

**FACTORS INFLUENCING TEACHERS' JOB SATISFACTION IN  
PUBLIC SECONDARY SCHOOLS' IN VOI DISTRICT KENYA**

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the Award of the Degree of Master of Education in Corporate Governance**

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## **DECLARATION**

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

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## **DEDICATION**

This project is dedicated to my lovely wife Fortunate Wakesho and daughter Clare Chari Nyange.

## **ACKNOWLEDGEMENT**

I thank The Almighty God for the gift of life and ability to reach this far. Sincere appreciation is expressed to Dr. Ursulla Okoth and Dr. Rose Obae for their tireless efforts in giving me all the guidance I needed to be able to complete this project.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

B.O.G	Board of Governors
D.E.O	District Education Office
H.R	Human Resource
ILO	International Labor Organization
KCSE	Kenya Certificate of Secondary Education
KESSP	Kenya Education Sector Support Programme
KNEC	Kenya National Examination Council
M.O.E	Ministry of Education
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization

## ABSTRACT

Many teachers are taking their 'noble' career as a stepping stone to better careers which mean they are discontent with teaching as a career. Studies have shown that teachers have low job satisfaction. The ability to motivate and satisfy staff is the key to effective management and secondary school principals have been mandated with the task. The purpose of this study was to investigate the factors that influence job satisfaction of secondary school teachers in Voi district Kenya. The objectives of the study were to establish the relationship between salary and job satisfaction of secondary school teachers, determine the extent to which supervision influence job satisfaction of teachers, determine the extent to which recognition influences job satisfaction of teachers, establish the relationship between promotion and job satisfaction of secondary school teachers and to determine the extent to which working conditions influences job satisfaction of secondary school teachers' in Voi District Kenya.

The study adopted a descriptive research design in which 33 teachers and 11 principals were sampled using simple random sampling method. The data was collected using self administered questionnaires and interview guides. The research instruments were pilot tested to test the reliability and validity of the instruments. The data was analyzed using descriptive statistics such as percentages and frequency distributions. Presentations were done in tables, graphs and pie charts.

The study established that the teachers were not satisfied with the salaries as according to most of the respondents, the salary was not a measure of their competence and could not meet their expenses. The other benefits offered such as fringe benefits, pension, medical and transport allowances were not according to the expectations of the respondents. The study however found that the respondents were to a large extent satisfied with the supervision except for the judgment of the junior staff. The study also established that the respondents were satisfied with the recognition by the principals, colleagues, parents and the BOG except for the recognition by the employer. The study established that the respondents were not satisfied with the working condition except for the offices. The study recommended that: the teachers' salary and remuneration should be harmonized, all the teaching staff should be treated with due respect and no one should be undermined or no one should undermine the other as this will affect their self esteem. The government and the school management should have a strategy of publicly recognizing exemplary teachers for their hard work; government should have a scheme of service which will enhance fairness in the promotion of teachers and where the teachers will have equal chances of promotion. The government, parents and other donors should improve the working conditions of the teachers by constructing spacious staff rooms and classrooms and ensuring the libraries and laboratories are well equipped.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The most important information to have regarding an employee is a validated measure of his or her job satisfaction since people join and work in organizations in order to satisfy their personal needs (Berder, 1990). Job satisfaction can be better understood when one considers both the factors related to job and individual (Postanjee, 1991).

The teaching fraternity plays a very crucial role in the socio-economic development of a society in the education sector. Session paper no.1 of 2005 and Kenya Education Sector Support Programme.(KESSP), identified a teacher as one of the most important inputs to the education system. It is therefore very critical to have efficient management and utilization of this resource for quality of learning outcomes in the education system.

(World Bank, 1998; Elimu Yetu Coalition, 2010) reports have increasingly drawn attention over the last decade to the fragility of perceived teacher-job motivation (Republic of Kenya, 2005). Although there have been some efforts in the past to try and improve the terms and conditions of work for teachers in the public sector, teachers are generally poorly motivated workers in Kenya.

Good corporate Governance involves best management practices namely; accountability, efficiency and effectiveness, integrity and fairness, responsibility and transparency in the management of institutions by managers. Governance is the manner in which power is exercised in the management of economic and social resources for sustainable human development. Corporate governance refers to the manner in which the power of a corporation/institution is exercised in the stewardship of the corporation's total portfolio of assets and resources with the objective of maintaining and increasing shareholder value and satisfaction of other stakeholders in the context of its corporate mission. It is concerned with creating a balance between economic and social goals and between individuals and social goals while encouraging efficient use of resources, accountability in the use of power and stewardship and as far as possible to align the interests of individuals, corporations and society (Private Sector Corporate Governance Trust Nairobi, 2012).

In March, 1999 at the Whitesands Hotel Mombasa seminar, participants from leading corporate organizations representatives discussed major topics and principles of good corporate governance because of the increasing demand for the quality of governance in the success of institutions. There were major scandals experienced leading to the collapse of big corporations, especially state owned ones, with disastrous social and economic consequences and it was inevitable that the wider society led by the mass media, would start questioning how these

organizations were run. This gave birth to a code of Best Practice for Corporate Governance which was approved in October 1999 by representatives from over seventy corporations and other organizations as a guide for corporate governance in Kenya (Private Sector Corporate Governance Trust Nairobi, 2012).

Steinberg (1993) in South Africa found out that management style of the principal was one of the major determinants of the teachers' job satisfaction. A report by the National Professional teachers organization in South Africa, (2002) highlighted poor management styles and lack of promotion prospects as constituting to loss percent of negative effects on teachers morale.

Olando (2003) put it that teaching is a demanding job that need to be remunerated well to attract and retain teachers in the profession. This will help prevent teachers from running to other greener pastures. Orlando further urges that for any efficient work to take place there is need for favorable conditions. Thus an individual should be provided with an enabling environment to perform and produce the desired results. Okemwa (2003) notes that teachers working in rural centers are more disadvantaged compared to their urban counterparts due to the under development in their schools.

The teacher as an instrument of success needs the physical, psychological, economical and social comfort. Okemwa (2003) confirms that every organization which has to succeed must have contented workers. According to Orlando (2003) one of the signs of diminishing conditions in an organization is low job

motivation and satisfaction. It leads to strikes, slow downs, absenteeism and employees' turnover. It may also lead to low productivity, disciplinary and organizational difficulties.

According to Kim and Loadman (1994) teacher's job motivation was an effective response to one's situation at work. Thus, teacher job satisfaction refers to a teacher's effective relation to his or her teaching role. With globalization which is heightening competition, schools must continue to develop tangible products and provide services which are based on strategies generated by teachers. Teachers were extremely important to the schools since their value was essentially intangible and not easily replicated (Meaghan & Nick 2002).

In Voi district there has been a fluctuating performance in the Kenya Certificate of Secondary Education results as shown on table 1.1 in the last four years, compared to the neighboring Mwatate District within Taita Taveta County.

**Table 1.1 Voi and Mwatate Districts KCSE performance in mean scores.**

Year	2009	2010	2011	2012
Voi District	4.23	4.5	5.7	4.16
Mwatate District	6.1	5.8	5.9	6.12



Mwatate District posts higher mean scores as compared to Voi while both Districts are in Taita Taveta County. Teachers' low morale and job satisfaction could be a contributing factor in which this study is yet to establish.

The role of teachers' as facilitators of learning is crucial if their respective learners have to perform highly in the National examination. The levels of job satisfaction of these teachers as workers of these institutions are of great importance (Karuga, 2004, Mutuku, 2005 and Nkirote 2012). Voi district requires this study to determine the extent to which supervision, compensation in terms of salary, working conditions, recognition, and promotion influences job satisfaction of secondary school teachers' in Voi District Kenya.

## **1.2 Statement of the Problem**

Many teachers are taking their 'noble' career as a stepping stone to better careers which mean they are discontent with teaching career (Okumbe 1998; Mbugua, 1998). Other studies that have been carried out indicate that teachers have low job satisfaction (Ngumi 2003, Mutie 1993). The ability to motivate and satisfy staff is the key to effective management (MOEST, 2000). To achieve the above goal, the principal should be able to ascertain the teachers' needs and support them without compromising the school goals (Mutula, 2006).

Kusinga (2010) in his study to investigate influence of principals' leadership styles, on public secondary schools teachers' job satisfaction in Nairobi Province,

Kenya) found out that the principals motivated and recognized teachers for good performance. Strategies included team building opportunities, leisure trips, handling conflicts professionally and that 56% of teachers were satisfied with the kind of subject taught, responsibility, recognition, financial reward, job and good performance. It therefore shows that researchers are getting more interested in matters related to teachers' job satisfaction as this appears a key element for effective teaching and learning process.

If teacher performance in schools is to be improved, it is necessary to pay attention to the kind of work environment that enhances teachers' sense of professionalism and decreases their job dissatisfaction (Conley, Bacharach and Bauer 1989). Taita Taveta County (Voi District being part of it) KNUT March (2013) Newsletter highlights that teachers often complain that they are not adequately consulted regarding policy changes and that their rights are violated. This leads to frustration and dissatisfaction, and in turn affects the commitment and productivity of teachers. It further reports that Voi District Secondary School teachers under the Union KUPPET boycotted classes and demonstrated in the streets of Voi town after their hardship allowances which they have been receiving since 1997 were scrapped off without prior consultations and five teachers had changed their jobs and left the profession in the beginning of the year 2013.

Many studies (such as Karuga 2004, Mbugua 2005 and Nkirote 2012) have been done focusing on factors influencing teachers' job satisfaction in other districts but this has not been done in Voi District. The researcher had the urge to find out if job satisfaction was linked to the trends of performance and investigate the extent to which job satisfaction of secondary school teachers in Voi District Kenya was influenced by factors like supervision, recognition, working conditions, salary and promotion.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the factors that influence job satisfaction of secondary school teachers in Voi district Kenya.

### **1.4 Research Objectives**

The objectives guiding the study were as follows:

- i. To establish the relationship between salary and job satisfaction of secondary school teachers' in Voi District Kenya.
- ii. To determine the extent to which supervision influences job satisfaction of secondary school teachers in Voi District Kenya.
- iii. To determine the extent to which recognition influences job satisfaction of secondary school teachers' in Voi District Kenya.

- iv. To establish the relationship between promotion and job satisfaction of secondary school teachers in Voi District Kenya.
- v. To determine the extent to which working conditions influences job satisfaction of secondary school teachers' in Voi District Kenya.

#### **1.4 Research Questions**

The research questions for this study appeared as follows:

- i. What is the relationship between salary and job satisfaction of secondary school teachers in Voi District Kenya?
- ii. What is the influence of supervision on job satisfaction of secondary school teachers' in Voi District Kenya?
- iii. To what extent does recognition influence job satisfaction of secondary school teachers in Voi District Kenya?
- iv. What is the relationship between promotion and job satisfaction of secondary school teachers in Voi District Kenya?
- v. To what extent does working conditions influence job satisfaction of secondary school teachers in Voi District Kenya?

### **1.6 Significance of the Study**

The findings of this study will be of benefit to managers of secondary schools in that they will be able to identify the management practices that enhance job satisfaction. Teachers will gain high job satisfaction as a result of improved management practices by the principals. Pupils' performance will have an added value as benefit of highly satisfied teachers. Teachers Service Commission will use the findings to improve their policies. The Ministry of Education may use the findings to develop human resource development initiatives. The findings may also develop interest in other researchers for further research.

### **1.7 Limitations of the Study**

Best and Kahn (2000) explain that limitations are conditions beyond the control of the researcher that may affect the conclusions of the study and its applications to other situations. There was likelihood that teachers took the whole process for granted thereby remaining reserved as a result of resistance to change. It was prudent for the researcher to create good rapport by appearing friendly from the beginning and assured them confidentiality of their identities since the research was only for academic purposes.

### **1.8 Delimitations of the Study**

This study was conducted within Voi District in the eleven fully established public secondary schools. The researches were the teachers and principals of

secondary schools within Voi District Kenya. The researcher used a questionnaire and interview guide for collecting the data.

### **1.9 Basic assumptions of the Study**

(i) It was assumed that the researches cooperated and gave reliable data, as well as were honest.

(ii) It was also assumed that every graduate teacher in secondary school had a role to play in achievement of satisfaction by all workers.

(iii) High motivation increases effort in standing for quality teaching hence high levels of job satisfaction.

(iv) The management of secondary schools was willing to discover what limits their performance at National Examination level and were ready to accommodate new ideas/change.

(v) It was also assumed that secondary school administration perceived motivation in terms of monetary gain and therefore leaving aside other motivators.

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

**Corporate governance** refers to the manner in which the power of a corporation/institution is exercised in management to achieve the objectives and win the respect of the stakeholders.

**Governance** refers to the manner in which power is exercised in the management of economic and social resources for sustainable human development.

**Job Satisfaction** refers to the measurement of one's total feelings and attitudes towards one's job.

**Management** refers to an act of running and controlling an institution, and in our case it is a secondary school.

**Perception** as used in this study refers to one's understanding and interpretation of experiences within the school environment.

**Performance** refers to student's grade in KCSE as rated by Kenya National Examination Council.

**Principal** refers to a secondary school executive who carries out management roles and may be called a head teacher.

**Profession** refers to specialized services a person offers in relation to his training, knowledge and skills that are in demand by his clients.

**Public secondary schools** refers to four year post primary school which is developed, equipped and provided with staff out of public funds by the government and parents.

**Teacher compensation** is used to refer to salaries, benefits and other opportunities within the school for income.

### **1.11 Organization of the Study**

The study was organized into five chapters. Chapter one consists of: background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions definition of significant terms and organization of the study. Chapter two consists of literature review which consists of introduction- overview on the general concept of job satisfaction, theoretical framework and conceptual framework. Chapter three describes the research methodology which includes rationale for the area of study research design, target population, sample and sampling procedures, research instrumentation, validity and reliability of instruments, data collection and data analysis technique. Chapter four consists of data analysis and discussions of the findings. Finally Chapter five focuses on the findings, conclusions and recommendations for further studies. Reference and appendices appear at the end of chapter five.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section covers literature review under the following sub-headings: Concept of corporate governance and job satisfaction, Salary and job satisfaction, supervision and job satisfaction, recognition and job satisfaction, promotion and job satisfaction, theoretical framework, summary of literature review and conceptual framework.

#### **2.2 Corporate Governance**

Corporate governance has become an issue of worldwide importance. The corporation/institution has a vital role to play in promoting economic development and social progress. It is the engine of growth internationally, and increasingly responsible for providing employment, public and private services, goods and infrastructure. The efficiency and accountability of the corporation is now a matter of both private and public interest, and governance has, thereby, come to the head of the international agenda. Good corporate governance entirely seeks to promote: efficient, effective and sustainable corporations/institutions that generally contribute to the welfare of the society by creating wealth, employment and solutions to emerging challenges; secondly, good corporate governance seeks to promote responsive and accountable and reliable corporations/institutions;

third, to promote legitimate corporations that are managed with integrity, probity and transparency; fourth, to promote recognition and protection of stakeholders rights and finally; corporate governance seeks to promote an inclusive approach based on democratic ideals, legitimate representation and participation (Private Sector Corporate Governance Trust Nairobi 2012).

Locke (1976) argues that the conditions under which high productivity would lead to high satisfactions is first; under which high productivity lead to the attainment of the individual's important job values such as promotion, recognition, high salaries, good working conditions as well as good supervision. Secondly, when such productivity was not attained at such a high cost as to undermine the pleasure of its attainment i.e. fatigue or to negate other values.

Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from appraisal of one's' job experience. Vroom (1964), considered job satisfaction as an aspect of motivation; in his opinion, the main variables affecting job satisfaction include supervision, the work group, job content, wages, promotional opportunities and hours of work. In conclusion, Vroom (1964) comments that "peoples' satisfaction with their jobs are directly related to the content to which their jobs provide them with such rewarding out comes as pay, variety in stimulation, consideration from their supervisors, promotion and control over their pace of work" (p.g 60)

According to Kibunja (2004) leadership is a process whereby an individual influences the behavior of others or groups regardless of the reason so that the influenced party acts without its own volition. It is therefore evident that the manager in an institution can create an enabling environment for workers job satisfaction by providing leadership that must be ready to account, leadership for results, leadership that is honest, faithful and diligent, leadership that is capable, responsible, representative and conscious of its obligations as well as transparent and open leadership with accurate and timely disclosure of information relating to all the activities of the corporation/institution.

### **2.3 Salary and Job Satisfaction**

Ibrahim (2001) has studied on the relationship between salary and staff motivation to increase productivity in a work station. Qualitative data extracted from the interviews conducted were used to facilitate analysis and understanding of how salary administration, fringe benefits and employees' consultation contributes to staff motivation and higher productivity in discharging their duties.

In comparison with other professional groups, teachers' low pay is clearly a major cause of teacher dissatisfaction. There is a general feeling of teachers that even when starting salaries could be comparable, those moving into other fields such as medical, telecommunication, commerce or agriculture could achieve bigger salaries. There is indeed a sense of frustration to teachers that their qualifications

and skills are undervalued VSO Ethiopia (2011). In Adelabu (2005), all the respondents agreed that salary issue has been the biggest motivational issue for teachers in Nigeria in recent times. Incentives for schools and teachers in the public education sector to perform well are frequently weak due to ineffective incentives and sanctions (Bennell, 2004).

The research findings have shown that there is high level of satisfaction by the staff of Atiku Abubakar College of Legal and Islamic studies, visa-vis applicable to Borno State tertiary institutions that are a result of the implementation of the said controversial CONTISS (46 salary structure). The satisfaction stems from the value workers place on their take away home. The research found that there was partially less complaint about their purchasing power occasioned by the new salary structure even in the face of the current galloping inflation in the Nigerian economy.

Wanjau (2011) in his research on teachers' salary showed that 46.05% and 29.95% of the teachers were dissatisfied and highly dissatisfied with their salaries in Tetu district respectively. This is in relation to their efforts, workload, and academic qualifications and when compared to people in other professions. Another finding is that increased salary serves as the major and strongest motivational aspect which leads to workers putting in their various unit of work within the academics circle and the school in general.

According to Steyn and Van Wyk (1999), the level of media attention that focuses on education in South Africa as a result of poor school results and the inferior quality of education in general, raises concerns regarding the attitudes of teachers towards their jobs. Teachers are seen as people who are not truly committed to their profession. Steyn and Van Wyk (1999) contend there is a perception that teachers are lazy, unprofessional, uncommitted who only come to school to receive their salaries at the end of the month.

ILO/UNESCO (1993) seminar on the study of the status of teachers observed that in Kenya, many young people opt for training and employment into the teaching profession because they could not get careers of their choice. The seminar further identified poor salaries and lack of promotion as factors which highly discouraged qualified people from getting into the teaching profession and instead give those who do, little incentives to improve their teaching skills. Therefore, there is need for the teacher employer to look into ways of remunerating their employees in tandem with the work they put in for the betterment of results in the examinations.

Furnham (1992) explained that, increment in remuneration package would make teachers become more satisfied with their job while their involvement in management motivates them more since they feel being part of management. It is the contention of the research study that increases in salary has a strong correlation with workers' productivity.

## **2.4 Supervision and Job satisfaction**

Effective supervision is assumed to be having an impact on job satisfaction. Proofs exist in that supervisors do not judge the junior staff justifiably and impose personal liking and disliking in the rewards and punishments (Prendergast 2002).

Nzuuve (1999) indicates that effectiveness of a leader behavior is measured by the degree to which the manager meets both organizational goals and satisfies the employees' needs. Motivation of workers as a concept of effectiveness in leadership has been discussed that leadership is marked by followers being motivated to do what the leader indicated because they find it rewarding and satisfying to do so, (Owens, 1981).

Nzuuve (1999) shows that the effectiveness of a leader is expected to increase when there is a match between leadership styles and situations. Half of the teachers in a study were dissatisfied with the supervision by the head teachers (Kimengu 1983). The conclusion was that effective supervision by the head teachers is an important factor towards job satisfaction of teachers.

Sergeant and Hannum (2005) indicate that the caliber of the leaders and supervisors has an effect on the working environment of the school. It is therefore necessary to acquire professional and competent persons in state of uncertainty to pool up the correct applier which must also be paid at supervisors "judgment". On

the other hand, in many jobs the judgment of supervisor is not the only yard stick to reward or punish the employees (Prendergast, 2002).

## **2.5 Recognition and job satisfaction**

Recognition is among the factors which go along with many other factors which can have an effect on the job satisfaction and motivation of teachers. Statistics show that there is an important link between reward and recognition and that between motivation and satisfaction. Awarding the financial benefit to employee without any prominent show also loses its importance.

Ali & Ahmed (2009) states that there is an important link between reward and recognition and that awarding the financial benefit to employee without any prominent show also loses its importance.

Weinstein (1977) puts it that when an employee gets a monetary reward with exceptional amusement and excitement that experience becomes more tremendous for recipient. Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Considering recognition, it can be said that it is an important factor affecting employee motivation. Fisher & Ackerman (1998) defines recognition as a public expression of appreciation given by a group to individuals who undertake desired behaviors.

Cherrington (1989) defines recognition as non-financial rewards praise and effective in employee's motivation hence promotes job satisfaction. Flippo (1984)

indicated that employees have a need for recognition, which contributes to a state of meaningful job. It all involves credit for work done, management support through verbal praise for excellence work and public recognition through awards. Flippo does include monetary rewards as a form of recognition.

Nzuuve (1999) proposes that employees can be motivated by a manager by being recognized in their achievement and being praised and their team and individual success being communicated to. He also proposes holding of meetings regularly to monitor and counsel individuals and the organizations progress which adds value to employee's motivation.

Praise and recognition have been extensively used to influence job performance (Cherrington 1989). Examples of recognition awards include certificates, plaques and sometimes accompanied by gifts and cash rewards. The effects of recognition rewards on motivation depend primarily on whether it was based on performance. even though the study on Okumbe (1992), showed recognition as the last satisfaction factor, teachers expect to be recognized according to their supervisors.

Teachers are judged for their professional competence. Sergeant & Hannum (2005) expresses that in the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments.



## **2.6 Promotion and Job Satisfaction**

Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. Drafke and Kossen, (2002) postulate that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease. According to McCormick and Ilgen (1985) employees' satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions.

Luthans (1992) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Promotional opportunities therefore have differential effects on job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance employee satisfaction.

## **2.7 Working conditions and job satisfaction**

Managers need to design jobs to provide opportunities for individual's achievement recognition, responsibility, advancement and personal growth. Each

occupation has its own potential environment sources of stress (Cartwright and Copper 1997). Dewe (1993) wrote that poor working condition can be described by inadequate equipment, poor staffroom among others.

VSO Ethiopia (2010) commented on how lack of basic amenities such as desks, chairs, tables, benches, made the teaching more difficult: “if there aren’t enough desks and benches, chairs and tables, the teacher is suffering and the teaching process is not good”. Leshao (2008) found out that in Kenya FPE was introduced without prior preparation and teachers had a feeling that the lack of preparation was a cause of low motivation.

Poor design of building and physical setting example of the office can be a source of job dissatisfaction. Working conditions is a factor that has a modest effect on job satisfaction (Luthans, 1989). Clean and attractive surroundings tend to make workers happy when doing their work thus increasing job satisfaction.

Motivating employees is a managers’ job. The idea that poor work conditions are compensated for by higher pay does not accord with the reality of the labor market. There is little research being done to exactly find out what forms of work time options and what conditions of employment the part time or casual worker wants from employers in the future (Whawo, 1993).

Sogomo (1993) states that the work characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction.

Dweck (2001) carried out a research and found out that there are several human resource practices which are overlapping that determine and influence motivation in the long run. These include trust between workers and the management, proper communication, proper working techniques and minimized stress, injuries and frustrations as well as unified working culture.

A firm should not only criticize but praise everyone for a job well done, which is a crucial factor in feedback. Hallinger and Heck (1996) reported that a vision and a school goal sharing process initiated by school leaders have significant effects on teacher's personal goals and motivation to teach.

Managers need to redesign jobs to provide opportunities for individual's achievement recognition, responsibility, advancement and personal growth. Each occupation has its own potential environmental sources of stress (Cartwright and Cooper 1997). Dewe (1986) wrote that poor working conditions can be described by inadequate equipment; poor staffroom facilities just to mention but a few. Also poor design of building and physical setting example of the office building can be a source of job dissatisfaction.

Slamond (2006) shows that job satisfaction results from job security (no threat of unemployment) perceived under promotion or over promotion, and a general sense of lack of achievement of one's goals or ambitions. A perceived lack of promotion opportunities and lack of progress in one's career indicate sources of job dissatisfaction.

Luthans (1989) states that working conditions are factor that have a modest effect on job satisfaction. Clean and attractive working environment appear to make staff happy when working thus increasing job satisfaction. Work environment in the school should be such that it enhances teacher's sense of professionalism and in turn decrease their dissatisfaction, as proposed by Sogomo (1993) in his research findings, where he indicated that job satisfaction of school principals in the Rift Valley province of Kenya, were similar. He goes ahead and indicates that characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment in order to achieve continuity in the job satisfaction.

## **2.8 Summary of the Literature Review**

For good corporate governance to be achieved to support improved management of our organizations/institutions, five pillars of corporate governance have to be embraced appropriately. These are: Accountability, Efficiency and Effectiveness,

Integrity and fairness, Responsibility and finally Transparency. This may therefore create an enabling environment for teachers to exercise their full potential at work for better performance and hence satisfaction in their job (Private Sector Corporate Governance Trust Nairobi, 2012).

Recognized efforts of employees by the employer symbolize concern and this boosts the morale of the staff leading to increased productivity and hence job satisfaction. Promotions put the staff on alert with expectations of growth within the organization hence achieved job satisfaction. Better working conditions provide a healthy environment, workers needs are met at various levels and finally job satisfaction is realized.

Ali & Ahmed (2009) say that changes in recognition and rewards can bring a definite change in work motivation and satisfaction. Ali and Ahmed confirmed the strong positive effects of rewards and recognition on job motivation and satisfaction.

Management of schools really needs to take educational institutions as corporate organizations. Good performance purely depends on every worker's positioning at team work level in an educational institution (secondary school in this case). Both the manager who is the principal and the teachers will need to act responsibly in discharging their duties with flexibility to adapt change to be able to remain in line with the changing trends in education sector and society at large and finally achieve quality results effectively and efficiently. This study therefore seeks to

establish the extent to which good corporate governance, remuneration/salary, recognition, promotion and working conditions influences workers job satisfaction of secondary school teachers in Voi District Kenya; where it has not been done before.

## **2.9 Theoretical framework**

The researcher will base the study on Maslow's Hierarchy of Needs Theory. Maslow believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently.

Maslow's theory is based on two assumptions; that is: people always want more and people arranged their needs in order of importance (Smith & Cronje 1992). Maslow (1970) and Schultz, Bagraim, Potgieter, Viedge and Werner (2003) summarized these needs as:

Physiological needs. This is the basic need known as the biological needs such as the need for water, food, rest, exercise and sex. Once these needs are met they no longer influence behavior. An example of this would be trade unions ensuring that their member's basic needs are met because they negotiate for better salaries for their members (Smith & Cronje, 1992). Therefore better salaries will settle the teachers to enjoy their work after which the focus shifts to another level.

Safety needs: Once the first need is satisfied then the security needs assume precedence. These include the need for job security, insurance and medical aid and the need to feel protected against physical and emotional harm (Smith & Cronje, 1992). It follows therefore that a supervisor can create an easy time for a junior worker to feel secure and well protected to perform to the best of the available capability.

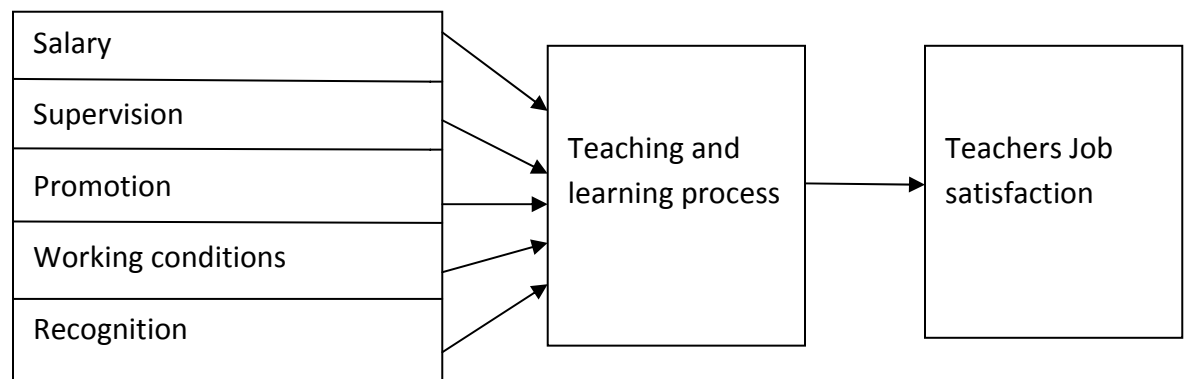
Social needs: This third level of needs is activated once the second level of needs has been adequately met. People have a need for love, friendship, acceptance and understanding from other people. Employees have a tendency to join groups that fulfill their social needs. Managers can play an important part by encouraging people to interact with one another and make sure that the social needs of subordinates are met (Smith & Cronje, 1992). In this sense, the working conditions can create an enabling environment to promote good relations among the teachers. A resting place, staffroom, DSTV for the teachers greatly make the working environment attractive.

Ego and esteem needs: The fourth level of needs is the need for self-respect, recognition by others, confidence and achievement. Principals of secondary schools can play an active role in satisfying the needs of their teachers by recognizing and rewarding high achievers for good performance (Smith & Cronje, 1992).

Self-actualization needs: This is the highest level of Maslow's hierarchy of needs, and leads to the full development of a person's potential. It is a need where individuals reach full potential and what they want to be become, to utilize all talents well, and to be creative (Glueck, 1974). This may be characterized by continuous and fair promotions of teachers to higher grades. This will bring about honesty, awareness, freedom and trust.

## 2.9 Conceptual Framework

Figure 2.1 A conceptual model of the factors that influence job satisfaction of teachers.



The conceptual framework illustrates the factors that are key to achieving better teaching and learning process and can impact positively or negatively to teacher's job satisfaction. In this case, teachers levels of job satisfaction depends on successful teaching and learning process at school and which is dependent on the factors: salary, supervision, promotion, working conditions and recognition.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides an outline of the research methodology to be employed in the investigation of the effect of motivational characteristics on job satisfaction of secondary school teachers in Voi District Kenya. The Research design, Target population, Sample size, Sampling procedure, Research instruments, Instrument validity, Instrument reliability, Data collection procedure as well as Data analysis techniques which shall be appropriate for this project will be looked at.

#### **3.2 Research Design**

This study employed a descriptive survey design. A descriptive survey design is a process of collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho, 2003). Most social science researchers prefer this design because of its ability to observe, describe and document aspects of a situation as it naturally occurs. This design involves observation, where the required behavior is observed in a particular setting through a questionnaire or interview schedule. Descriptive survey design for this study was used to analyze the relationship between factors influencing job satisfaction of secondary school teachers in relation to teachers' job satisfaction.

### **3.3 Target Population**

Borg and Gall (1989) observed that target population is the real hypothetical set of people, events or objects which a researcher wishes to generalize the findings. The target population for this study consisted of 148 graduate teachers and principals' of 11 public secondary schools in Voi District Kenya.

### **3.4 Sampling size and Procedure**

Sampling is the procedure used to identify individual items to be studied, and other researchers such as Mugenda and Mugenda (1999) have stated that sample size for descriptive studies should be between 10 percent - 20 percent of the population. The sample size for this study was 25 percent for it is recommended that researchers use the largest sample possible because statistics calculated from a large sample are more accurate (Kasomo, 2007). 25% of the target population was 37 participants drawn from the 11 schools and this provided for at least 3 teachers in every school, and the principal. In order to provide for equal chance for every member in the school to be included, simple random sampling was used. Names of all teachers in a school were drawn on a piece of paper and mixed in a container thoroughly after which 3 teachers were identified to participate in filling the questionnaire and the principal to be interviewed.

### **3.5 Research Instruments**

The researcher used a questionnaire as a research instrument for the teachers and an interview guide for the principals. The questionnaire was preferred due to its suitability. Bless and Achola (1987) notes that the questionnaire can cover large populations within a short time using few personnel making it cost effective. The questionnaire was divided into three parts. Part one consisted of seven (7) short questions about the demographic information. Part two was used to seek for information related to some variables influencing job satisfaction. Part three was used to inquire on aspects of management. An interview schedule for Principals was used to source for information on strategies used in enhancing job satisfaction and the challenges encountered by principals in Voi District Kenya.

### **3.6 Instrument Validity**

A pilot study was carried out in two of the schools before the actual study to give room for interviewing two principals. Each questionnaire and interview guide was discussed with the respondents to determine the suitability, clarity and relevance for the study purposes. As Franklin and Thresher (1976) states, content validity is determined by expert judgment. The questionnaire and the interview guide in this study scrutinized and approved by two lecturers supervising the project to determine whether items in the questionnaire and interview guide were in line with the expectations.

### **3.7 Instrument Reliability**

Reliability is defined as the degree to which a test consistency measures whatever it measures. It is concerned with what constitutes a minimum level of acceptability of a test. Frankel and Wallen (2006) also observed that reliability is the consistence of scores or answers from one administration of an instrument to another and form a set of items to another. The researcher used the pretested instrument piloted and ascertained in its reliability. The researcher used the test-re-test technique for the questionnaire on teachers' job satisfaction and the interview guide for the principals. The outcome was used in modifying the instrument with supervisors' assistance. Mugenda and Mugenda (1999) have fixed a reliability evidence value of 0.8 or higher. For this study the reliability value of 0.8 and above was accepted. The validity of the research instrument was tested for internal consistency by use of Cronbach's Alpha with a 60% acceptance level. The instruments were taken to an expert in corporate strategies and the supervisors to ascertain the face validity.

### **3.8 Data Collection Procedure**

The researcher sought for permit to conduct the research from the National Council of Science and Technology and Voi District Education Office. The researcher wrote a letter of introduction and request for appointments of the teachers to be involved. The letters was sent at least two weeks earlier prior to the actual visit. The researcher distributed the questionnaires personally as booking

appointments for interviewing took place at the same time. The researcher then went round conducting the interviews and picking of the already filled questionnaires.

### **3.9 Data analysis Techniques**

Orodho (2003) observe that this is the life line of a research; the method of analysis is the backbone and conduct wire. Therefore, the researcher personally collected and inspected the questionnaires to ensure that they were adequately completed and properly responded to. The data was compiled, organized and analyzed through the Statistical Package for Social Sciences (SPSS) which is ideal for accuracy and speed processing. The data was analyzed using descriptive statistics; frequencies and percentages and presented as bar graphs and pie charts.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATIONS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents: questionnaire response rate, demographic information of the respondents, relationship between salary and job satisfaction of teachers, influence of supervision on job satisfaction of teachers, influence of recognition on job satisfaction of teachers, the relationship between promotion and job satisfaction of teachers and the influence of working conditions on job satisfaction of secondary school teachers.

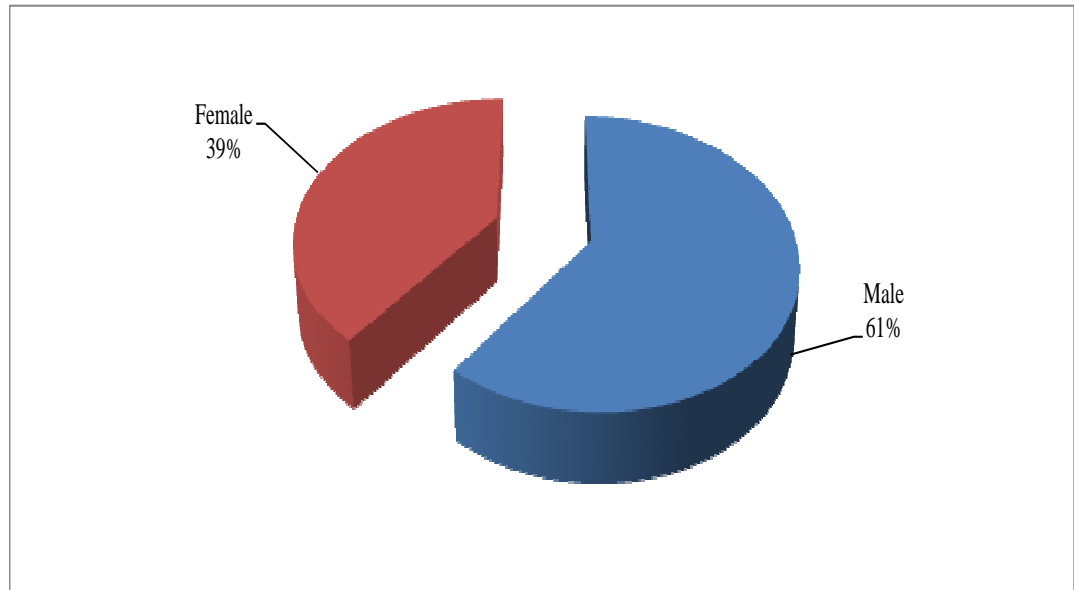
#### **4.2 Questionnaire response rate**

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. In this study out of 33 teachers sampled, 33 (100%) returned the questionnaires. Out of 11 principals who were sampled, 7 participated in the interview which is or an equivalent of 64%. These percentage return rates were deemed adequate for the study.

#### **4.3 Demographic information**

This section presents the demographic information of the respondents in the study. The demographic information for the respondents focused on gender, age, education, teaching/principal experience, housing and housing option. The findings of the study are presented in the subsequent sections.

**Figure 4.1: Distribution of Teachers by Gender**



According to the results of the study presented in Figure 4.1, most of the teachers were male (61%). The female teachers represented 39%. The findings may be interpreted to mean that public secondary schools in Voi are dominated by male teachers.

The study sought to determine the ages of the teachers and principals. The findings are presented in Table 4.1.

**Table 4.1: Distribution of Teachers/Principals by Age**

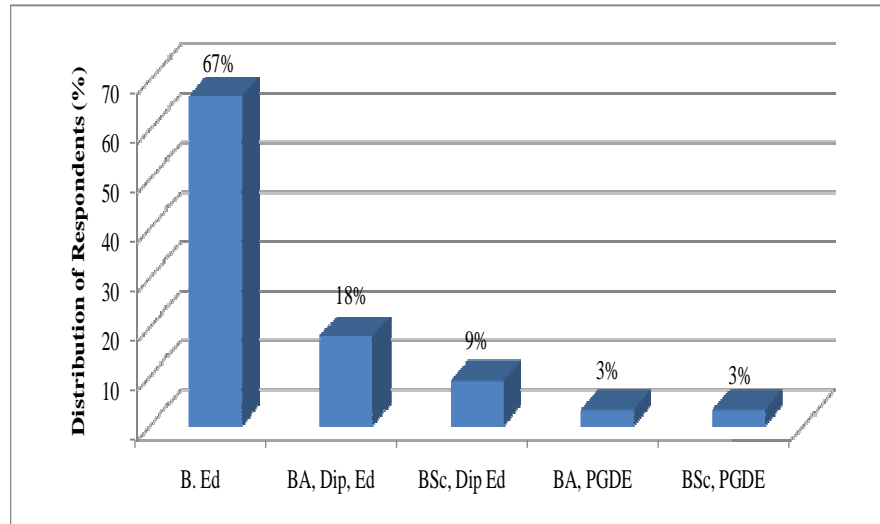
	Teachers		Principals	
	F	%	F	%
Less than 25 years	5	15	0	
25 – 30 years	4	12	0	0
31 – 35 years	5	15	0	0
36 – 40 years	7	21	2	28.5
41 – 45 years	8	24	3	43
46 - 50 years	3	9	2	28.5
Over 50 years	1	3	0	0
<b>Total</b>	<b>33</b>	<b>100</b>	<b>7</b>	<b>100</b>

According to the findings of the study, 24% of the teachers are in the age bracket of 41 and 45 years while 21% are in the aged between 36 years and 40 years. The study findings also show that most of the principals (43%) were aged between 41 years and 45 years while 28.5% of them were aged between 36 and 40 years and 46 and 50 years. There were no principal aged less than 35 years.



The study sought to determine the distribution of teachers by their highest academic qualification. The findings are presented in Figure 4.2.

**Figure 4.2: Distribution of Teachers by Level of Education**



The study established that majority of the teachers (67%) had bachelors of education. The study results show that 18% of the teachers had bachelors of Arts and a diploma in education. The study findings may be interpreted that the teachers are highly qualified.

Teachers were asked to indicate how long they have been teaching. The results are presented in Table 4.2.

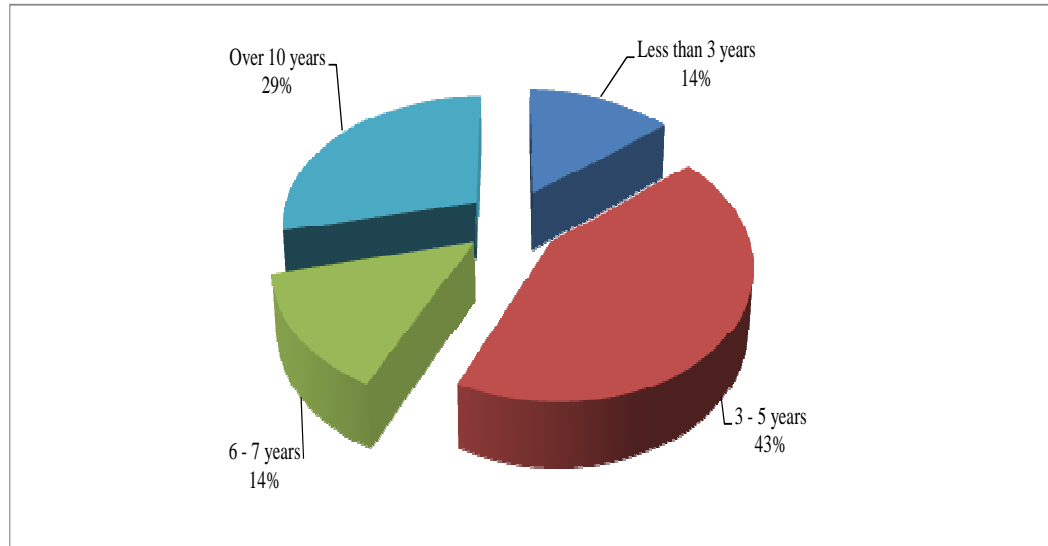
**Table 4.2: Experience as a Teacher/Principal**

	Teacher		Principal	
	F	%	F	%
1- 3 years	6	18	0	.0
4 - 5 years	8	24	0	.0
6 - 8 years	2	6	0	.0
9 - 10 years	4	12	0	.0
Over 10 years	13	39	7	100
<b>Total</b>	<b>33</b>	<b>100</b>	<b>7</b>	<b>100</b>

The results show that all the principals have been working for more than 10 years where the results further show that 39% of the teachers have a teaching experience of over 10 years. The findings show that 24% of the teachers have been teaching for between 4 and five years while 18% have been teaching for one to three years. These findings may be interpreted to mean that most of the teachers and head teachers have a wealth of experience as majority of them have been in the profession for 10 years and above.

The study sought to determine how long the principals have been in their current schools. The findings are presented in Figure 4.3.

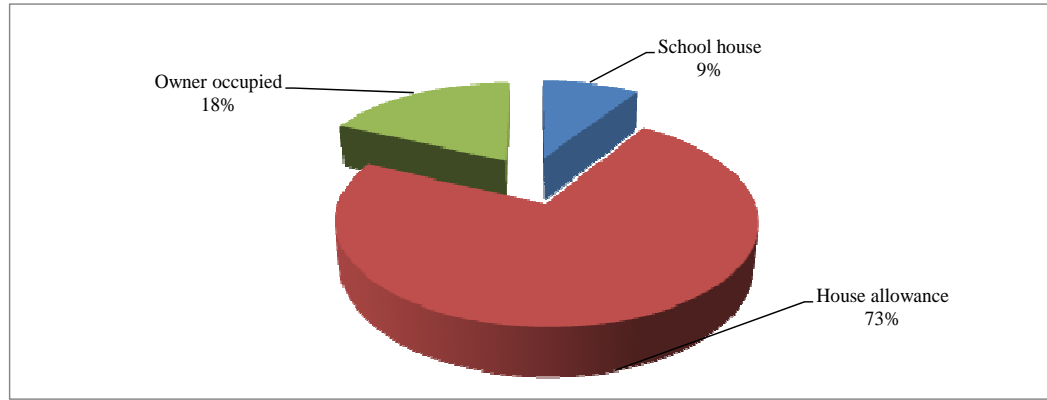
**Figure 4.3: Duration in Current School as Principal**



The results of the study show that highest proportions of principals (43%) have been principals in their current schools for between three and five years. The results further show that 29% of the principals had been principals in their current schools for more than 10 years. The findings of the study may be interpreted to mean that majority of the principals have not been in the schools long enough as more than 50% have been in their current schools as heads for at most five years.

Teachers were asked to indicate how they were housed. The results are presented in Figure 4.4.

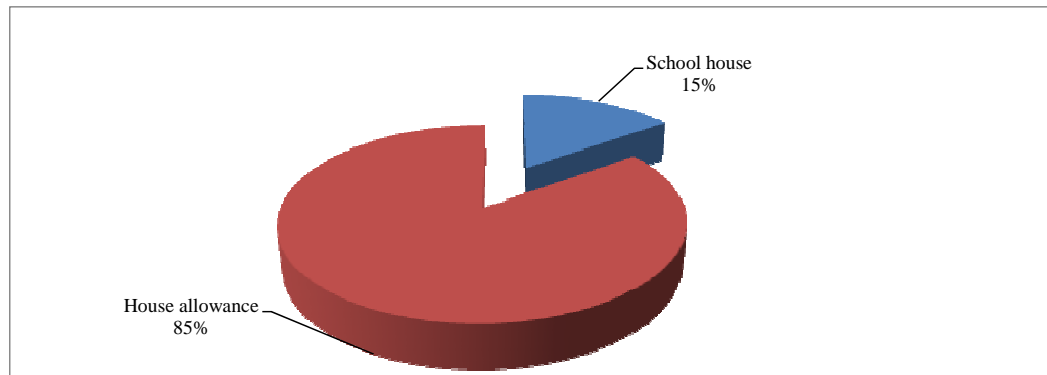
**Figure 4.4: Housing of teachers**



The study results show that majority of the teachers (73%) received house allowances while 18% had received owner occupied allowance before. The results show that only 9% lived in school houses. The findings may be interpreted to mean that most teachers in Voi district live in rental houses.

The teachers were asked to indicate their most preferred housing option. The findings are presented in Figure 4.5

**Figure 4.5 Most Preferred Housing Option**



The results of the study show that most of the teachers (85%) preferred being paid a house allowance. The findings also show that 15% preferred living in the school house. Owner occupied allowance is now no longer in place. These findings may be interpreted to mean that the teachers preferred to be paid a house allowance.

#### **4.4 Relationship Between Salary and Job Satisfaction of Secondary School Teachers**

In this section the study sought to establish the relationship between salary and job satisfaction among the secondary school teachers in Voi District. Teachers were therefore asked to indicate their level of satisfaction with the statements regarding the salaries and remuneration. The findings are presented in Table 4.4.

**Table 4.4: Relationship between Salary/Remuneration and Job Satisfaction**

	<b>Not satisfied</b>		<b>Slightly satisfied</b>		<b>Satisfied</b>		<b>Very satisfied</b>		<b>Extremely satisfied</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
	Salary a measure of competence	24	73	7	21	3	6	0	0	0
Salary meeting expense	19	58	11	33	3	9	0	0	0	0
Fairness and equitability of present salary progression in future	16	48	11	33	4	12	1	3	1	3
Perception of salary progression in future	10	30	15	45	6	18	2	6	0	0
Present fringe benefit	20	61	10	30	3	9	0	0	0	0
Pension scheme	19	58	9	27	4	12	1	3	0	0
Medical scheme	26	79	4	12	3	9	0	0	0	0
Transport allowance	27	82	4	12	2	6	0	0	0	0

The findings of the study show that majority of the teachers (73%) were not satisfied with the statement that salary was a measure of competence. The results further show that according to 58% of the teachers, the salary did not meet their expenses. The results show that 33% of the teachers indicated that the salary slightly met their expenses. The findings show that teachers did not believe that the fairness and equitability of the present salary was a measure progression in future as 48% were not satisfied and 33% only slightly satisfied. The results further show that teachers did not perceive that there was salary progression in future as 30% were not satisfied and 45% just slightly satisfied. Majority of the teachers (61%) were not satisfied with the present fringe benefits. Only 9% of the teachers were satisfied with the present fringe benefits. The findings show that most of the teachers 58% were not satisfied with the pension scheme while 27% were slightly satisfied. The study established that majority of the respondents (79%) were not satisfied with the medical scheme. The results show that only 9% were satisfied with the medical scheme. According to the results of the study, 82% of the teachers were not satisfied with the transport allowance received. From the findings of the study, it can generally be interpreted that the salary/remuneration did not satisfy the teachers.

These findings of the study are in agreement with Wanjau (2011) who found in his study on teacher salary in Tetu District that the teachers were highly dissatisfied with their salaries. The study findings that due to remunerations

teachers are dissatisfied with their job also agree with Furnham, (1992) who argued that, increment in remuneration package would make teachers become more satisfied with their job.

#### 4.5 Influence of Supervision Job Satisfaction of Secondary School Teachers

In this section the study sought to determine the how supervision influenced job satisfaction of secondary school teachers in Voi District. The teachers were therefore asked to indicate their level of satisfaction with the statements regarding the supervision. The findings are presented in Table 4.5.

**Table 4.5: Influence of Supervision Job Satisfaction of Secondary School Teachers**

	<b>Not satisfied</b>		<b>Slightly satisfied</b>		<b>Satisfied</b>		<b>Very satisfied</b>		<b>Extremely satisfied</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
	Judgment of junior staff	7	21	14	42	12	36	0	0	0
Professionalism and competence	0	0	10	30	16	48	6	18	1	3
Reliability of the supervision	0	0	17	52	10	30	6	18	0	0



The study established that most teachers were not satisfied with the judgment of the junior staff as 21% indicated that they were not satisfied and 42% were satisfied only slightly. The study however show that teachers were satisfied with the professionalism and competence in the institutions as 69% of the respondents were at least satisfied with the professionalism and competencies. The study shows that even though most of the teachers (52%) were not satisfied with the reliability of the supervision, 48% of the teachers were at least satisfied with reliability of the supervision. The findings of the study may be interpreted that to a large extent, the supervision influenced the teachers' job satisfaction. These findings that the teachers were not satisfied with the way they were treated, the findings agree with Sergeant and Hannum (2005) who argued that the type of the leaders and supervisors has an effect on the working environment of the school.

#### **4.6 Influences of Recognition on Job Satisfaction among Secondary School**

##### **Teachers**

In this section the study sought to determine the influence of recognition on job satisfaction among secondary schools teachers. The teachers were therefore asked to indicate their level of satisfaction with the statements regarding the recognition on a scale of not satisfied, slightly satisfied, satisfied, very satisfied and extremely satisfied. The findings are presented in Table 4.6.

**Table 4.6: Influences of Recognition on Job Satisfaction among Teachers**

	Not satisfied		Slightly satisfied		Satisfied		Very satisfied		Extremely satisfied	
	F	%	F	%	F	%	F	%	F	%
	The employer	12	36	10	30	7	21	2	6	2
The principal	0	0	10	30	12	36	8	24	3	9
Colleagues	0	0	8	24	17	52	5	15	3	9
Parents	5	15	9	27	15	45	3	9	1	3
Board of Governors	8	24	10	30	9	27	5	15	1	3

The study established that most of the teachers were not satisfied with the recognition of the employer as about 66% indicated that they were either only slightly satisfied or were not satisfied at all. The result however show that majority of the teachers (69%) were satisfied with the recognition of the principal. The study shows that 76% of the teachers were satisfied with the recognition of their colleagues. The results further show that only 24% teachers were slightly satisfied with the recognition of their colleagues. The findings show that 57% of the teachers were satisfied with the recognition of the parents. The study however,

show that 42% of the teachers were not satisfied with the recognition of the parents. According to the findings of the study, most of the teachers (54%) were not satisfied with the recognition of the BOG. This means that only. The findings of the study can be interpreted to mean that to some extent recognition influenced the job satisfaction of secondary school teachers in Voi District.

These findings that recognition influenced the teachers' motivation agree with the arguments by Weinstein (1977) that reward and recognition effect the job satisfaction and motivation of teachers where he went on to explain that when an employee gets a monetary reward with exceptional amusement and excitement that experience becomes more tremendous for recipient. These findings also confirm the views by Sergeant & Hannum (2005) who noted that in the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments.

#### **4.7 The Relationship between Promotion and Job Satisfaction of Secondary School Teachers**

The study sought to determine the relationship between promotion and job satisfaction of secondary school teachers in Voi District. The teachers were therefore asked to indicate their level of satisfaction with the statements regarding

the promotions on a scale of not satisfied, slightly satisfied, satisfied, very satisfied and extremely satisfied. The findings are presented in Table 4.7.

**Table 4.7: Effect of Promotion and Job Satisfaction of Secondary School Teachers**

	<b>Not satisfied</b>		<b>Slightly satisfied</b>		<b>Satisfied</b>		<b>Very satisfied</b>		<b>Extremely satisfied</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
	Chances of promotion	26	61	6	18	6	18	0	0	1
Fairness in present promotion scheme	17	52	10	30	5	15	0	0	1	3
Reward for any performance	20	61	8	24	4	12	1	3	0	0
Current scheme of service	18	55	10	30	3	9	1	3	1	3

The study established from the findings that most of the teachers (79%) were not satisfied with the chances of promotion. The results show that only 21% of the teachers were satisfied with the chances of promotion. The research show that 82% of the teachers indicated that they were not satisfied with the fairness in the present promotion scheme. The results revealed that 85% of the teachers were not

satisfied with the reward for any performance. Only 15% of the teachers were satisfied with the reward for performance. The findings of the study show that 85% of the teachers were not satisfied with the current scheme of service. The findings of the study may be interpreted to mean that the promotion negatively affected the job satisfaction of secondary school teachers in Voi District.

The findings of the study that the teachers are not satisfied with the Drafke and Kossen (2002) and Luthans (1992) who postulates that many people experience satisfaction when they believe that their future prospects are good which may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment.

#### **4.8 Influence of Working Conditions on Job Satisfaction of Secondary School Teachers**

In this section the study sought to establish the influence of working condition on job satisfaction of secondary school teachers in Voi District. The teachers were therefore asked to indicate their level of satisfaction with the statements regarding the working condition on a scale of not satisfied and extremely satisfied. The findings are presented in Table 4.8.

**Table 4.8: Influence of Working Conditions on Job Satisfaction of Secondary School Teachers**

	<b>Not satisfied</b>		<b>Slightly satisfied</b>		<b>Satisfied</b>		<b>Very satisfied</b>		<b>Extremely satisfied</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
	Staff room	9	27	12	36	8	24	3	9	1
Office	6	18	10	30	12	36	4	12	1	3
Classroom	8	24	12	36	10	30	3	9	0	0
Library	19	58	9	27	4	12	1	3	0	0
Laboratories	4	12	14	42	12	36	2	6	1	3
Provision of housing	20	61	7	21	4	12	2	6	0	0
School surrounding	10	30	9	27	12	36	2	6	0	0

The study established that majority of the teachers (63%) were not satisfied with the staffrooms in the schools. The results show that only 30% of the teachers were satisfied with the staffroom in the schools. The study further established that 48% of the teachers were not satisfied with the offices in the schools. However, most

teachers (52%) were satisfied with the existing offices in their respective schools. The findings show that 60% of the teachers were not satisfied with the number of classrooms in their respective schools. This implies that most of the schools either did not have adequate classrooms or the classrooms were dilapidated. The study revealed that 85% of the teachers were not satisfied with the existing libraries in their respective schools.

As for the availability and state of the laboratories in schools, 54% of the teachers were not satisfied with the laboratories. The findings may mean that either the schools did not have the laboratories or the laboratories were not well equipped. The study results revealed that majority of the teachers (61%) were totally not satisfied with the provision of housing in their respective schools. The study also established that 58% of the teachers were not satisfied with the school surrounding.

However, 42% of the teachers indicate that they were satisfied with the school surrounding. The study findings may therefore be interpreted that the working condition of the schools were not conducive and this to a large extent influenced the job satisfaction of the secondary school teachers.

The findings of the study which found that the teachers were not satisfied with the working conditions in the schools agree with Luthans (1989) who found in his study that working conditions is a factor that has a modest effect on job satisfaction as according to him a clean and attractive surroundings tend to make

workers happy when doing their work thus increasing job satisfaction. The study findings also agree with Sogomo (1993) who noted that the work characteristics for teachers is directly correlated with job satisfaction and therefore need for identification in order to change the working environment for continuous job satisfaction.

#### **4.9 Employee Satisfaction**

In this section the study sought to determine the extent to which the secondary school teachers were satisfied with their jobs. The findings are presented in the subsequent sections.

##### **4.9.1 Factors Contributing to Teachers' Job Satisfaction**

Teachers were asked to list in order of importance the factors that most contribute to their overall satisfaction in their jobs. According to the findings of the study presented in Table 4.9, the number one factor was remuneration followed by the work condition. The study established that ranked number three by teachers was promotion followed by recognition.



**Table 4.9: Factors Contributing to Teachers' Job Satisfaction**

<b>Factors</b>	<b>Rank</b>
Remuneration	1
Work condition	2
Promotion	3
Recognition	4
Supervision	5

#### **4.9.2 Preferred Changes in Job**

The teachers were asked to suggest three changes they wanted to see done in their jobs. The results revealed that most teachers indicated that they liked to see the facilities in the schools such as the library and the laboratories well equipped as opposed to the current situation where some schools lacked essential facilities such as the libraries and laboratories.

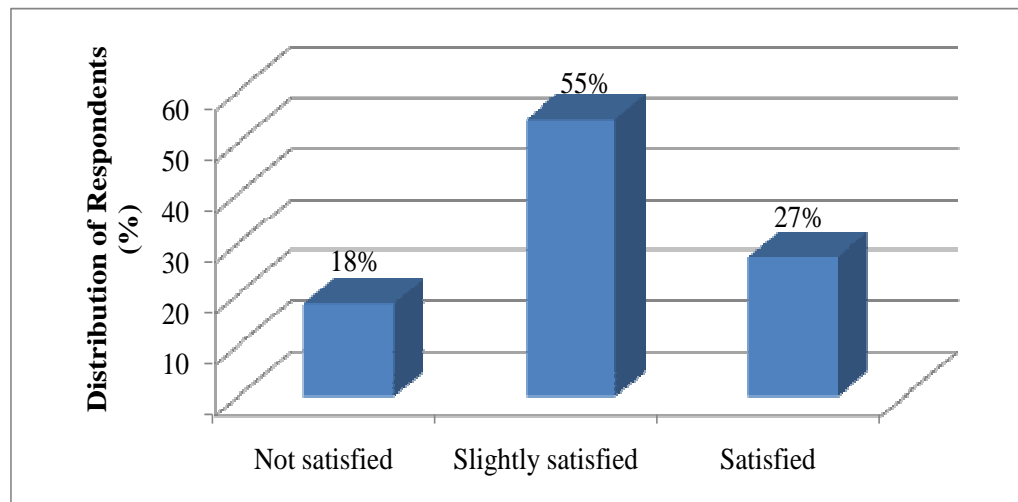
The teachers indicated that teachers are not recognized in the society and would therefore want the contribution of the teachers to be recognized and the teachers accorded respect as opposed to the current situation where no child wants to take teaching as a career because of the perception by the society. Teachers further indicated that they would want to see a situation where the teachers' efforts are

recognized and hard working teachers given promotion or rewarded. The teachers indicated that some of the principals are authoritarian and they would therefore want to see change where the principals engaged the teachers in some matters concerning teaching or learning.

### 4.9.3 Overall Level of Satisfaction

The study sought to determine the overall level of satisfaction of the teachers with their present jobs. The findings are presented in Figure 4.6.

**Figure 4.6: Overall Level of Satisfaction**



The study findings show that most of the findings (55%) indicated that they were satisfied only slightly satisfied. The results show that 18% of the teachers were totally not satisfied with their jobs while only 27% were satisfied. The findings of

the study may be interpreted to mean that teachers are satisfied with their jobs only to a small extent.

#### **4.10 Interview Findings from Principals**

The principals were asked to state whether that has attended any corporate governance seminar/workshop. The results revealed that all the principals except one had attended corporate governance seminars or workshops. The study established all the principals described the staffing in their schools as okay.

The principals were asked to indicate whether there were possible relationship between staffing levels and teachers' job satisfaction. The study established that all the principals indicated that indeed there was a relationship between the staffing levels and the teacher's job satisfaction. Four principals explained that when the school is well staffed, the teachers will handle lighter workload and will therefore be more productive.

The principals also indicated that more teachers in a school will encourage more consultation and team teaching which is healthy for the school. Principals also indicated that high staff levels helps fair distribution of work and reduce workload for teachers which lead to higher job satisfaction.

The principals were asked to state the strategies that have put in place to enhance teachers' level of job satisfaction. One of the principal indicated that one of the strategies he has adopted in an all inclusive leadership where all the teachers are

given a fair hearing. Two principals indicated that their strategy they have put in place is to recognize the efforts of the teachers during a prize giving day where the hard working teachers are given a token of appreciation for extra work done. Two principals indicated that they have put up measures in place where the teachers are trained at least once a year through seminars and workshops for refreshing.

The principals were asked to indicate how they promoted democratic values amongst teachers so as to share power, representation and participation. The principals indicated that they normally have open discussion with the teachers in the staff room during staff meetings where the views of everyone are considered and teacher's ideas are implemented. The principals also indicated that they delegate some of their duties to their deputies and other teachers especially to class teacher where possible.

Principals were asked to indicate what ways they ensured the working conditions in the schools were improved. One of the principals indicated that they provide their staff with meals besides ensuring that the staff room was spacious and well circulated through consultation with the Board of Governors to ensure that such facilities as DSTV facilities were available in the staffroom.

The principals also indicated that they have been advocating for the construction of staff houses. The principals also indicated that they have been advocating for additional classrooms.

Asked to indicate how they would identify teachers who deserve promotion, all the principals indicated that the first criteria would be the performance of the students at the Kenya Certificate of Secondary Education. The second criterion according to the principals is the cooperation of the teacher when given assignment by their seniors. Principals also indicated that the length of service of the teacher would be another factor for consideration.

Principals were asked to indicate the ways in which they recognized the teachers' efforts. Most of the principals indicated that the teachers' efforts are recognized by giving them prizes during prize giving days. The principals also indicated that the hard-working teachers are recognized by taking them on educational tours once in a year. The principals also indicated that the efforts of teachers are recognized by giving them a token of appreciation for their extra work.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, conclusions, recommendations, and suggestions for further research.

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

The purpose of the study was to determine the factors influencing teachers' job satisfaction in public secondary schools in Voi District. Research question one sought to examine the relationship between salary and job satisfaction of secondary school teachers. Research question two aimed at establishing the influence of supervision on job satisfaction of secondary school teachers.

Research question three sought to establish the extent recognition influence job satisfaction of secondary school teachers. Research question four aimed at determining the relationship between promotion and job satisfaction of secondary school teachers. Research question five sought to establish the extent working conditions influenced job satisfaction of secondary school teachers.

The study used descriptive survey design in which it targeted 33 teachers and 11 principals in Voi district out of which 33 teachers and 7 principals responded by completing the questionnaire and returning. The data was collected by use of

questionnaires and interview schedules. Data was analyzed both qualitatively and quantitatively.

### **5.3 Summary of findings**

The study established that according to majority of the teachers (94%) the salaries they received did not measure with their competences and if it did it only did slightly. The study also established that the salaries received by the teachers did not meet their expenses according to 58% of the teachers where it did; it only did slightly (33%). The study established that majority of the teachers (81%) indicated that they were never satisfied with the fairness and equitability of present salary in future. The findings revealed that 75% of the teachers have a negative perception of the salary progression in future. The majority of the teachers (91%) are not satisfied with the present fringe benefits while 85% are not satisfied with the pension scheme. The study findings revealed that the teachers were not satisfied with the medical scheme (91%) and transport allowance (94%).

The study findings revealed that majority of the teachers (63%) were not satisfied with the judgment of the junior staff by their seniors. The results however showed that most teachers (69%) were satisfied with the professionalism and competencies. The study revealed that although most of the teachers were only slightly satisfied

with the reliability of the supervision in the school, 48% of the teachers were satisfied with it.

The study findings showed that majority of the teachers (66%) were not were not satisfied with the recognition of the employer. The results further show that the teachers (70%) were satisfied with the recognition of the principal. Most teachers (76%) were satisfied with the recognition of their colleagues. The study findings show that most of the teachers (58%) were satisfied with the recognition of the parents. However, 42% were not satisfied with the parent's recognition. The results also revealed that most of the teachers (54%) were not satisfied with the recognition of the BOG and that 46% of the teachers were satisfied with the recognition of the BOG.

The study established that the chances for promotion for teachers were very slim as most of the teachers (79%) of the teachers indicate that they were not satisfied with the chances of promotion that were available. The study findings revealed that 82% of the teachers indicated that they were not satisfied with the fairness in present promotion scheme. The study show that 85% of the teachers indicated that they were not satisfied with the reward for any performance. Majority of the teachers (85%) indicated that they were not satisfied with the current scheme of service.



The study established that in general the teachers were not satisfied with the working condition in the schools. The results of the study showed that 63% of the teachers were not satisfied with the staff rooms. However, 52% of the teachers were satisfied with the offices while 48% were not satisfied. The findings show that 60% of the teachers indicated that they were not satisfied with the available classrooms in their respective schools. The findings of the study revealed that 85% of the teachers were not satisfied with the libraries in their schools while 63% were not satisfied with the laboratories in their schools. The study findings further revealed that the teachers were not satisfied with the provision of housing and the school surrounding (83% and 57% respectively).

Ranked number one motivator by the teachers was remunerations/salary then working condition and promotion in third place. The changes that the teachers wanted to see in their schools included well equipped libraries and laboratories. The teachers also demanded to see more recognition of teachers in the society. Teachers also wanted to see the efforts of teachers rewarded by giving them promotion. The overall level of satisfaction according to 55% of the teachers was minimal.

The study established that one of the strategies employed by the principals to enhanced job satisfaction of the teachers was an all inclusive where they practiced an all inclusive leadership where all the teachers were given a hearing. The principals indicated that motivated teachers by giving token of association to hard

working teachers for their extra effort. The principals also took teachers for academic trips at least once a year.

#### **5.4 Conclusion**

The study established that the teachers were not satisfied with the salaries as according to most of the teachers, the salary was not a measure of their competence and could not meet their expenses. The other benefits offered such as fringe benefits, pension, medical and transport allowances were not according to the expectations of the teachers. The study however found that the teachers were to a large extent satisfied with the supervision except for the judgment of the junior staff. The study also established that the teachers were satisfied with the recognition by the principals, colleagues, parents and the BOG except for the recognition by the employer. The study concludes that the teachers were not satisfied with the promotion as according to them, the chances were not satisfactory same as fairness in promotion. And finally, the study established that the teachers were not satisfied with the working condition except for the offices. From the findings of the study, it can be concluded that the teachers were not satisfied with various aspects such as salary, promotion and working condition out of the five aspects which translates to very low level of satisfaction.

## **5.5 Recommendations**

The study recommends the following:

- i. The study recommends that the teachers' salary and remuneration should be harmonized to correspond to their competencies and qualification.
- ii. The study further recommends that all the teaching staff should be treated as equal and no one should be undermined or no one should undermine the other as this will affect their self esteem.
- iii. The study recommends that the government and the school management should have a strategy of publicly recognizing exemplary teachers for their hard work.
- iv. The study recommends that government should have a scheme which will enhance fairness in the promotion of teachers and where the teachers will have equal chances of promotion.
- v. The study recommends that the government, parents and other donors should improve the working condition of the teachers by constructing spacious staff rooms and classrooms and ensuring the libraries and laboratories are equipped.

## **5.6 Suggestions for Future Studies**

This study was done on schools in Voi District only in Taita Taveta County. The study recommends that similar studies should be replicated in other regions in Kenya with the aim of establishing the factors that influence job satisfaction of secondary school teachers. The study mainly focused on salary, supervision, recognition, promotion and working conditions only. However, teacher's job satisfaction could be influenced by other factors; the study therefore recommends that other variables which influence job satisfaction of secondary school teachers should be investigated.

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## APPENDIX I

### INTRODUCTION LETTER

University of Nairobi,

Department of Education Administration  
and Planning,

P.O. Box 30197, Nairobi.

**The Principal/ Teacher,**

---

Dear Sir/Madam,

**RE: EDUCATIONAL RESEARCH**

I am a postgraduate student perusing a master of education degree in Corporate Governance at the University of Nairobi. I am conducting a study on **Factors Influencing Teachers' Job Satisfaction in Public Secondary Schools' in Voi District Kenya**. This is to kindly request your participation in the study by completing the questionnaire. The information obtained will be used for the purpose of this research. Your identity will be treated with utmost confidentiality.

Thank you in advance for your cooperation and assistance.

Yours Sincerely,

**Mghana Nesphory Nyange**

## APPENDIX II

### QUESTIONNAIRE FOR THE TEACHERS

Please answer all the questions correctly

#### Part 1

1. Please tick your gender Male ( ) Female ( )

2. Please indicate your age category:

>25 years ( ) 26-34 years ( ) 35-44 years ( ) 45-54 years ( )

55-60 years ( )

3. What is your highest academic qualification?

(A) B. Ed ( ) (B) BA, Dip, Ed ( )

(C) BSc, Dip Ed ( ) (D) BA, PGDE ( )

(E) BSc, PDGE ( ) (F) Masters ( )

(G) Others (please, Specify)

4. How many years have you served as a teacher?.....years.

5. How are you housed?

(a) I stay in a school house

(b) I receive a house allowance

(c) I receive owner occupied

6. Please indicate your most preferred housing option.

(a) School houses (b) A house allowance (c) owner occupied

**Part ii**

The following is an order of motivational factors related to your job. Each factor is divided into a number of sub-items from question 8 to 13. You are kindly requested to tick most appropriate number that best shows how satisfied/dissatisfied you are with your job. Key for the number is indicated as follows: 1- not satisfied, 2 slightly satisfied, 3 satisfied, 4 very satisfied

<b>7</b>	<b>Remuneration/salary</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a	My present salary as a measure of my competence					
b	My present salary is meeting my expenses					
c	Fairness and equitability of my present salary progression in the future					
d	My perception of my salary progression in the future					
e	My present fringe benefit					
f	My pension scheme					
g	Medical scheme					
h	Transport allowance					

<b>8</b>	<b>Supervision</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a	Judgment of junior staff					
b	Professionalism and competence					
c	Reliability of the supervision					

<b>9</b>	<b>Recognition for my work by</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a	The employer					
b	The Principal					
c	Colleagues					
d	The parents					
E	The Board of Governors					

<b>10</b>	<b>Promotion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a	Chances of promotion					
b	Fairness in present promotion scheme					
c	The rewards of any performance					
d	The current scheme of service					

<b>11</b>	<b>Working conditions/environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a	The staff room					
b	The office					
c	The class room					
d	Library					
e	Laboratory					



f	Provision for housing					
g	School surrounding					

**Part iii**

Please, write your answers in the spaces provided.

12. List three (3) factors in order of their importance that contributes most to your overall satisfaction in your job.

(i)

(ii)

(iii)

13. Suggest three (3) changes you would like to see in your job.

14. Please, indicate your overall level of satisfaction with your present job

(a) Not satisfied (b) Slightly satisfied (c) Satisfied (d) Very satisfied (e) extremely satisfied

15. What other strategies should Principals use to enhance job satisfaction?

### APPENDIX III

#### PRINCIPALS INTERVIEW GUIDE

1. What is your age bracket? (25-30) (31-35) (36-40) (41-45) (46-50)  
  
(50-above)
2. What is your working experience in years?.....
3. How long have you been a principal/head teacher in this school?.....years.
4. Have you ever attended any corporate governance seminar/workshop?.....
5. What is your opinion in as far as the staffing in your school in terms of adequacy is concerned?
6. Please explain if there is a possible relationship between the staffing levels and teachers' job satisfaction.
7. Please, indicate the strategies you already have in place to enhance teachers' levels of job satisfaction.
8. In what ways do you promote democratic values amongst teachers' in respect of the sharing of power, representation and participation?

9. In what ways do you ensure improved working conditions for the teachers?

10. How do you identify teachers' that deserve promotion?

11. In what ways do you recognize your teachers' efforts?

**APPENDIX IV  
AUTHORIZATION LETTER**

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/766**

Date: **22<sup>nd</sup> May 2013**

Nesphory Nyange Mghana  
University of Nairobi  
P.O Box 30197-00100  
Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application dated **10<sup>th</sup> May, 2013** for authority to carry out research on "*Factors influencing teachers' job satisfaction in public secondary schools in Voi District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Voi District for a period ending **31<sup>st</sup> July, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Voi District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. M. K. RUGUTT**, PhD, HSC.  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Voi District

**APPENDIX V  
PERMIT**

PAGE 3

Research Permit No. **NCST/RCD/14/013/76**  
Date of issue **22<sup>nd</sup> May, 2013**  
Fee received **KSH. 1000**

**THIS IS TO CERTIFY THAT**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Nesphory Nyange Mghana**  
**of (Address) University of Nairobi**  
**P.O. Box 30197-00100, Nairobi,**  
**has been permitted to conduct research in**

**Location**  
**Woi District**  
**Coast Province**

**on the topic: Factors influencing teachers'**  
**job satisfaction in public secondary**  
**schools in Voi District, Kenya.**

**valid for a period ending: 31<sup>st</sup> July, 2013.**

  
**Nesphory Nyange Mghana**  
**Applicant's Signature**  
**Nesphory Nyange Mghana**  
**Secretary**  
**National Council for**  
**Science & Technology**