are more satisfied with job security as compared to their counterparts (private sector organization). Green & Tsitsianis, (2005) reported that increase in job security will result in greater organizational commitment. Iverson, (1996) reached similar conclusion. Rosenblatt and Ruvio, (1996) also studied the effect of job insecurity on work attitudes of employees. Results revealed that job insecurity had adverse effect on organization commitment and employees performance. Furthermore, Ashford, et al; (1989) examined the impact of job insecurity on job satisfaction, organizational commitment and job performance. They found that job insecurity leads to reduces job satisfaction and reduced organizational commitment but it has no significant impact on job performance.

2.6 Training Opportunities and Job Satisfaction

According to Goddard & Raid, (2006) training is planned intervention which is designed to enhance the determinants of an individual's job performance. Training is one of the factors to employees' satisfaction in enhancing the growth and development to the employee. He adds that if training content is more reliable and focused it will lead to the desired skill development in the employee which will lead to higher job knowledge which will then pave way for maximum resource utilization and productivity. Powers and Barrows, (1999) noted how training becomes an important activity for any organization. Training provides on the job experiences and information that help the employees become more proficient or qualified at a task at their current jobs. A well trained group of employee should result in the reduction of costs, stress, turnover and absenteeism and a corresponding increase in efficiency and customer satisfaction. Training is a key component in any safety program since it is important to the employee knowledge and the work practices. Both informal and formal training are effective in enhancing the safety of the employee performance. The formal training program provide the employee with skills and knowledge safe for the work place while the informal training help the managers and the employees to maintain and sharpen the learned skills, Goddard & Raid,(2006).

Continuing education in the employee is a way of providing motivation through training. Training the employee through education as he or she never knew thus increasing skills and knowledge (Barret 2003). Through training the employees can get the skills that are necessary for the success and develop a positive attitude towards the performance and even develop challenging career goals. In order for the organization to maintain its reputation for excellence the employee should have up to date information and also have the ability to use new technology and adapt to the change in the organization (Goddard & Raid 2006). Therefore it is important for the employee to be trained so that they can be effective in their current jobs and be able to move into their positions and even accept the new responsibilities as they come (Bernstein 2009). Therefore by the help of training the employee get to know his or her job well leading to increased interest in the job and this will to result to motivated employees who are committed and satisfied with their jobs hence boosting the productivity of the organization to the optimal level(Bernstein 2009).

Goddard & Raid, (2006) says that you should give the employees the opportunity to learn the jobs and train for promotions and even cross-train. Letting the employees to train for promotions show them that they are not in a dead end job and this helps to keeping them motivated for the future rewards and opportunities. Employees do appreciate the opportunity of developing their skills and knowledge without having to leave their work place. A way of enhancing employee motivation is by enabling the employees to attend to internal training sessions as the sessions can be provided by a worker in the area of the expertise. Furthermore the employees can train other employees with that information that they have learned at the seminar. External training is provided especially to develop new skills and ideas and the employees must to attend to this type of training in order to enhance employee motivation through training you should allow employees to pursue the training in the way that they choose and not just in company assigned and the needed directions (Bernstein 2009).

The employees need training so that they can overcome their shortcomings of knowledge and skills. The employees will have to overcome this deficiency so that they can be motivated and satisfied with their work. Most of the organization trains their employees in such a way that will help to sustain them all through their careers. This kind of training leads to high level of commitment and motivation by the employees who see the opportunity that they are given (Arduser & Brown 2004). The right employee training provides a big payoff to the employee, productivity, contribution and loyalty. Training helps in increasing the employees loyalty thus retention which help in attracting the best possible employees (Barret 2003). Training is related to the skills which are seen necessary by the management of a particular organization which must be acquired by the members of that organization so that they can improve the probability in achieving its goals. Employee training helps them in reducing frustration or anxiety that is brought by work demands which they aren't familiar with and they lack skills in handling them effectively (Bernstein 2009).

Those employees who are motivated and satisfied are more committed to the organization. So when employees aren't trained they feel as if they are left alone by the organization and this leads to dissatisfaction proceeding to higher turnover. Training enhances the employee knowledge and experience which is essential to the changing workplace. Training is an important part of corporate behavior, if not only enhances behavior but also molds it according to the expectations (Arduser & Brown 2004). Good leaders do motivate their employees through training and

experience. These managers and employees who do not have training have to work harder and harder in order to get the work done and this causes more and more mistakes to happen. When the employees are motivated through training they tend to be more knowledgeable, skilled well experienced and dedicated which will direct to the organizational culture where the employees are focused, considerate, thoughtful and selfless working as one unit in order to achieve the goal of the organization and increasing the productivity of the employee (Bernstein 2009).

2.7 Theoretical Framework

Human beings are motivated in many ways. These depend on many factors and vary by the person and individual differences. Basic needs are clothing, food, medicine and shelter but work place needs extent to acceptance and self-esteem. Each individual will experience these factors in different situations offering awards when his job is done as expected; Maslow said it is more important to be part of a social group that will motivate him, Garrido et al; (2005)

2.7.1. Maslow hierarchy of needs

According to Maslow, (1954) five basic constructs form the human hierarchy of needs. These are physiological needs, security needs, belongingness needs, self-esteem needs and self-actualization needs. Maslow stated that lower level needs must be satisfied before the next higher level. When people satisfy the first level, they will go to the next level and next.

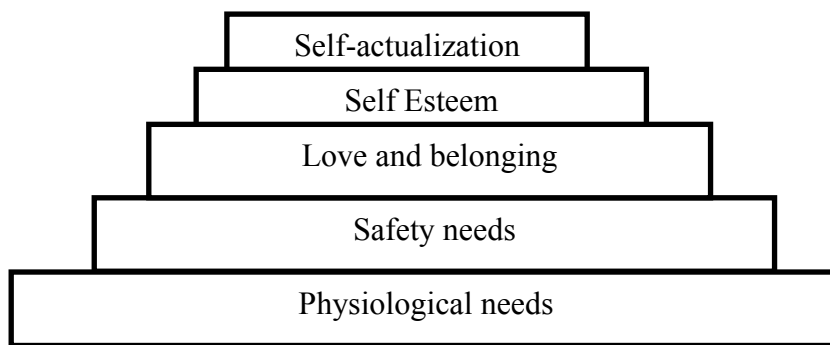


Figure 1: Maslow's hierarchy of needs

It is important that the secondary school administrators should employ the Maslow's theory on non-teaching staff in their schools as it is associated to job satisfaction. For physiological needs, provide meals at work and good pay that allow workers to buy life essentials. For safety needs, provide a working environment which is safe, job security, freedom from threats, protective

clothing, insurance, medical cover and pension scheme. On social needs, generate a feeling of acceptance, belonging and community by reinforcing team dynamics. On self-esteem motivators, recognize achievement, assign important projects and provide status to make employees feel valued and appreciated. On self-actualization, offer challenging and meaningful work assignments which enable innovation, creativity and progress according to long-term goals. In order to satisfy employees, employers must understand the current level of needs at which the employees find themselves and leverage needs for workplace job satisfaction.

2.7.2 Maslow's Theory limitation and criticism

There is little evidence suggesting that people satisfy one motivating need at a time other than situations where needs conflict. In some communities social needs are placed fundamentally than any other in addition the scientist have failed to reinforce this theory.

2.8. Conceptual framework of the study

Conceptual framework is a diagrammatic representation of variables in a study, their operational definition and how they interact in the study. It shows how the independent variables influence the dependent variable of the study.

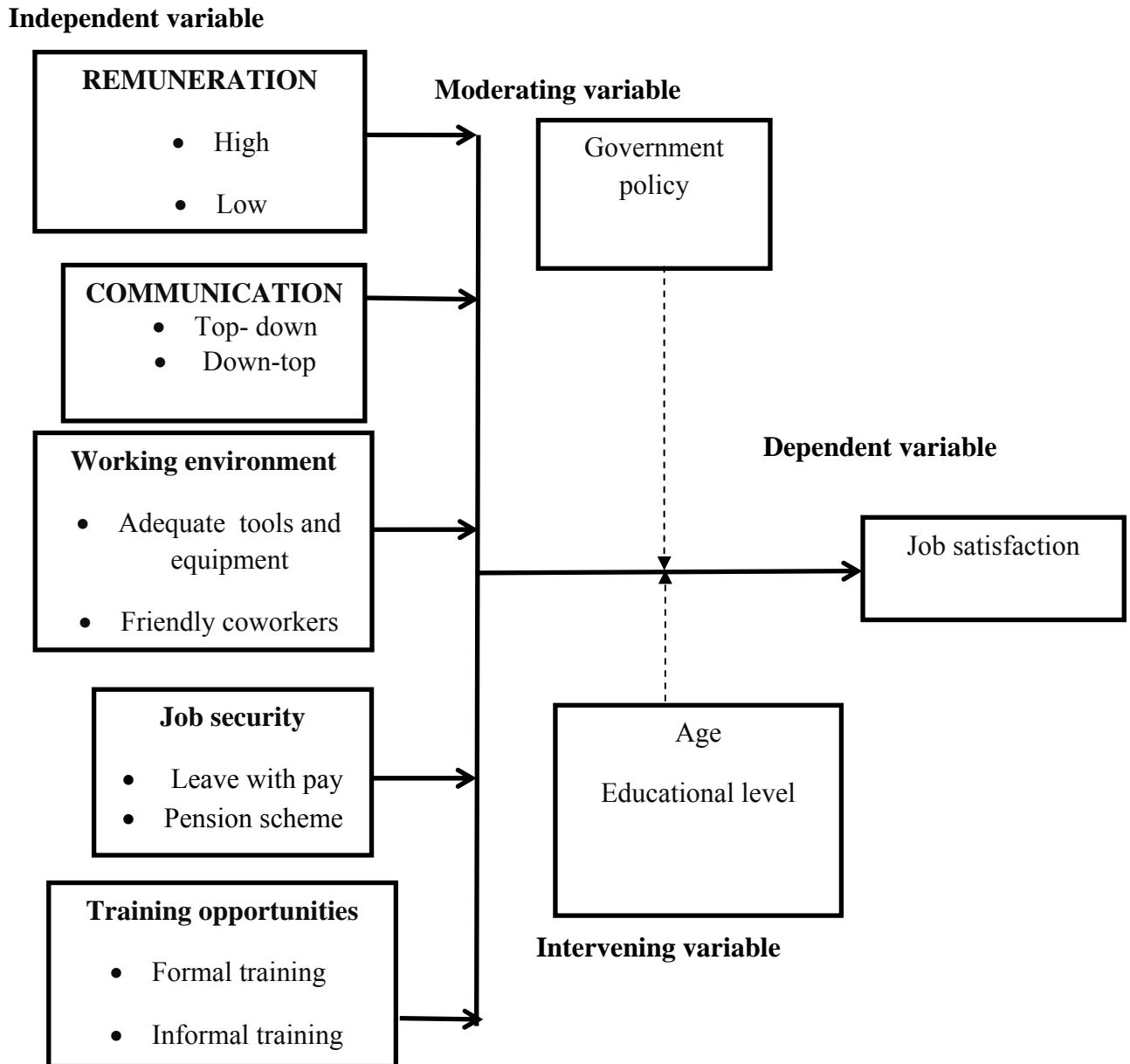


Figure 2 conceptual framework showing factors that influence job satisfaction among the non-teaching staff.

Good pay satisfies employees and leads to job satisfaction; low pay makes employees feel less appreciated and hence leads to job dissatisfaction. In an organization where both top-down and down-top mode of communication is used employees feel satisfied than where communication is top-down only. When working environment is friendly, well equipped, spacious and safe workers feel satisfied, but when working environment is not conducive then workers feel dissatisfied. Lack of job security leads to threat of job loss, low self-esteem, low self-confidence and powerlessness hence dissatisfied. Employees with job security feel protected and have confidence, have powers hence satisfied. Employees who are trained feel motivated and satisfied and are committed to the organization, while employees who are not trained feel as if they are left alone in the organization and this leads to dissatisfaction proceeding to higher turnover.

2.9 Knowledge Gaps

Job satisfaction is important to an organization's success. Much research has been conducted on factors influencing job satisfaction on employees in various sectors of Kenya including Education, hotel, health, companies, and non-teaching staff at the university and so on. Previous there are many studies on job satisfaction towards job performance, however the researcher had found that there is lack of study or relatively little research conducted on factors influencing job satisfaction among non-teaching staff. Therefore the study on factors influencing job satisfaction among non-teaching staff in public secondary schools is conducted in Butula Division in Kenya to address the gap in the research for different schools.

2.10 Summary

In this chapter the independent variables of the study have been discussed, these variables are remuneration, communication, work environment, job security and training opportunities. Theoretical framework which includes the theory of motivation by Maslow. Finally this chapter ends with the conceptual framework showing the relationship between independent variables and the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter will cover research methodology that consist of the following; Research design, target population, sample size and sampling procedures, research instruments , validity of the research instruments, Reliability of the research instruments, data collection procedures , data Analysis techniques and finally operational definition of variables.

3.2. Research design.

The researcher used a descriptive survey design to obtain information both quantitative and qualitative that was describing the existing phenomena. According to Gay (1981) a descriptive survey design is a process of collecting data in order to answer questions concerning the current status of the subject in the study. Descriptive studies are not only restricted to fact finding, but may often result to finding information of important principals of knowledge and solution to significant problems (Kerlinger, 1996). Mugenda and Mugenda (1999) add that a descriptive survey is an attempt to collect data from members of a given population so as to determine the current status of that particular population with respect to one or more variables. This method was also suitable for collecting original data for the purpose of describing a population which was too large to observe directly for instance a case of all non-teaching staff employees in Butula Division.

3.3. Target population

According to Mugenda and Mugenda (2003) a target population, is a population to which the researcher wants to generalize the results of the study. In Butula Division we have twenty four public secondary schools. The target population was 300, of both male and female non-teaching staff in public secondary schools in Butula Division .All non-teaching staff from selected schools were sampled for the study.

3.4. Sample size and sampling procedure

Sampling is a process of selecting a number of individual or objects from a population such that the selected group contains elements representative of the characteristics found in the entire

group (Orodho and kombo 2002).The research was conducted using a carefully chosen sample which was used to represent the entire population, as it was believed to reflect the characteristics of the population from which it was drawn. The sample size was 169 non-teaching staff in public secondary schools in Butula Division. This figure was arrived at by using a generalized scientific guideline for sample size decision by Krejcie and Morgan (1970) .Systematic random sampling technique was employed in this study giving all schools an equal chance of being selected in the sample. This involved selecting the n^{th} case from a randomized sampling frame to include in the sample. The list of the public secondary schools was randomized followed by deciding the sampling interval. Sampling interval refers to the distance between cases that are selected for inclusion in the sample. To get the sampling interval the researcher divided the accessible population by the sample size. This was to ensure that the population selected was unbiased. $300/169=1.8$. The researcher was selecting every second school from the randomized sampling frame. Twelve schools were selected.

3.5. Research instruments

The researcher used a survey questionnaire entitled BDNSJSQ to collect study related data from the target population. Self-administered questionnaires were used for the convenience of both researcher and the respondents of the study. The first, part section A of the questionnaire was personal details, section B was how remuneration influence job satisfaction, section C the extent to which communication influence job satisfaction, section D to investigate how work environment influence job satisfaction, section E how job security influence job satisfaction and, section F how training opportunities influence job satisfaction. The researcher used close ended questions for easy manipulation of data during analysis and interpretation; open ended questions which enabled the researcher gather more information on preference and beliefs of the respondents, and likert type questions because using this scale it's easier for the respondent to complete and were easy to compare responses given to different items.

3.5.1 Pilot testing

Piloting is trying out of research instruments on the respondents who will not be used in the main study. Piloting ensures that research instrument is clearly stated and that they have same meaning to the respondent. A pilot study was carried out in Mundika/Township Division among non-teaching staff that were believed to have similar characteristics as the ones in Butula Division.

Two secondary schools, Our lady of Mercy Girls and Budokomi secondary were selected through simple random sampling procedure. All the non-teaching staff in the selected schools participated. After data collection the researcher was able to establish that respondents had difficulties in filling some questions in the questionnaire. Because of the inconsistency in the instrument on what ought to have captured, the questions were reframed and rephrased this was aimed at bringing clarity in the questions.

3.5.2 Validity of the research instruments

According to Anastancia (1982), Validity refers to the quality that a procedure or instrument or tool used in the research is accurate, correct, true, meaningful and right. Kombo and Tromp,(2006) adds that validity of instrument shows how well the instrument measures what it is supposed to measure, this is supported by Harber and Boyd,(2000) in that if questionnaires are to produce meaningful results, then it should be valid. For the study the researcher used content validity. She shared the research instrument with the supervisors to assess its appropriateness in content, clarity, adequacy in capturing the needed data Feedback from the pilot study informed the researcher on which questions to drop or re-state or correct, to collect valid data.

3.5.3 Reliability of the research instruments

Reliability is the estimate of the degree to which a research instrument yields consistent results or data from repeated trials (Mugenda and Mugenda 1999). The researcher tested reliability of the instrument using split- half method. This involved administering a single instrument once. This instrument was then divided into 2 halves; the 1st half was odd numbered items while the 2nd half was even numbered items. These two halves was assumed to form 2 different sets of questionnaires which was then scored separately using a Spearman brown prophecy correlation coefficient which was used to determine the reliability of the instrument. The correlation coefficient was 0.6 and this is acceptable according to Mugenda and Mugenda (1999).

$$R= 1 - \frac{6\sum d^2}{n(n^2 -1)}$$

d- Absolute deviation of the actual ranks of variables X and Y

n- Number of pairs of scores

3.6 Data collection procedure

The relevant document such as introduction letter was obtained from University of Nairobi administration to facilitate the research process. The researcher again obtained an introduction letter from the Butula District Education Officer to allow her to carry out research in that area. Primary data was used for the study. A structured questionnaire was used as a tool of data collection. The questionnaire was prepared and distributed to all sampled schools by the researcher. Respondents did not include their names on the questionnaire for confidentiality purposes and were given a week to fill the questionnaire after which the questionnaires were collect back for analysis.

3.7 Data Analysis Techniques

After data was collected it was inspected to ensure that only relevant and accurate data was retained for analysis. In the case of the open-ended questions where subjects were free to give their own responses, the researcher categorized responses. Data was analyzed using descriptive analysis. Qualitative data was analyzed through descriptive statements. Numerical information of the study was analyzed using quantitative design of data analysis. Findings of the study were presented using frequency tables and percentages and were afterwards interpreted depending on relative responses. Quantitative findings were incorporated in researcher's interpretation on the basis of the reviewed literature and field experience.

3.8 Operational Definition of Variables

Operational definition of variables shows the objectives of the study, dependent variable and the indicators of the independent variables and how they can be measured.

Table 3.1 Operational Definition of Variables.

Objectives	Variables	Indicators	Measurement scale
To establish how remuneration influences job satisfaction	Independent variable: Remuneration Dependent variable: job satisfaction	Personal success Achievements High status	Nominal ordinal
To determine the extent to which communication influences job satisfaction	Independent variable: Communication Dependent variable: job satisfaction	Communication skills Morale	Nominal ordinal
To investigate how working environment influences job satisfaction	Independent variable: working environment Dependent variable: job satisfaction	Tools and equipment Co-workers Security	Ordinal nominal
To determine how job security influences job satisfaction	Independent variable: job security Dependent variable: job satisfaction	Pension scheme Medical cover Leaves with pay	Ordinal Nominal
To investigate how training opportunities influences on job satisfaction	Independent variable: training opportunities Dependent variable: job satisfaction	Skills Knowledge Promotions	Ordinal nominal

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses questionnaire return rate, personal details, how remuneration, communication, work environment, job security and training opportunities influence job satisfaction among the non-teaching staff in public secondary schools in Butula Division.

4.2 Questionnaire return rate

In the study, questionnaires were administered to non-teaching staff in 12 sampled public secondary schools in Butula Division. Table 4.1 shows the number of questionnaire dispatched and the number returned.

Table 4.1 Questionnaire return rate

Schools	Dispatched	Received	Return rate
Butula Boys High School	27	21	12.43%
Bukhalalire Boys	16	10	5.92%
Kingandole Mixed	11	7	4.14%
Busiada Girls	16	14	8.28%
Bujumba Boys	12	7	4.14%
Butula Girls	17	12	7.10%
St. Peters Sirikhaya	9	8	4.73%
Lugulu AC	19	15	8.88%
Sikoma Mixed	9	6	3.55%
Bujumba Girls	9	5	2.96%
Bukhuyi Mixed	16	10	5.92%
Tingolo Secondary	8	5	2.96%
Total	169	120	71.01%

The return rate was as follows, Butula boys High school 12.43%, Bukhalalire Boys 5.92%, Kingandole mixed 4.14%, Busiada Girls 8.28%, Bujumba boys 4.14%, Butula girls 7.10%, St Peters Sirikhaya 4.73%, Lugulu A C 8.88%, Sikoma mixed 3.55%, Bujumba Girls 2.96%, Bukhuyi mixed 5.92% and Tingolo secondary 2.96%. Out of the 169 questionnaires that were dispatched 120 questionnaires were collected back and were used for the analysis. The questionnaire return rate was therefore 71.01%.

4.3 PERSONAL DETAILS

4.3.1 Gender

The study sought to determine the gender of respondents. The results were summarized and presented in the table below.

Table 4.2 Gender of respondents

Gender	Frequency	Percent
Male	72	60
Female	48	40
Total	120	100

There were 120 respondents as shown in table 4.2 above, among which 60% were male and 40% female. This revealed that there is more male non-teaching staff than female in Butula Division.

4.3.2 Age of respondents

The study sought to determine the age of respondents. The results were summarized and presented in table 4.3

Table 4.3 Age of respondents

Age category	Frequency	Percent
20 – 30	12	10
30 – 40	37	30.83
40 – 50	50	41.66
50 – 60	21	17
Total	120	100

Table 4.3 shows the age of respondents 10% were in the age range 20-30, 30.83% were in the age range 30-40, 41.66% were aged 40-50 and 17% were aged 50-60. The table indicated that the greatest percentage of respondents (41.66%) were in the age range 40-50. This implies that older workers had better adjustment to the work situation and had fewer expectations especially for any further promotion and more experience.

4.3.3 Education level of the respondents

The study sought to determine the education level of the respondents. The results are presented in the table below.

Table 4.4 Education level

Education category	Frequency	Percent
Primary	13	10.83
Secondary	40	33.33
College	67	55.83
University	0	0
Total	120	100

Table 4.4 shows the education level of the respondents. 10.83% had primary education level, 33.33% possessed secondary education level and 55.83% possessed college qualification. The table indicated that most of non-teaching staff have gone up to college level and had trained in different courses.

4.3.4 Length of time in the current station

The study sought to determine the length of time the respondents have worked in their current station. The results are summarized and presented in table 4.5.

Table 4.5 Length of time in the current station

Year	Frequency	Percent
0-4	5	4.16
5-9	8	6.66
10-14	18	15
15-19	31	25.83
20-24	39	32.5
24-29	19	15.83
Total	120	100

Table 4.5 shows the length of time these respondents had worked in their current stations. 4.16% had worked for 0-4 years, 6.66% had worked 5-9, 15% had worked for 10-14 years, 25.83% had worked for 15-19 years, 32.5% had worked for 20-24 years and 15.83% had worked for 24-29 years. The table indicates that most non-teaching staff had worked for over 10 years with those who have worked for 20-24 years leading. Very few are recently employed. The implication is that there are no transfers of non-teaching staffs. Secondly they completely understand the challenges they are facing and have adapted.

4.3.5 Designation of respondents

The study sought to determine the work the respondents do in schools. The results are presented in table 4.6

Table 4.6 work done by respondents

Category	Frequency	Percent
Nurse	3	2.5
Clerk	13	10.83
Laboratory technician	14	11.66
Librarian	13	10.83
Secretary	13	10.83
Cateress	10	8.33
Security	18	15
Store keeper	6	5
Office messenger	6	5
Cook	20	16.66
Grounds men/women	4	3.33
Total	120	100

Table 4.6 shows the work done by the respondents who filled the questionnaires in schools: 2.5% were nurses, 10.83% were clerks, 11.66% were Laboratory technicians, 10.83% were Librarians, 10.83% were Secretaries, 8.33% were Cateresses, 15% were security men, 5% were Store keepers 5% were Office messengers 16.66% were cooks and 3.33% were grounds men and women. The table shows that majority of the non-teaching staff who filled the questionnaire

were cooks followed by security men and the least were nurses. It is clear that the bigger numbers of non-teaching staff in each school are the cooks and security men, very few schools have employed a school nurse.

4.4 How Remuneration influence job satisfaction among non-teaching staff in public Secondary schools in Butula Division

4.4.1 Pay per month

The study sought to determine the pay the respondents got per month .The results are summarized and presented in table 4.7

Table 4.7 Pay per month

Category	Frequency	Percent
Less than 5000	18	15
5000 – 7000	35	29.17
7000 – 9000	42	35
9000 – 11000	12	10
11000 – 13000	10	8.33
13000 and above	3	2.5
Total	120	100

Table 4.7 shows the respondents pay per month. Those earning less than 5000 account 15%, those earning between 5000-7000 account 29.17%,those earning between 7000-9000 account 35%, those earning between 9000-11000 account 10%, those earning between 11000-13000 account 8.33% and those earning 13000 and above account 2.5%.The table reveals that majority of non-teaching staff earn a salary of 7000 – 9000. This implies that they are underpaid compared to their counterparts in the civil service.

4.4.2 Satisfaction with the pay

The study sought to establish if the respondents are satisfied with their pay. The results are presented in table 4.8

Table 4.8 Satisfaction with the pay

Category	Number of respondents	YES		NO	
		Frequency	Percent	Frequency	Percent
Less than 5000	18	2	1.67	16	13.33
5000-7000	35	1	0.83	34	28.33
7000-9000	42	1	0.83	41	34.16
9000-11000	12	2	1.67	10	8.33
11000-13000	10	2	1.67	8	6.67
13000 and above	3			3	2.5
Total	120	8	6.67	112	93.33

Table 4.8 shows out of 120 respondents 112 were dissatisfied with their pay accounting 93.33% and only 6.66% were satisfied with their pay. The table reveals that majority of respondents are dissatisfied with the pay they get. This reflected a workforce that is dissatisfied with its pay.

4.4.3 Looking for job elsewhere

The study sought to establish if respondents given chance would look for job elsewhere. The results are presented in table 4.9

Table 4.9 Looking for job elsewhere

Category	Number of respondents	YES		NO	
		Frequency	Percent	Frequency	Percent
Less than 5000	18	18	15		
5000-7000	35	35	29.17		
7000-9000	42	42	35		
9000-11000	12	11	9.17	1	0.83
11000-13000	10	10	8.33		
13000 and above	3	3	2.5		
Total	120	119	99.17	1	0.83

The findings presented on table 4.9 indicate that 99.17% would look for job elsewhere given a chance only 0.83% would not look for job elsewhere. This is a clear indication that this non-teaching staff is dissatisfied not only with the pay but also with different aspects of their work.

4.4.4 Negotiation of pay

The study sought to establish who negotiates for the respondents pay. The results are summarize and presented as follows in table 4.10

Table 4.10 Negotiation of pay

Category	B.O.G	Percent	Principal	Percent	Myself	Percent	I don't know	Percent
Less than 5000	4	3.33	2	1.66	4	3.33	8	6.67
5000-7000	28	23.33	7	5.83				
7000-9000	26	21.66	8	6.67	6	5	2	1.67
9000-11000	8	6.67	1	0.83	2	1.67	1	0.83
11000-13000	9	7.5	1	0.83				
13000 and above	3	2.5						
Total	78	64.99	19	15.82	12	10	11	9.17

Table 4.10 shows that 64.99% of the respondents agreed that the B.O.G negotiates for their pay while, 15.82% accepted that the principal negotiates for them, 10% reported that they negotiate for themselves while 9.17% were not aware of who negotiates for them. From the table it's clear that for majority of the respondents pay was negotiated by the Board of Governors. This implies that still the principal plays a key role in pay negotiation because he/ she is the secretary to the B.O.G.

4.4.5 pay and basic necessities

The study sought to establish if the pay the respondents get meet their basic necessities adequately. The results are summarized and presented in table 4.11

Table 4.11 pay and basic necessities

Category	No of Respondents	Does not meet	Percent	Somehow meet	Percent	Adequately meet	Percent
Less than 5000	18	12	10	6	5	2	1.67
5000-7000	35	15	12.5	18	15	1	0.83
7000-9000	42	20	16.67	21	17.5	1	0.83
9000-11000	12	3	2.5	9	7.5		
11000-13000	10	4	3.33	6	5		
13000 and above	3	0	0	3	2.5		
Total	120	54	45	63	52.5	4	3.33

The table 4.11 shows that 52.5% of the respondents agreed that their pay can somehow meet their basic necessities. 45% believed that their pay does not meet their basic necessities while 3.33% felt that their pay adequately meet their basic necessities. This table revealed that majority of respondents accepted that their pay somehow met their basic necessities. This implies that the pay was not bad, though not enough.

4.4.6 Date of payment

The study sought to determine the respondents' feelings about the date they are paid. The results are presented in the table below.

Table 4.12 Date of payment

Category	No. of respondents	Extremely Dissatisfied	%	Dissatisfied	%	Neutral	%	Satisfied	%	Extremely Satisfied	%
Less than 5000	18	6	5	4	3.33	2	1.67	6	5	0	
5000-7000	35	2	1.67	3	2.5	20	16.66	10	8.33	0	
7000-9000	42	9	7.5	6	5	16	13.33	11	9.17	0	
9000-11000	12	1	0.83	2	1.67	8	6.67	1	0.83	0	
11000-13000	10	2	1.67	1	0.83	3	2.5	4	3.33	0	
13000 and above	3	1	0.83	2	1.67						
Total	120	21	17.5	15	49	40.83	26.66	0			

Table 4.12 reveals that 17.5% were extremely dissatisfied, 15% were dissatisfied, 40.83% were neutral and 26.66% were satisfied. From the table it is clear that majority of respondents were neutral about the date of payment, meaning that the time of receiving their payment varies.

4.4.7 General satisfaction with salary

The study sought to establish generally how respondents feel about their salaries. The results are presented in the table 4.13

Table 4.13 General satisfaction with salary

Category	No. of respondents	Extremely Dissatisfied	%	Dissatisfied	%	Neutral	%	Satisfied	%	Extremely Satisfied	%
Less than 5000	18	1	0.83	16	13.33			1	0.83	0	
5000-7000	35	1	0.83	32	26.67	2	1.67			0	
7000-9000	42	1	0.83	40	33.33			1	0.83	0	
9000-11000	12	1	0.83	10	8.33	1	0.83			0	
11000-13000	10			8	6.67	1	0.83	1	0.83	0	
13000 and above	3			3	2.5					0	
Total	120	4	3.32	109	90.83	4	3.33	3	2.5	0	

Table 4.13 indicates that 3.32% of the respondents were extremely dissatisfied, 90.83% were dissatisfied, 3.33% were neutral and 2.5% were satisfied. The findings indicated that the respondents showed high level of dissatisfaction with their pay. From the findings therefore remunerations seems to be the key factor of job satisfaction.

4.5 The extent to which communication influence job satisfaction among non- teaching staff in public secondary schools in Butula Division.

4.5.1 Structure of communication

The study sought to determine whether respondents are satisfied with the structure of communication used in schools. The results are presented in the table 4.14

Table 4.14 Structure of communication

Response	Frequency	Percent
Yes	106	88.33
No	14	11.67
Total	120	10

Table 4.14 shows that 88.33% of respondents were satisfied with the structure of communication, however only a few 11.67% were not satisfied with the structure of communication. This implies that there was a two-way communication between worker and the administration including constructive discussion of work place issues.

4.5.2 Freedom and safety to communicate

The study sought to determine whether the respondents are free /safe to communicate in their work place. The results are presented in the table below.

Table 4.15 Freedom and safety to communicate

Response	Frequency	Percent
Yes	116	96.67
No	4	3.33
Total	120	100

Table 4.15 shows that 96.67% of respondents agreed that they were free to communicate at their place of work and only 3.3% felt they were not free to communicate. The table revealed that in most schools employees were free and safe to communicate to one another without fear.

4.5.3 Staff meetings

The study sought to determine how many times the respondents hold staff meetings with their bosses. The results are summarized and presented in table 4.16

Table 4.16 Staff meetings

Category	Frequency	Percent
Once a year	37	30.83
Termly	70	58.33
Frequently	13	10.83
Total	120	100

The table 4.16 reveals that 58.33% of respondents hold their staff meetings termly, 30.83% said staff meetings were held once a year and 10.83% said frequently when there was need. The table indicates that in most schools staff meetings were held termly either at the beginning or the end of the term.

4.5.4 Freedom of expression during a staff meeting

The study sought to establish if the respondents are free to express their views in a staff meeting.

The results are summarized and presented in the table below

Table 4.17. Freedom of expression during a staff meeting

Category	Frequency	Percent
Yes, but the issue is taken personally and the employer capitalizes on it	17	14.16
Yes, we say the challenges we encounter, but no step is taken thereafter	40	33.33
Yes, we discuss the problems and the employer tries to look into them	48	40
No, we are not given the opportunity	15	12.5
Total	120	100

Table 4.17 reveals that 40% of the respondents were free to express their views in a staff meeting and whatever was discussed their employer could try to implement, 33.33% said they were free to express their views in a staff meeting but whatever was discussed nothing was implemented, 14.16% were free to express themselves in a staff meeting but they were victimized while 12.5% said they were not free to express their views in a staff meeting. This implies that in the majority of schools the employees were free to express their opinions in a staff meeting.

4.5.5 Satisfaction with the time information reaches the respondents

The study sought to determine the respondents feelings about the time information reach them. The results are presented as follows

Table 4.18 Satisfaction with the time information reaches the respondents

Response	Frequency	Percent
Extremely dissatisfied	1	0.83
Dissatisfied	4	3.33
Neutral	62	51.67
Satisfied	26	21.67
Extremely satisfied	27	22.5
Total	120	100

Table 4.18 shows respondents' satisfaction with the time information reaches them. 0.83% of respondents felt extremely dissatisfied, 3.33% were dissatisfied, 51.67% were neutral, and 21.67% were satisfied while 22.5% were extremely satisfied. This implies that in most schools information was communicated in time so that employees could process it and plan for it.

4.5.6 General feelings about communication.

The study sought to determine the respondents' general feelings about communication at their work place. The results are presented as follows

Table 4.19 General feelings about communication

Response	Frequency	Percent
Extremely dissatisfied	1	0.83
Dissatisfied	2	1.67
Neutral	8	6.67
Satisfied	108	90
Extremely satisfied	1	0.8
Total	120	100

The findings presented on table 4.19 indicate that 0.83% of the respondents were extremely dissatisfied, 1.67% was dissatisfied, 6.67% were neutral, and 90% were satisfied while 0.8% was

extremely satisfied. Majority of the respondents expressed high level of satisfaction with communication at their work place.

4.6 To establish how work environment influence job satisfaction among non-teaching staff in public secondary schools in Butula Division.

4.6.1 students appreciation of work and services offered.

The study sought to determine whether students appreciate the work and services offered to them by the respondents. The results are presented on table 4.20

Table 4.20 appreciation of work and services offered.

Response	Frequency	Percent
Yes	98	81.66
No	22	18.33
Total	120	100

On table 4.20, 81.66% of the respondents felt that students appreciate their work and services they offer, 18.33% felt that student do not appreciate their work. Those who said yes felt that it was because students were friendly to them, they thanked them for good work and they respected them. Those who said No is because students take non-teaching staff to be of low job status, they nickname them negatively and they don't show respect. It is clear from the table that most respondents felt that students appreciated their work and services they offered.

4.6.2 school administration and value of work.

The study sought to determine whether the school administration value the work done by respondents. The table 4.21 shows the results.

Table 4.21 school administration and value of work.

Response	Frequency	Percent
Yes	112	93.33
No	8	6.67
Total	120	100

Table 4.21 shows that 93.33% of the respondents felt that the administration value their work because they were recognized and praised when they do well, and corrected politely when they go wrong. 6.67% said school administration do not value their work because the principal is always complaining about their work even when they themselves feel that they have done to their best, some said the principal always threaten to suck them. This table indicates that to majority of the respondents, school administration valued their work.

4.6.3 Meals in school

The study sought to establish respondents commends about the meals are provided in schools. The table 4.22 below shows the results.

Table 4.22 Meals in school

Response	Frequency	Percent
Meals provided and sponsored by school	120	100
Meals provided but we pay for it	0	0
Total	120	100

Table 4.22 indicates that 100% of respondents agreed that meals were provided and sponsored by the school administration. This implies that lunch time hour is utilized well to avoid time wastage.

4.6.4 Adequate tool and equipment

The study sought to determine whether the respondents had adequate tools and equipment's to perform their work. The results are presented in table 4.23.

Table 4.23 Adequate tools and equipment

Response	Frequency	Percent
Yes	24	20
No	96	80
Total	120	100

Table 4.23 shows that 80% of respondents felt that they lacked enough tools and equipment to perform their work efficiently while 20% felt that they had adequate tools and equipment. It is clear from the table that majority of respondent lacked adequate tools and equipment to perform their duties.

4.6.5 Relationship with co-workers

The study sought to determine the relationship of the respondents with other fellow workers. The results are summarized and presented in table 4.24.

Table 4.24 Relationship with co-workers

Category	Frequency	Percent
Relationship good	91	75.83
Relationship fair	25	20.83
Relationship bad	4	3.33
Total	120	100

Table 4.24 reveals that 75.83% of the respondents relationship with co-workers was good, 20.83% was fair while 3.33% was bad. This implies that to the majority, co-workers were friendly and supportive thus good relationship.

4.6.6 Security at work place

The study sought to establish the respondent's feelings about the security at their work place. The results are presented in table 4.25

Table 4.25 Security at work place

Response	Frequency	Percent
Extremely dissatisfied	0	0%
Dissatisfied	4	3.33
Neutral	26	21.67
Satisfied	83	69.17
Extremely satisfied	7	5.83
Total	120	100

Table 4.25 shows that 3.33% of the respondents were dissatisfied with security at workplace, 21.67% were neutral 69.17% were satisfied while 5.83% were extremely satisfied. Majority of respondents were satisfied implying that they were secure at their place of work.

4.6.7 Improving working environment

The study sought to establish whether the respondents would advise the school administration to improve their work environment if given that chance. The results are presented in table 4.26

Table 4.26 Improving working environment

Response	Frequency	Percent
Yes	118	98.33
No	2	1.67
Total	120	100

Total 4.26 shows that 98.33% of respondents accepted that given chance they would advise the administration to improve their work environment while 1.67% said no, meaning they were comfortable with their work environment. Majority felt that their work environment should be improved.

4.6.8 Extend of satisfaction with the work environment

The study sought to determine the extent to which the respondents are satisfied with their work environment. The results are summarized and presented in table 4.27

Table 4.27 Extend of satisfaction with the work environment

Category	frequency	Percent
Not at all satisfied	3	2.5
Not very satisfied	36	30
Fairly satisfied	66	55
Very satisfied	15	12.5
Total	120	100

The findings on table 4.27 indicate that 2.5% of the respondents were not at all satisfied, 30% were not very satisfied, and 55% of respondents were fairly satisfied while 12.5% were very satisfied. Majority wished that more should be done to improve their work environment.

4.6.9 General feelings about the work environment.

The study sought to establish the general feelings of the respondents about their work environment. The results are presented in table 4.28

Table 4.28 General feelings about work environment

Response	Frequency	Percent
Extremely dissatisfied	2	1.66
Dissatisfied	4	3.33
Neutral	99	82.5
Satisfied	13	10.83
Extremely satisfied	2	1.66
Total	120	100

Table 4.28 shows the distribution of responses on level of satisfaction with the working environment. 1.66% of the respondents were extremely dissatisfied, 3.33% were dissatisfied, 82.5% were neutral, 10.83% were satisfied while 1.66% were extremely satisfied. This finding indicates that the majority of respondents were neutral about their working environment. This implied that respondents showed dissatisfaction with different aspects of work environment and so were neither satisfied nor dissatisfied with their work environment.

4.7 To determine how job security influence job satisfaction among non-teaching staff in public secondary schools in Butula Division.

4.7.1 Job Security

The study sought to establish whether the respondents had job security. The results are presented in table 4.29.

Table 4.29 Job Security

Response	Frequency	Percent
Yes	43	35.83
No	77	64.16
Total	120	100

The findings on table 4.29 reveal that 64.16% non-teachings did not have job security; only 35.83% had job security. It is true that majority lacked job security.

4.7.2 Job security guarantee

The study sought to establish whether those with job security if their job security is guaranteed.

The results are presented in table 4.30

Table 4.30 job security guarantee

Response	Frequency	Percent
Yes	20	46.51
No	23	53.49
Total	43	100

Table 4.30 indicates that those workers with job security, 53.49% felt their job security was not guaranteed and 46.51% felt their job security was guaranteed. Majority felt their job security was not guaranteed. This implies that they were not assured of their job security.

4.7.3 Enjoyment of job security

The study sought to examine the extent to which the respondents enjoyed their job security. The results are summarized and presented in table 4.31

Table 4.31 Enjoyment of job security

Category	Frequency	Percent
Can borrow loans	9	20.93
Covered by NHIF	12	27.91
Member NSSF scheme	17	39.53
Maternity leave	5	11.63
Total	43	100

Table 4.31 indicates that 39.53% they enjoyed being members of NSSF scheme, 29.91% they enjoyed the medical cover, 20.93% they can borrow loans and 11.63% they can get maternity leave. This implies that majority enjoyed being members of the NSSF scheme this assures them of something after retirement.

4.7.4 Permanent and pensionable

The study sought to establish whether the respondents job were permanent and pensionable. The results are presented in table 4.32

Table 4.32 Permanent and pensionable

Response	Frequency	Percent
Yes	0	0
No	120	100
Total	120	100

Table 4.32 reveals that all (100%) of the respondents' job were not permanent and pensionable. This implied that all non-teaching staff in secondary schools in Butula Division lacked pension scheme, this meant that after retirement they only get gratuity.

4.7.5 Belonging to a union

The study sought to establish whether the respondents would wish to belong to a union. The results are summarized and presented in table 4.33

Table 4.33 Belonging to a union

Category	Frequency	Percent
Yes, they bargain for better Terms and conditions at work	111	92.5
No, they deduct a lot of money from its members yet their work is minimal	9	7.5
Total	120	100

Table 4.33 indicates that 92.5% felt it was important to join a union saying that the union bargains for better terms and condition while 7.5% said it was not important because of the high deduction. From the table it clear that majority felt that having a union is important because it bargains for better terms and working conditions for its members.

4.7.6 General feelings about job security

The study sought to establish the general feelings of respondents about job security. The results are presented on table 4.34

Table 4.34 General feelings about job security

Response	Frequency	Percent
Extremely dissatisfied	67	55.83
Dissatisfied	48	40
Neutral	5	4.16
Satisfied		
Extremely satisfied		
Total	120	100

Table 4.34 indicates that 55.83% of the respondents were extremely dissatisfied about job security of their job. 4.16% were neutral and 40% were dissatisfied. This shows that there was high level of dissatisfaction about job security.

4.8 How training opportunities influence job satisfaction among non-teaching staff in Butula Division.

4.8.1 Training opportunities

The study sought to establish whether respondents have ever attended training in their current stations since they were employed. The results are presented in table 4.35

Table4.35 Training opportunities

Response	Frequency	Percent
Yes	15	12.5
No	105	87.5
Total	120	100

Table 4.35 shows that 87.5% have never attended training since they were employed in their current stations, only 12.5% have underwent training. Majority have never attended training in their current stations since employed though most non- teaching staff have served in their present stations for more than 10 years (Refer to table 4.5) .

4.8.2 Period of training

The study sought to determine the period of training the respondents took. The results are presented in table 4.36

Table 4.36 Period of training

Response	Frequency	Percent
Less than a week	3	20
One week	4	26.6
Two weeks	4	26.6
One month	4	26.6
More than a month		
Total	15	100

Table 4.36 shows that 20% attended training for less than a week, 26.6% for two weeks, 26.6% for one week, 26.6% for two weeks and 26.6% for one month.

4.8.3 Nature of training

The study sought to establish the nature of training the respondents underwent. The results are summarized and presented in table 4.37

Table 4.37 Nature of training

Response	Frequency	Percent
Workshop	5	33.33
Seminar	4	26.66
In-service	4	26.66
On the job	2	13.33
Total	15	100

Table 4.37 indicates that 33.33% attended a workshop, 26.66% attended a seminar, 26.66% attended In-service course, and 13.33% were trained on the job. Respondents attended different nature of training courses with majority attending a workshop.

4.8.4 Comment on the training content

The study sought to determine the respondent's opinion about the training content. The results are summarized and presented in table 4.38

Table 4.38 Comment on the training content

Response	Frequency	Percent
Good	2	13.33
Fair	8	53.33
Average	4	26.66
Bad	1	6.66
Total	15	100

Table 4.38 shows that 53.33% are of the opinion that it was fair, 26.66% it was average, 13.33% it was good and 6.66% it was bad. Majority felt that the training content was fair this implies that the training content was somehow reliable and focused which lead to desired skill development in the employee.

4.8.5 Advice to the administration

The study sought to determine the advice the respondents would give the administration concerning training. The results are summarized and presented in table 4.39

Table 4.39 Advice to the administration

Category	Frequency	Percent
Expose them to training	57	47.5
Sponsor the training	9	7.5
Stop hiding invitation letters for training	34	28.33
Talk to people concern to bring more training	20	16.66
Total	120	100

Table 4.39 indicate that 47.5% would like the school administration to expose them to training, 7.5% felt that training should be sponsored by the school, 28.33% the school administration should stop hiding the letters inviting them for training and 16.66% were requesting the school administration to talk to the people concern to offer more training to the non-teaching staff. From the finding it's clear that there was a cry for training among these non-teaching staff. People like the clerks, secretaries, lab technicians, Librarians and cateress need more training than any other non-teaching staff.

4.8.6 Feelings about training opportunities

The study sought to determine the respondent's feelings about training opportunities. The results are presented in table 4.40

Table 4.40 Feelings about training opportunities

Response	Frequency	Percent
Extremely dissatisfied	57	47.5
Dissatisfied	54	45
Neutral	6	5
Satisfied	3	2.5
Extremely satisfied		
Total	120	100

The findings from table 4.40 shows 47.5% were extremely dissatisfied, 45% were dissatisfied, 5% were neutral and 2.5% were satisfied. The findings indicate high level of dissatisfaction with training opportunities offered.

4.8.7 Feelings about chances of training opportunities.

The study sought to determine the respondents' feelings about chances of training opportunities offered by the school. The results are presented in table 4.41

Table 4.41 Feelings about chances of training opportunities.

Response	Frequency	Percent
Extremely dissatisfied	85	70.83
Dissatisfied	30	25
Neutral	5	4.16
Satisfied		
Extremely satisfied		
Total	120	100

Table 4.41 reveals that 70.83% were extremely dissatisfied with the chances of training opportunities 25% were dissatisfied and 4.16% were neutral. It is clear that majority of the respondents were extremely dissatisfied, so something should be done to make them satisfied.

CHAPTER FIVE

SUMMARY OF RESEARCH FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five focused on the summary of the findings, discussions, conclusion inferred from the findings. The chapter also contained some useful recommendations on how to improve job satisfaction among non-teaching staff in public secondary school.

5.2 Summary of research findings

On how remuneration influences job satisfaction among the non-teaching staff in public secondary schools in Butula Division, the study revealed that majority 35% earned between 7000-9000 and very few, 2.5% earned 13000 and above. 99.17% of the non-teaching staff would look for job elsewhere when given chance. 52.5% felt that their pay was not adequate to meet their basic needs. Majority, 40.83% were neutral about the date of payment. The study also revealed that 64.99% non-teaching staff their pay was negotiated by the Board of Governors and 15.82% by the principal. In general, non-teaching staff were dissatisfied with the pay accounting 90.83%.

On the extent to which communication influenced job satisfaction among the non-teaching staff in public secondary schools in Butula Division, 88.33% of respondents were satisfied with the structure of communication (top-down and down-top). 96.67% agreed they were very free to communicate at their place of work without fear. The study showed that 51.67% were neutral about the time when information reaches them. The non-teaching staff agreed that staff meeting were held termly accounting for 58.33%. In those staff meetings, 40% said they discussed freely and their problems were looked into. Generally non-teaching staff were satisfied with communication at their workplace accounting 90%.

To establish how work environment influenced job satisfaction among non-teaching staff in public secondary schools in Butula Division, the study revealed that 81.66% non-teaching staff felt that the students appreciated their work and services they offer. 93.33% said that administration valued their work. 75.83% of the respondents were comfortable with their co-

workers. They strongly agreed that their co-workers were friendly and supportive. About the physical working environment the workers were dissatisfied with the tools and equipment. 80% did not have adequate tools and equipment to perform their work only 20% were satisfied. All non-teaching staff strongly agreed that food was provided at school for free, and the security was good. Generally, 82.5% non-teaching staffs were neutral about their work environment and given a chance 98.33% would advise the administration to improve their work environment.

On how job security influenced job satisfaction among non-teaching staff in public secondary schools in Butula Division, the study revealed that 64.16% of the non-teaching staff did not have job security only 35.83% had job security. Out of the 43 with job security only 20 accounting 46% job security was guaranteed. Those with job security enjoyed the following; borrowing loans, medical cover (NHIF), members of NSSF and for ladies they can be given maternity leave with pay. All non-teaching staff in Butula Division strongly agreed that their job was not permanent and pensionable. However they were requesting for a pension scheme to be put in place. Their opinion about a union is that, a majority would wish to have a union 92.5% as they felt a union was important because it bargains for better terms and work condition for its members and empower them economically. Generally non-teaching staff showed high level of dissatisfaction with job security accounting 95.83%.

To examine how training opportunities influenced job satisfaction among non-teaching staff in public secondary schools in Butula Division, the study revealed that 87.5% of respondents had never attended a training course in their current stations since they were employed though many had worked in their current stations for more than ten (10) years (refer to table 4.5), only 12.5% had the opportunity to attend a training course. The training courses were of different nature for different periods of time ranging from less than a week to one month. 53.33% felt that the content of training was fair, 26.66%. Given a chance to talk to the administration concerning training, 47.5% would tell the administration to expose them to training, 28.33% stop hiding letters inviting them for training, 16.66% to talk to the people concern to bring more training courses and 7.5% to sponsor the training. In general the non-teaching staffs were dissatisfied with the opportunities for training accounting 92.5% and chances of training accounting 95.83%.

5.3 Discussion of the findings

The findings of the study on remuneration showed that there was high level of dissatisfaction among respondents on aspects relating to remuneration. The findings of the study reflect a workforce that is dissatisfied with its pay and remuneration seemed to be the key factor influencing job satisfaction. These findings agree with Khalid, (2011) which revealed that employees were dissatisfied with their pay compared to their counter parts in private universities. Similarly Karim& Roger, (2005) found that employees were dissatisfied with remuneration. Salaries were inadequate and irregular. A study conducted by Carolyn, (1995) found that money (salary) was the most important factor that motivated employees hence leading to job satisfaction. Pedzani, (2012) in her study found that pay was ranked highest among the factors that lead to job satisfaction. However in a study conducted by Ghaji, (2006) found that respondents were satisfied with salary. Young *et al.*, (1998) conducted a study in public sector environment and failed to find any significant relationship between pay and job satisfaction. Similarly the study by Brainard (2005) amongst post-doctoral researchers found pay and benefits to be weakly associated with job satisfaction.

The study findings on communication, majority of non-teaching staff were satisfied. The results tend to collaborate with the research findings of Daljeet, Manoj and Dalvinder (2011) who reported that their respondents showed satisfaction with communication. However the study findings do not agree with the research conducted by Peak Network Consultants Ltd, (2011), which revealed clearly that the employees were dissatisfied with communication. It was therefore important for the management to ensure smooth flow of both up-down and down-up flow of information. Similarly the study conducted by Ghaji, (2006) found that the librarians showed dissatisfaction with communication. They felt that library administrators should communicate library policies. Superior-subordinate communication is an important influence on job satisfaction in the work-place. Communication behavior such as facial expression, eye contact, vocal expression and body movement is crucial to the superior-subordinate relationship. Individuals who dislike and think negatively about their supervisors are less willing to communicate or have motivation to work whereas individuals who like and think positively of their supervisors are more likely to communicate and are satisfied with their jobs and work

environment (Nezaam, 2005). Giving more freedom to employees in their job increases their satisfaction (Daljeet, Manoj and Dalvinder 2011).

The findings from the study on different aspects of work environment showed that the non-teaching staff felt that students appreciated their work and services they offered to them because students were friendly and did not nickname them negatively. Appreciation is one of the most top desires to employees which motivate and keep them productive (Glanz, 2002) by enhancing the employees' morale, which allows them to think better of themselves and their ability to contribute towards organizational goals. The study also revealed that the administration valued their work. This was because they were recognized and praised when they did well and corrected politely when they went wrong. McConnel, (2006) asserts that workers who feel that the administration does not value their work feel demoralized, have reduced productivity and this leads to job dissatisfaction. He adds that there are several ways to recognize or show that you value the work your employee does. These include greetings, attaching thanks in their pay checks, acknowledging employees' milestones, staff gathering outside the organization, holding celebrations for success, arranging frequent contests and other team building activities (McConnel, 2006). The study also revealed that majority of the workers strongly agreed that their fellow workers are friendly and supportive to them thus good relationship. According to Madison (2000), participants who lacked support from fellow workers were more likely to suffer from job dissatisfaction. Another survey found that positive relationship with fellow workers enhanced job satisfaction (Berta, 2005). Tierney, Backer and Potter (2002) assert that co-workers support is more strongly related to job satisfaction than managerial support. Meals were offered and fully sponsored by the school and non-teaching staff were of the opinion that the food offered should be the same for line employees as that for teachers. Majority non-teaching staff strongly agreed that they lacked adequate tools to perform their work, only few were satisfied with tools and equipment they had. Employees would feel satisfied in their jobs if they had adequate tools and equipment which leads to increased productivity and better performance (Steers, 1991). Security in school was okay. Generally the non-teaching staff was neutral about their work environment because they were not satisfied with all aspects of the work environment. These findings agree with Peak Network Consultants Ltd, (2011) which revealed clearly that employees showed great dissatisfaction with different aspects of working environment like physical working conditions and materials provided to them to perform their work, but they

showed satisfaction with their co-workers and their supervisors. In workplaces where there are no sufficient conditions employees' motivation level decreases and such a situation affect employees' job satisfaction negatively (Daljeet, Manoj& Dalvinder 2011).

The study findings on job security indicated that majority of non-teaching staff were dissatisfied about job security. The results collaborate with the research findings of Khalid, (2012) which revealed that private universities' academicians were more dissatisfied with job security than their counterparts in public universities. It is true that employees who lack job security experience severe psychological reactions of job loss or threat to job loss which affects their job satisfaction (Nezaam, 2005). Employees' reaction to the lack of job security varies. Individuals may experience severe psychological reactions to job loss and/or the threat to job loss, low self-esteem; low self-confidence, social isolation, anxiety and powerlessness are examples of possible psychological reactions. These reactions extend beyond actual job losers to their partners and family members. They also affect the organization. Not only is work commitment weakened by job insecurity but organization effectiveness can deteriorate as well. Thus the outcome of job insecurity is always negative (Nezaam, 2005). Using data from the 1989 and 1998, general surveys, Abdulla, Djebarni and Mellani (2010) found that those with a strong desire for job security were significantly more likely to prefer government jobs. Furthermore, Ashford *et al.*, (1989) examined the impact of job insecurity on job satisfaction, organizational commitment and job performance. They found that job insecurity leads to reduced job satisfaction and reduced organizational commitment but it had no significant impact on job performance.

The study findings indicated that majority of non-teaching staff had never gone for training since they were employed in their current stations, though most of the workers had worked in their current station for more than ten years. Bernstein (2009) noted that training opportunity is an important activity for any organization. Training provides the job experience and information that help employees become more proficient/qualified at a task at their current jobs. Managers and employees who do not have training have to work harder and harder in order to get work done and this causes more and more mistakes to happen hence job dissatisfaction (Bernstein 2009). Those who attended training had varying periods and nature of training. Those who attended training commented that the content of training was fair. Goddard (2006) asserts that if

training content is more reliable and focused it will lead to the desired skill development in the employees which will lead to higher job knowledge then pave way for maximum resource utilization and productivity. Majority of non-teaching staff were dissatisfied with the chances of training opportunities. The findings indicated a higher level of dissatisfaction with training opportunities offered by the school administration. Employee training helps them in reducing frustration or anxiety that is brought by work demands which they are not familiar with and they lack skills in handling them effectively (Bernstein, 2009). Training enhances the employee knowledge and experience which is essential to the changing workplace. Those employees who are trained are motivated, satisfied and committed to the organization.

5.4 Conclusions

Based on the findings, several conclusions were made.

The study found that majority of non-teaching staff earn between Ksh. 7000 to Ksh.9000. This was a clear indication that they earn the lowest compared to other school workers like teachers. This can also be a reason that increased their dissatisfaction with pay. Pay or good wages is generally valued by all employees regardless of gender, occupation, age or status. Since the 1946 study, good wages continue to be ranked among the top five factors that satisfy employees in their job. Its value may best be understood in terms of different needs employees have. With respect to Maslow's hierarchy of needs, pay is an important reward because it may satisfy several other needs in the hierarchy. It provides employees with the means to purchase items which satisfy their physiological needs and it enables them to meet their esteem needs as well.

From the study, it was concluded that non-teaching staff were generally satisfied with communication at their workplace. The structure of communication was a two-way, meaning they were free to discuss with the administration about workplace issues. Staff meetings were held termly where workers were free to air their views. Communication is an essential component of an administration motivation and job satisfaction. The ability of an administrator to listen, provide feedback, educate and maintain positive attitude has a direct result on management's effectiveness. The ability to communicate effectively, inter-personally and organizationally will increase effectiveness and provide clear direction and instruction for the employees, leading to job satisfaction.

The study found out that majority of the non-teaching staff felt that students and the administration appreciated and valued their work. Appreciation is one of the most desires of employees which can lead to job satisfaction and productivity by enhancing the employee morale, which allows them to think better of themselves and their ability to contribute towards organizational goals. The non-teaching staff appreciated the meals offered by the school but felt that it should be same for line employees as for teachers. Majority of non-teaching staff lacked adequate tools and equipment for performing their work. They appealed to the administration to provide the tools and equipment they are lacking. Employees would feel satisfied in their jobs if they have adequate tools and equipment. It can be concluded that the non-teaching staff were fairly satisfied with their work environment but they still felt that the administration should improve so that they become satisfied.

It was revealed that majority of the non-teaching staff did not have job security; among those whose jobs were secured, part of them felt that their job security was not guaranteed. Those with job security enjoyed things like; taking loans, having the medical cover(NHIF), belonging to the NSSF scheme, maternity leave with pay though they were not permanent and pensionable employees. These workers thought that having a pension scheme was very essential to their work life. Majority of non-teaching staff also felt that having a union will do them good. So they wished it was put in place because the union bargains for better terms and conditions at work. It was a general thought that job security was one of the most essential components that leads to job satisfaction that should be implemented to the non-teaching staff to improve organizational commitment and performance.

The findings indicated that majority of non-teaching staff in Butula Division had never undertaken training since they were employed in their current stations though majority had worked in their current station for more than 10 years. Those who had the opportunity to attend training commented that the content of training was fair. Generally non-teaching staff were dissatisfied with chances and training opportunities offered. They therefore appealed to the administration to expose them, sponsor them and consult with the people concerned to provide more training courses. They thought that training would motivate them, make them satisfied and committed to the organizational goals.

5.5 Recommendations

From the study findings above it is recommended that;

1. Pay should be improved to make non-teaching staff be committed and satisfied with their job. The administration should also enlighten the employees on how their salaries are determined.
2. As much as most employees are satisfied with communication, it is important for the administration to ensure a smooth flow of both up-down and down-up flow of information. Regular staff meetings should be put in place where the non-teaching staff is free to discuss workplace issues which should also be implemented after discussion.
3. Regarding work environment non-teaching staff showed dissatisfaction on different aspects like inadequate tools and equipment provided to them to perform their duties. For the employees to be productive the management needs to avail the right adequate tools or equipment. By doing this, employees will feel relieved and less stressed.
4. Job security encompasses more than the employees' financial needs. It relates to their physical, emotional and familial well-being. Clearly the non-teaching staff needs reassurance about job security including the leaves with pay, medical cover and pension scheme. There is need for the non-teaching staff in Butula Division to join The Kenya secondary Schools Non-teaching Staff Union which was launched in 2013 which is going to articulate, represent and champion their interests such as remuneration, scheme of service, well defined job groups, working conditions and job security.
5. The school administration should support the training programs and expose employees to such training. It should also develop clear guidelines in determining/selecting prospective employees for various training opportunities. Training should be coupled with promotions

5.6 Suggestions for further Research

The researcher recommends research on this subject under the following themes.

1. Factors influencing job satisfaction among non-teaching staff in private secondary schools in Butula Division.
2. Factors influencing job satisfaction among non-teaching staff: A comparative analysis between public and private secondary schools.

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APPENDICES

APPENDIX 1 LETTER OF INTRODUCTION

University of Nairobi,
Kakamega Extra-Mura Centre,
Bungoma Sub Centre
P. O. Box.....
Kakamega.

TO WHOM IT MAY CONCERN

Dear sir/Madam

RE; REQUEST FOR PERMISSION TO CARRY OUT A RESEARCH

I am Jane Odunga a student of the University of Nairobi taking a Master of Arts Degree in Project Planning and Management. I am required to carry out a research to enable me write my final project. I need your assistance to achieve this.

I am therefore appealing to you to allow me to collect data in your institution. This data will be used for academic purposes only and will be treated as strictly confidential.

Thanks for your cooperation

Yours faithful,

Jane Odunga

APPENDIX 2 QUESTIONNAIRE FOR THE NON-TEACHING STAFF

Butula Division Non-teaching Staff Job Satisfaction Questionnaire (BDNTSJSQ)

The information filled in this section will be treated with confidentiality. Do not write your name.

SECTION A PERSONAL DETAILS

Please tick appropriately

1. Gender

Male Female

2. Age

20-30 30-40 40-50 50-60 60 and above

3. Educational level

Primary secondary college university

4. For how long have you worked in your current station?

0-4 5-9 10-14 15-19 20-24 24-29

5. Please indicate the work you do.

.....

SECTION B

HOW REMUNERATION INFLUENCE JOB SATISFACTION

6. Please indicate how much you earn per month?

Less than Sh. 5000 between 5000-7000 between 7000-9000 10000 -11000

11000-13000 13000 and above

7. Are you satisfied with your pay?

YES

NO

8. Given a chance would you look for job elsewhere?

YES

NO

9. Who negotiates for your pay?

10. Does your pay adequately meet your basic necessities?

Instructions

Please circle the number that best describe you're feeling about variables of job satisfaction

The numbers represent the following responses;

- i. Extremely dissatisfied
- ii. Dissatisfied
- iii. Neutral
- iv. Satisfied
- v. Extremely satisfied

11. How do you feel about the date of your payment?

i ii iii iv v

12. Generally what do you feel about your salary paid by your employer?

i ii iii iv v

SECTION C

THE EXTEND TO WHICH COMMUNICATION INFLUENCE JOB SATISFACTION

13. Please indicate if you are satisfied with the structure of communication in your work place? (top-down or down-top or both top-down and down- top)

YES NO

14. Please indicate if you are free and safe to communicate at your work place?

YES NO

15. How many times do you have staff meetings?

16. Explain if you are free to express your views during staff meetings.

Instructions

Please circle the number that best describe you're feeling about variables of job satisfaction

The numbers represent the following responses;

- i. Extremely dissatisfied
- ii. Dissatisfied
- iii. Neutral
- iv. Satisfied
- v. Extremely satisfied

17. How do you feel about the time information reach you?

i ii iii iv v

18. What is you're feeling about communication in your work place?

i ii iii iv v

SECTION D

TO INVESTIGATE HOW WORK ENVIROMENT INFLUENCE JOB SATISFACTION

19. Please indicate whether the students appreciate your work and services you offer to them? If yes or no how were you able to tell?

YES

NO

20. Please indicate if the school administration values your work? If yes or no explain

YES

NO

21. .Commend on the meals provided to you in school.

22. Please indicate if you have adequate tools and equipment's to carry out your work?

YES

NO

23. How is your relationship with other fellow workers?

24. What is you're feeling about security at your place of work.(tick where appropriate)

Extremely dissatisfied Dissatisfied Neutral Satisfied Extremely satisfied

25. Given a chance would you advise the administration to improve your working environment?

YES NO

26. To what extent are you satisfied with your work environment?

Instructions

Please circle the number that best describe you're feeling about variables of job satisfaction

The numbers represent the following responses;

- i. Extremely dissatisfied
- ii. Dissatisfied
- iii. Neutral
- iv. Satisfied
- v. Extremely satisfied

27. How do you feel about your work environment?

i ii iii iv v

SECTION E

HOW JOB SECURITY INFLUENCE JOB SATISFACTION

28. Please indicate if you have job security? If yes answer question 29 and 30

YES

NO

29. Is your job security guaranteed?

YES

NO

30. To what extent do you enjoy job security in your workplace?

31. Is your job permanent and pensionable?

32. Would you wish to belong to a union? Why

Instructions

Please circle the number that best describe you're feeling about variables of job satisfaction

The numbers represent the following responses;

- i. Extremely dissatisfied
- ii. Dissatisfied
- iii. Neutral
- iv. Satisfied
- v. Extremely satisfied

33. Generally how do you feel about job security

- i ii iii iv v

SECTION F

HOW TRAINING OPPORTUNITIES INFLUENCE JOB SATISFACTION

34. Please indicate if you have attended any training in your work since you were employed?
If Yes answer question 35,36and 37.If NO go to 38.

YES NO

35. What was the period of training?

Less than a week one week two weeks three weeks one month more than a month

36. What nature of training did you undertake

37. Comment on the content of training exercise you underwent

38. What advice would you give to the administration concerning training?

Instructions

Please circle the number that best describe you're feeling about variables of job satisfaction

The numbers represent the following responses;

- i. Extremely dissatisfied
- ii. Dissatisfied
- iii. Neutral
- iv. Satisfied
- v. Extremely satisfied

39. What is you're feeling about training opportunities offered?

- i ii iii iv v

40. How do you feel about the chances of training offered by the administration?

- i ii iii iv v

APPENDIX 3 TARGET POPULATION

Secondary schools	No. of Non-teaching staff
Siribo secondary	9
Butula Boys	27
St monica secondary	9
Bukhalalire Boys	16
Masebula secondary	9
Kingandole mixed secondary	11
St joseph bumutiru	12
Busiada Girls	16
Bwaliro Girls	16
Bujumba boys	12
Bukhuma mixed secondary	10
Butula Girls	17
Buriya mixed secondary	9
St Peters sirikhaya secondary	9
Ikonzo secondary	12
Lugulu A C secondary	19
Lukhari secondary	10
Sikoma secondary	9
Bumala B Secondary	10
Bujumba Girls	9
Bumala A C Secondary	14
Bukhuyi mixed secondary	16
Nela secondary	11
Tingolo secondary	8
TOTAL	300

APPENDIX 4

DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	140	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384