

**RELATIONSHIP BETWEEN JOB SATISFACTION AND ORGANISATIONAL
COMMITMENT AMONG PRIVATE SECONDARY SCHOOL TEACHERS IN
KAJIADO NORTH DISTRICT**

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DECLARATION

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

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This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I would like to dedicate this study to my husband, Jack and children Erica, Marlene and Aaron. Your love and understanding was my source of strength. May this work inspire you to greater academic heights. My siblings, Felix and Ursula for your continued support and encouragement.

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My husband, children and siblings for their unwavering support and encouragement during my study. I could not have completed this project without their assistance, tolerance and enthusiasm.

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ABSTRACT

The objective of this study was to explore the relationship between job satisfaction and organizational commitment among private secondary school teachers in Kajiado North District. The research adopted a descriptive survey design with a sample of 71(30% of the entire population) teachers drawn by use of proportionate stratified sampling technique to represent each category of teachers, that is principals, deputy principals, heads of departments and regular teachers. In addition, simple random sampling was used to select teachers while purposive sampling was used to select principals and their deputies. Data used in this study was collected by use of drop and pick later questionnaire. A total of 58 useable questionnaires were returned yielding a response rate of 81.9%. The purpose of the study was communicated to respondents and participation was voluntary. Confidentiality of information provided by respondents was also maintained. Descriptive and inferential statistics was used to analyse data. In particular, the use of mean, standard deviation and Pearson correlation coefficient was employed and presented using bar charts, graphs and pie charts. The study found out that job satisfaction elements such as pay, promotions, supervision, benefits and rewards are strongly correlated with continuance commitment but negatively correlated with affective and normative commitment. Supervision, however, is strongly correlated with affective commitment and all job satisfaction elements are negatively correlated with normative commitment. The study recommends management to review promotion policies perceived by teachers may negatively impact their organizational commitment. On the other hand, if employees perceive that there is an opportunity for advancement in their job may prompt them to remain committed to their organizations. It is therefore, recommended that management of these private secondary school pay the teaching staff equally for comparable work assignments. The limitation of the study was that time and resource was not sufficient enough to carry out the research for the whole county. The study cannot be used in general since it only covers one region of job satisfaction and organizational commitment while private secondary school teachers are all over in other districts, compounding several factors of job satisfaction and organizational commitment in Kenya.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Employees are the leading factors that determine the success of an organization in a competitive environment. Employee retention is an increasingly important challenge for organisations in the 21st century organisations characterized by unprecedented levels of talent mobility as employees seek to satisfy their own individual demands (Lumley, Coetzee, Tladinyane & Ferreira, 2011). Employees who are satisfied with their jobs perform their duties well, are committed to their jobs and subsequently to the organization and are therefore likely to be retained in an organisation. Committed employees also take pride in organisational membership, believe in the goals and values of the organisation, and therefore display higher levels of performance, productivity, decreased turnover and reduced absenteeism at both the individual and organizational levels (Robbins & Judge, 2003).

Employees in learning organizations either like or dislike their jobs and it is intuitive to suggest that given the right conditions unique to the employee, some employees may be retained or leave the organization. Retention of people in such institutions is based on how they are treated i.e. whether they perceive that they are being treated fairly and appropriately or not. Retention may also be indicative of the emotional and psychological wellbeing of the employees (Spector, 1997). Spector (1997) further presupposes that the satisfaction or dissatisfaction of employees can lead to behaviors that affect the functioning of the organization for example; increased productivity, higher performance and retention. Retention within the organization is a reflection of the many positive

outcomes of satisfied employees while absenteeism, sabotage and turnover are well established negative outcomes of employees who are dissatisfied.

Employee retention has also been shown to be a significant determinant of teacher commitment, and in turn, a contributor to school effectiveness. According to the US National Centre of Education and Statistics (2002) report, labour market trends in the teaching field have continued to present increased career opportunities for teachers all over the world, and recruitment and retention challenges for the schools that employ these teachers. Schools also view their teachers as their most important asset, and as a result are constantly endeavoring to create an employment brand that is attractive to both existing employees and potential talent, while competing in a war for talent (Eshiwani, 1993; Glen 2006). This study aims at identifying the level of employee job satisfaction and its influence on organizational commitment to retain talented work force.

1.1.1 Job Satisfaction

Job satisfaction can be defined as an individual's total feeling about their job and the attitudes they have towards various aspects of the job, as well as an attitude and perception that could consequently influence the degree of fit between the individual and the organisation (Ivancevich & Matteson 2002; Spector 1997). A person with high job satisfaction appears to hold generally positive attitudes, and one who is dissatisfied to hold negative attitudes towards their job (Robbins 2003). Job satisfaction is a result of an individual's perception and evaluation of their job influenced by their own unique needs, values and expectations, which they regard as being important to them (Sempene et al. 2002). Research has indicated that job satisfaction does not come about in isolation, as it

is dependent on organizational variables such as structure, size, pay, working conditions and leadership which represent the organisational climate (Sempene et al. 2002).

Job satisfaction can be viewed as a reaction to a job arising from what an individual seeks in a job in comparison with the actual outcomes that the job provides to the individual (Rothmann&Coetzer 2002). According to Rothmann and Coetzer (2002), job satisfaction among employees is an indicator of organisational effectiveness, and a prelude to the optimal functioning of the organisation hence the common adage that happy employees are productive employee (McShane & Judge 2008). For performance to be optimal, an employee's full potential is needed at all levels in organisations; this emphasizes the importance of employee job satisfaction.

1.1.2 Organizational Commitment

Organisational commitment is viewed as a psychological connection that individuals have with their organisation, characterized by strong identification with the organisation and a desire to contribute to the accomplishment of organizational goals (Armstrong, 2006). Mathieu and Zajac (1990) believe that developing a better perception of the progression associated with organisational commitment has an effect on employees, organisations and the world in general. The level of employees' organisational commitment will possibly ensure that they are better suited to receiving both extrinsic rewards (which include remuneration and benefits) and psychological rewards (which include job satisfaction and associations with fellow employees) related to associations. Organisational commitment is generally assumed to reduce abandonment behaviours, which include tardiness and turnover.

In addition, employees who are committed to their organisation may be more willing to participate in extra-role activities, such as being innovative, which frequently guarantee an organisation's competitiveness in the market (Katz & Kahn). Meyer and Allen (1991) conceive of organisational commitment as reflecting three core themes namely: affective, continuance and normative commitment. Commitment can be seen as an affective point of reference towards the organisation (affective commitment), acknowledgement of the consequences of leaving the organisation (continuance commitment), and an ethical responsibility to stay with the organisations (normative commitment).

1.1.3 Relationship between Job Satisfaction and Organisational Commitment

A strong positive correlation between job satisfaction and organizational commitment has been reported in various studies. Sonia (2010) notes a significant positive correlation of job satisfaction with affective and normative commitment, and negative correlation with continuance commitment. This indicates that higher level of job satisfaction stems from salary, benefits, fair treatment, opportunity for advancement, and supervision; moderately from appreciation, interest, job security and intrinsic aspects of job and lowest correlation from working conditions, social aspects of job, and communication. Price & Mueller (1981) argued that the variables are largely independent of each other but are not strongly related to turnover while Lok & Crawford (2001) suggest that managers may need to focus more on organizational subcultures in generating greater commitment among employees. Moreover, job satisfaction and organisational commitment have also been linked to increased productivity; performance at higher levels and organisational effectiveness.

According to Kotze and Roodt (2005), a strong correlation has been empirically established between job satisfaction, employee commitment and retention. Organisational commitment is most probably affected by factors such as type and variety of work, the autonomy involved in the job, the level of responsibility associated with the job, the quality of the social relationship at work, rewards and remuneration, and the opportunities for promotion and career advancement in the company (Riggio 2009). Strong positive relationships have also been observed between organizational commitments and desirable work outcomes such as performance, adaptability and job satisfaction (Armstrong 2006; Robbins & Judge 2007; Mowday, Porter & Dubin 1974).

Research results indicate that satisfied employees tend to be committed to an organisation, and employees who are satisfied and committed are more likely to attend work, stay with an organisation, arrive at work on time, perform well and engage in behaviours helpful to the organisation (Aamodt 2007). This study therefore seeks to determine the relationship between employee job satisfaction and commitment to the organization among private secondary school teachers in Kajiado North District.

1.1.4 Private Secondary Schools in Kajiado North District

Private schools are also known as independent or non-state schools and are not administered by state. According to Kimalu, et al, (2007) private schools are owned by entrepreneurs, companies, churches, trusts and other recognized bodies. Their proprietors finance and manage these schools through school fees and contributions from sponsors.

They thus retain the right to select their students and are funded fully or in part by charging students tuition, rather than relying on mandatory taxation through public funding. According to Education Encyclopedia (2013) Private secondary schools in Kenya is generally high cost, offering students an alternative system of education with better or more luxurious facilities compared to public schools. They are often favoured for prestige.

Kajiado North District has a total of twenty eight private secondary schools (Kajiado North District Education Office, 2013). Among these, are religious schools and independent schools. Kimalu et al, (2007) describes private schools as diversely resourced depending on location, ranging from well-funded elite schools like Laiser Hill, Serare school, Maasai group of schools and St. Patrick's Hill school, to the poorly funded ones some of which are located in private homes. Most private secondary schools in Kajiado North District offer Kenya Certificate of Secondary Education and only two (Laser Hill Academy and St. Patrick Hill School) offer the British system of education which includes "O-levels" and "A-levels". None offers the American system of education (Kajiado North District Education Office, 2013). This study endeavors to determine whether there are statistically meaningful differences among private secondary school teachers' job satisfaction in terms of their organizational commitment levels. The effects of job satisfaction on organizational commitment are a subject which should be taken into consideration by the school principals as it can provide a competitive edge to the institution.

1.2 Research Problem

Motivated employees are crucial to organization's success and understanding what motivates them in their jobs is crucial in strengthening organizational commitment (Schein 1996). Spector (1997) states that job satisfaction influences people's attitude towards their jobs and various aspects of their jobs. Job satisfaction is affected by personal and organizational factors, which cause an emotional reaction affecting organizational commitment (Mowday, Steers & Porter 1979). The consequences of job satisfaction include better performance and reduction in withdrawal and counter-productive behaviors (Morrison 2008). Job satisfaction also involves employees' emotions and influences an organization's well-being with regard to job productivity, employee retention, absenteeism and life satisfaction (Sempene, Rieger & Roodt 2002; Spector 2008). Allen and Meyer (1990) identified a link between organizational commitment and employee retention, and concluded that employees who were strongly committed to the organization were less likely to leave it.

According to Kimalu et al, (2007), teachers in private secondary schools are facing many challenges. In private secondary schools in Kajiado north district, the administrators and parents of these schools have managerial control over a wide range of decisions of the school especially in matters of teaching and learning, management, development, planning, discipline and budgeting. Teachers, therefore, do not feel adequately consulted regarding policy changes and this can lead to frustration and dissatisfaction and in turn affect satisfaction, commitment and productivity of teachers (Kimalu et al, 2007). In most private secondary schools in Kajiado north, the proprietors start with fewer classrooms and hope to expand gradually while in some schools, especially those offering both

primary and secondary education, the schools share compounds and physical facilities. Some schools are ill equipped, and lack sufficient laboratory and sports facilities (Kajiado North District Education office, 2013).

A number of studies have been done on job satisfaction and organizational commitment. Some of the studies include Yücel (2012) who examined the relationships among job satisfaction, organizational commitment, and turnover intention of a Turkish manufacturing company and found that job satisfaction is one of the most important antecedents of organizational commitment and turnover intention of employees; Mwangi (2010) studied employee job satisfaction and quality commitment at the headquarters of Kenya pipeline company limited and concluded that job satisfaction leads to production and quality assurance in companies; Khainga (2006) investigated job satisfaction and organisational commitment among customer care representatives at Safaricom Ltd and found that whenever employees are satisfied with their jobs, they feel a sense of commitment to the organisation; Koech (2003) investigated the relationship between career development and job satisfaction among managers of commercial banks in Nairobi and King'ori (2003) studied employee discrimination and job satisfaction of teachers in private international schools in Nairobi and found that there was an aspect of discrimination in multi-racial institution and this could lead to job dissatisfaction. No study, however, has been done on job satisfaction and organizational commitment among private secondary school in Kajiado North district. It is this that suggests a gap in knowledge and provides motivation for this study.

1.3 Objective of the Study

To determine the relationship between job satisfaction and organizational commitment among teachers in private high schools in Kajiado North District.

1.4 Value of the Study

This study will be of significance to education personnel in the country as they will use the findings of this research to make informed decisions on employee job satisfaction and staff commitment to ensure provision of quality education to students in the republic. The Teachers Service Commission in particular, will find the results of the findings valuable in initiating policies and procedures likely to encourage job satisfaction and the private school directors and principal will also find it useful in their daily management of their institutions.

Human resource managers may use these findings to know how to encourage employer-employee relationships that will enhance employee job satisfaction and commitment in organisations. They will also be able to identify dimensions of job satisfaction that are likely to lead to organisational commitment. Managers can also use it in formulation of policies related to compensation, employee relations, welfare and safety of employees.

Academics in their quest for further knowledge and in mapping out ways for future research work in similar fields and in dissimilar organizations, extension of the research work to other sectors of the economy and for future reference and referral. Academicians will also use the study in generation of ideas and extension of the existing theory work, falsification of early results or application of results to different job setups. The results of

the study may furthermore trigger other studies which may validate among other issues the methodology used in the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter covers theoretic foundations, the concept of job satisfaction, its dimensions, organization commitment and its forms and finally the relationship between job satisfaction and organization commitment.

2.2 Theoretical Foundations

In order to understand job satisfaction, it is important to understand what motivates people at work. One of the preludes to the study of job satisfaction was the Hawthorne studies. These studies conducted between 1924 to 1933 sought to find the effects of various conditions (most notably illumination) on workers' productivity. The studies showed that novel changes in work conditions temporarily increase productivity. It was later found that the increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Affect theory (1976), is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work like the degree of autonomy in a position, moderates how satisfied or dissatisfied one becomes when expectations are or are not met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both

positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet.

Herzberg's two factor theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. Motivation can be seen as an inner force that drives individuals to attain personal and organization goals. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors (dissatisfiers) include aspects of the working environment such as pay, benefits, interpersonal relations company policies, supervisory practices, and other working conditions.

The theory concludes that certain factors in the workplace result in job satisfaction, but if absent, they don't lead to dissatisfaction but no satisfaction. The factors that motivate people can change over their lifetime, but respect for a person is one of the top motivating factors at any stage of life. He distinguished between motivators like challenging work, recognition, responsibility which give positive satisfaction, and Hygiene factors such as status, job security, salary and fringe benefits that do not motivate if present, but, if absent, result in demotivation and probable dissatisfaction. The name Hygiene factors is used because, like hygiene, the presence will not make you healthier, but absence can cause health deterioration. Herzberg's theory has found

application in such occupational fields as in learning organisations and studies of job satisfaction.

Maslow's Hierarchy of Needs also postulates that people whose needs are not met at work will not function efficiently. It is based on two assumptions: people always want more and people arranged their needs in order of importance (Smith & Cronje, 1992). Maslow (1970) summarized these needs as: Physiological needs which are basic and include water, food, rest, exercise and sex. Once these needs are met they no longer influence behaviour. Safety needs which arise after the satisfaction of the basic needs. 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).

Social needs are the third level of needs and include 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). Ego and esteem needs are the fourth level of needs which is the need for self-respect, recognition by others, confidence and achievement. Supervisors can play an active role in satisfying the needs of their employees by recognizing and rewarding high achievers for good performance (Smith & Cronje, 1992). Self-Actualisation needs are 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.

Alderfer revised Maslow's theory to align work with more empirical research (Robbins et al., 2003). Alderfer's theory is referred to as Existence, Relatedness and Growth theory and is based on the following three needs; existence, relatedness and growth. Existence is involved with providing individuals with their basic existence requirements and it subsumes the individual's physiological and safety needs. Relatedness is the desire to keep good interpersonal relationships, which Maslow labeled social and esteem needs. Growth needs are an intrinsic desire for personal development based on the self-actualization needs of Maslow.

The Existence, Relatedness and Growth theory pivots around the axial point that more than one need is in operation at the same time. When the aspiration to satisfy a higher need is subdued, the desire to satisfy a lower order level need increases. Alderfer (1972) mentions two forms of movement which will become important to a person. The first one is referred to as satisfaction-progression. The second movement is the frustration-regression, which provides additional insight about motivation and human behaviour. According to Alderfer (1972), when a person's needs are frustrated at higher level, it leads to movement down the hierarchy.

2.3 Job Satisfaction

Job satisfaction can be defined as a positive feeling about one's job resulting from an evaluation of its characteristics and the attitudes they have towards various aspects of their job, as well as an attitude and perception that could consequently influence the degree of fit between the individual and the organisation (Spector, 1997). A person with high job satisfaction appears to hold generally positive attitudes, and one who is

dissatisfied to hold negative attitudes towards their job. Spector (1997) explains that for researchers to understand these attitudes, they need to understand the complex and interrelated dimensions of job satisfaction. Dimension of job satisfaction can be described as any part of a job that produces feelings of satisfaction or dissatisfaction (Spector 1997).

Job satisfaction is also considered as a global feeling about the job or as a related constellation of attitudes about various aspects of the job. This means that an employee's assessment of how satisfied or dissatisfied he or she is with the job is a complex summation of a number discrete job elements like interaction with other employees, organisational policies and rules, organisation performance standards and the like. This perspective can be useful to organisations that wish to identify employee retention areas in which improvement is possible (Saari& Judge, 2004). Job satisfaction is more of an attitude, an internal state (Mullins, 2010). Mullins has further indicated that job satisfaction is necessary in order to achieve a high level of motivation and performance. However, if job satisfaction is absent and other work opportunities present themselves, dissatisfaction leading to deviant behaviours and turnover could well increase.

Armstrong (2006) postulates that the degree of satisfaction obtained by individuals largely depends on their own needs and expectations as well as the working environment. Job satisfaction can therefore be viewed as providing organisations an edge over others by making it successful especially when employees feel committed to the organisation due to their level of satisfaction. Job satisfaction among teachers can be expressed as

their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job.

2.3.1 Dimensions of Job Satisfaction

Spector (1997) identifies nine dimensions of job satisfaction as: pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of the work and communication. These are discussed below as follows: Pay is associated with global satisfaction and even more closely with the facet of pay satisfaction. Although money is important to individuals, research has shown that individuals who earn more are not necessarily more satisfied in their jobs (Mullins, 2007). Promotions provide opportunities for personal growth, more responsibilities and increased social status (Robbins 1993). Job satisfaction is likely to be experienced by individuals who perceive promotional opportunities to be fair (Robbins 1993; Spector1997).

An immediate supervisor's behaviour is also a determinant of job satisfaction (Spector, 1997). Employee satisfaction increases when the immediate supervisor is understanding, friendly, offers praise for good performance, listens to employees' opinions and shows personal interest in them (Robbins 1993). The nature of the work may also be influenced by the supervisor's behaviour. The nature of work satisfaction is defined as the employees' satisfaction with the type of work they do (Spector 1997). Employees prefer work that is mentally challenging in that it provides them with opportunities to use their skills and abilities and offers a variety of tasks, freedom and feedback on how well they are doing (Robbins 1993). The formation of specific goals, feedback on progress towards these goals, and reinforcement of desired behaviour all stimulate motivation and require

communication. The fewer distortions, ambiguities and incongruities that occur in communication within organisations, the more satisfied employees will feel with regard to their work (Robbins 1993).

Spector (1997) divides fringe benefits into monetary and non-monetary benefits. Increasing intrinsic and extrinsic fringe benefits that attract an employee's attention may subsequently increase their performance and induce higher levels of organizational commitment (Armstrong, 2007). According to Spector (1997), examples of contingent rewards are appreciation, recognition and rewards for good work. Employee dissatisfaction may result if an employee perceives that their efforts are not recognized or that their rewards are not equitably tied to their performance or tailored to their needs. Contingent rewards support the reinforcement theory of motivation, in terms of which performance-relevant behaviours will increase in frequency if rewarded (Spector, 2007).

According to Martins and Coetzee (2007), employee motivation and organisational culture are affected by how an employee's needs and objectives are integrated with the needs and objectives of the organisation, work-life balance practices and physical work environment. Work fulfills an individual's social factor need. Therefore, having friendly and supportive co-workers can lead to increased job satisfaction. Accordingly, an employee's coworkers, the groups they belong to, and the culture to which an individual is exposed all have the potential to influence job satisfaction. Specific job characteristics lead to positive psychological states such as experiencing the meaningfulness of work, feelings of responsibility and knowledge about the products of work, which in turn lead

to satisfaction with the job (Judge, Bono & Locke 2000; Spector 1997). Autonomy gives rise to feelings of responsibility. Knowledge about the products of work is gained through job feedback. When these characteristics are combined, the scope and complexity of a job is defined. High scope results in high levels of job satisfaction, while low scope leads to boredom and dissatisfaction. Aspects of the job and the organisational environment relate to job satisfaction, and as a result some situations produce positive job satisfaction, while others produce job dissatisfaction (Spector 2008).

2.4 Organizational Commitment

The concept of organizational commitment has attracted considerable interest in an attempt to understand and clarify the intensity and stability of an employee's dedication to the organisation. Organizational commitment is regarded as an attitude, as it relates to individuals' mindsets about the organisation (Allen & Meyer 1990). Armstrong (2007) contends that the more favorable an individual's attitudes toward the organisation is, the greater the individual's acceptance of the goals of the organisation, the stronger the desire to remain in the organisation as well as their willingness to exert more effort on behalf of the organisation.

Mowday, Porter and Steers (1982) defined organizational commitment as a strong belief in the organization's goals and values and a willingness to exert considerable effort on behalf of the organization. Organizational commitment is regularly conceptualized as an affective attachment to an organization as a consequence of an individual sharing the organization's values, their desire to remain in the organization, and their willingness to exert effort on behalf of the organization (Mowday et al., 1982). Such an attachment may

be considered as emotional response demonstrating a strong desire to maintain membership in the organization. Commitment is therefore, beyond passive loyalty, it involves an active relationship wherein individuals are willing to give of themselves to contribute to the organization's well-being. The most commonly accepted thoughts on commitment are that it is an indicator of employees who are strongly committed to an organization and are least likely to leave; hence it is a psychological state that binds an individual to an organization and includes an agreement associated with a certain benefit, identification associated with a need to be a member of the organization, and internalization perceived as employee's values identification with the organization's values (Williams and Anderson, 1991).

The importance of commitment was highlighted by Watson (1985) when he argued that workers respond best and most creatively when they are given broader responsibilities, encouraged to contribute and helped to achieve satisfaction in their work. Committed employees are willing to go beyond the minimum requirements of their duties and are more likely to remain with the organization than uncommitted employees (Meyer & Allen, 1991). Guest (1991) reinforced the value of organisational commitment by associating it to lower labour turnover and absence. Armstrong (2007) proposes inculcating a sense of employee ownership in the organisation, having effective communication programmes and quality leadership as some of the strategies of developing commitment in the organisation. These will generally reduce abandonment behaviours, which include tardiness and turnover; increase participation in extra-role

activities such as being creative or innovative, improve punctuality and consequently guarantee an organisation's competitiveness in the market.

2.4.1 Forms of Organizational Commitment

It has been shown that organizational commitment is a strong predictor of a variety of organizational outcomes, including in-role and extra role performance and intended and actual turnover (Mathieu and Zajac, 1990). Meyer and Allen (1991) conceptualized organizational commitment in three different approaches as affective, continuance, and normative commitment. According to Meyer and Allen (1991), these three dimensions of organizational commitment are distinguishable components of commitment. The three approaches have a common point that commitment is a psychological state that qualifies relationships between employee and their organization, and has implications for the decision to stay or leave in the organization. Meyer and Allen (1991) defined affective commitment, continuance commitment, and normative commitment as follows:

Affective commitment is the individual's psychological or emotional connection to, identification with and participation in the organisation (Meyer & Allen 1997). It is the extent to which employees identify with, are emotional attached to, and is involved in the organization. Employees having strong affective commitment stay with the organization because they want to. They will carry on working for it because they want to (Meyer & Allen 1991). Individuals who are dedicated at an emotional level usually remain with the organisation because they see their individual employment relationship as being in harmony with the goals and values of the organisation for which they are currently

working. Affective commitment development involves identification with the organisation and internalization of organizational principles and standards.

Continuance commitment is regarded as an awareness of the costs associated with leaving the organisation (Meyer & Allen 1997). Because of the individual's awareness or consideration of expenses and threats linked to leaving the organisation, continuance commitment is considered to be calculative (Meyer & Allen 1997). Individuals with continuance commitment remain with a specific organisation because of the money they as employees earn as a result of the time spent in the organisation, and not because they want to. This differs from affective commitment, where individuals remain with an organisation because they want to and because they identify with the organisation and its principles.

Normative commitment can be explained as a sense of responsibility to continue employment with a specific organisation (Meyer & Allen 1997). The internalized idea of responsibility and commitment allows employees continued membership that is appreciated by a specific organisation (Allen & Meyer 1990). The normative element is seen as the commitment individuals consider morally appropriate regarding their remaining with a specific organisation, irrespective of how much status improvement or fulfillment the organisation provides the individual over the years (March & Mannari 1977). Normative commitment develops as the result of a moral obligation to repay the organization for benefits the employee has received like tuition payments or skills

training or socialization experiences that emphasize the appropriateness of remaining loyal to one's employer.

2.5 Relationship between Job Satisfaction and Organizational Commitment

The effects of job satisfaction on organizational commitment are a subject which should be taken into consideration by managers as it plays an important role in increasing the service quality and minimizing the problems which can occur in human resources management as a result of a decrease in organizational commitment (Çelik 2008). The more successful employees become on the job, the more committed they regard themselves. Otherwise, they will want to quit the organization and, when quitting is not affordable, the quality of the service they provide will suffer. This is why managers experience some difficulties in connecting individuals to organizations. Irving, Coleman and Cooper (1997) found that job satisfaction was positively related to affective and normative commitment (with a stronger relation between satisfaction and affective commitment), but not with continuance commitment. Job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment (Moser, 1997). In addition, the work attitudes of job satisfaction and organizational commitment are important in shaping employees' intentions to stay or leave. Both were predicted to have direct effects on turnover intent of correctional employees.

Organizational commitment is the bond between the worker and the organization. Employees with high commitment are loyal to the organization, share its values, and identify with the goals of the organization. According to Meyer et al. (2002), job satisfaction is a determinative of organizational commitment. The main difference

between organizational commitment and job satisfaction is that while organizational commitment can be defined as the emotional responses which an employee has towards his organization; job satisfaction is the responses that an employee has towards any job. It is considered that these two variables are highly interrelated. In other words, while an employee has positive feelings towards the organization, its values and objectives, it is possible for him to be unsatisfied with the job he has in the organization. Research done by Painter & Akroyd (1998) also reveals that the general working conditions are significantly related to organizational commitment as well as provision of training and development, satisfaction with supervision and provision of high compensation especially among health workers.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research design, population and sampling design, data collection methods, data analysis and reporting.

3.2 Research Design

This research adopted a descriptive survey design. A survey, according to Kothari (2003), is a method of securing information concerning an existing phenomenon from all or a selected number of respondents of the concerned universe. The study was descriptive because it looked at the various aspects of a phenomenon that already exists namely, teacher's job satisfaction and organizational commitment.

3.3 Population of Study

The target population constituted of all 235 teaching employees of the 28 private secondary schools in Kajiado North district (Kajiado North District Education office, July 2013).

3.4 Sample

The sample of this study comprised of 71 teachers which were drawn by use of proportionate stratified sampling method to ensure a fair representation of each category of the population. The study targeted 30% the teachers in each category i.e. 9 principals, 9 deputy principals, 18 heads of departments and 35 regular teachers. Kothari (2003) argues that for the sample size to be representative, it must range from 10-15% of the

entire study population. In addition, simple random sampling was used to select individual teachers while purposive sampling was used to select the principals and the deputy principals from specific sampled schools as key informants. Out of the 28 private secondary schools used, 2 were from well-funded elite schools, 2 from mission schools, 3 from averagely funded schools and 2 from poorly funded ones located in private homes.

3.5 Data Collection

Primary data was obtained through a semi-structured questionnaire. The questionnaire was divided into five sections: Section A comprised demographical data of the respondents. Section B sought to measure job satisfaction, section C sought to measure affective organizational commitment and section D sought to measure continuance organizational commitment of the respondents. Section E of the questionnaires presented items of the normative organizational commitment. Respondents were teachers of private secondary schools. The questionnaire was administered through the drop and pick later method.

3.6 Data Analysis

Both descriptive and inferential statistics were used to analyze data. Descriptive statistics using mean, standard deviation and percentiles were used to classify and summarize numerical data. Pearson-product moment correlation was also used to establish the significance of the correlation between job satisfaction and organizational commitment. It was suitable for the purposes of the present study since it provided an index of the strength, magnitude and direction of the relationship between job satisfaction and

organisational commitment (Kothari, 2003). The findings were finally presented using pie charts, bar graphs, percentages and frequency tables.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter covers an analysis of data collected, results and analysis of the discussion.

4.2 Response Rate

A total of 71 respondents were targeted by use of drop and pick of the questionnaire later.

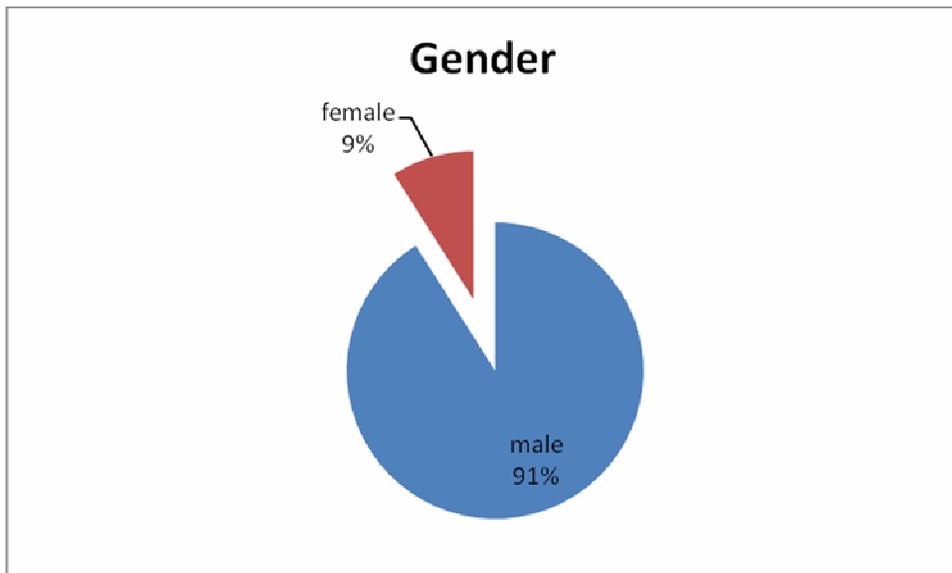
Out of these 58 questionnaires were dully filled and return yielding a response rate of 81.7%. This is adequate response rate for statistical reporting.

4.3 Demographic Characteristics

This section presents findings from respondents' response to demographic data.

4.3.1 Gender

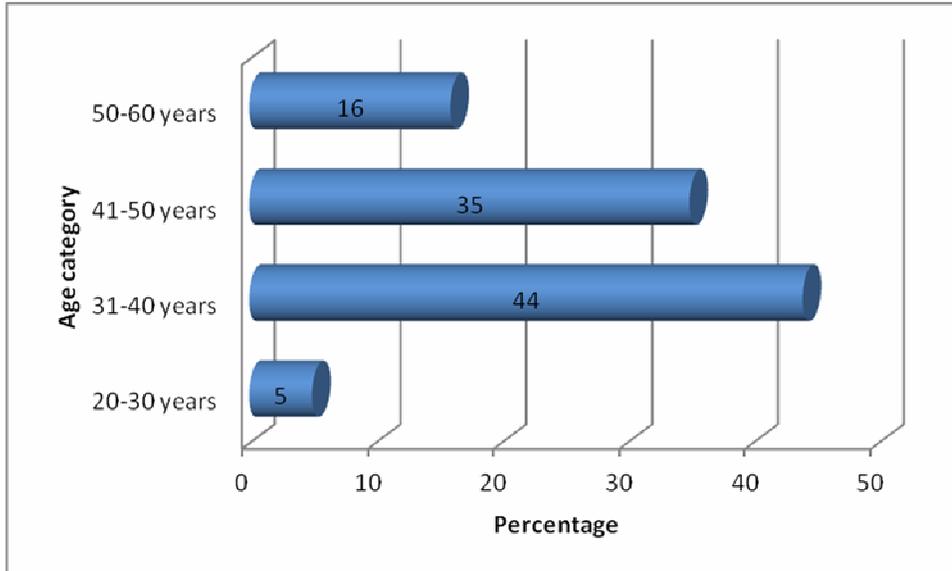
Figure 4.1: Gender



In this study, there was a large percentage of males (91%) than female (9%). This means that most teachers in the private secondary schools in Kajiado North district are male.

4.3.2 Respondents' Age Category

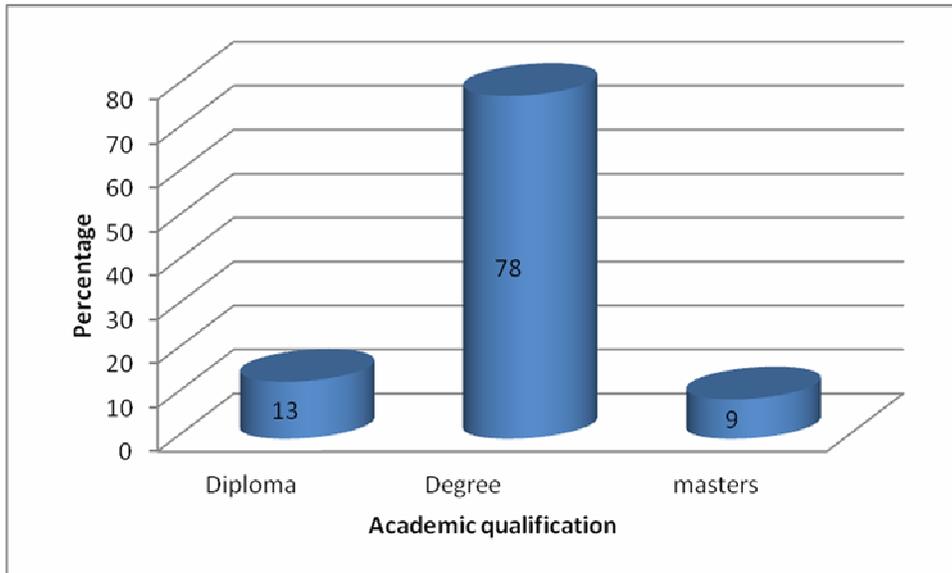
Figure 4.2: Age category



According to the study findings 5% of respondents were between the ages of 20 to 30 years, 44% were aged 31-40 years and 35% were aged between 41-50 years and 16% were aged 50-60 years. From these findings, majority of the teaching staff of private secondary schools in Kajiado North district are in an age category of 31-40 years.

4.3.3 Highest Academic Qualification

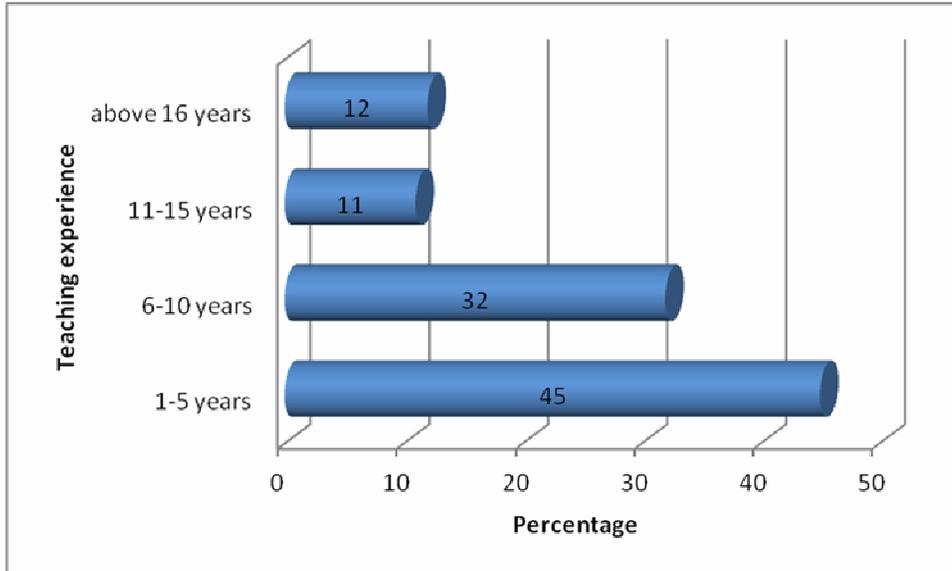
Figure 4.3: Academic Background



The findings indicate that 13% of the respondents had diploma education while majority of the respondents (78%) had degree education and 9% are master's degree holders. This means that majority of the teaching employees in Kajiado North district are professionals with a first degree.

4.2.4 Length of Service

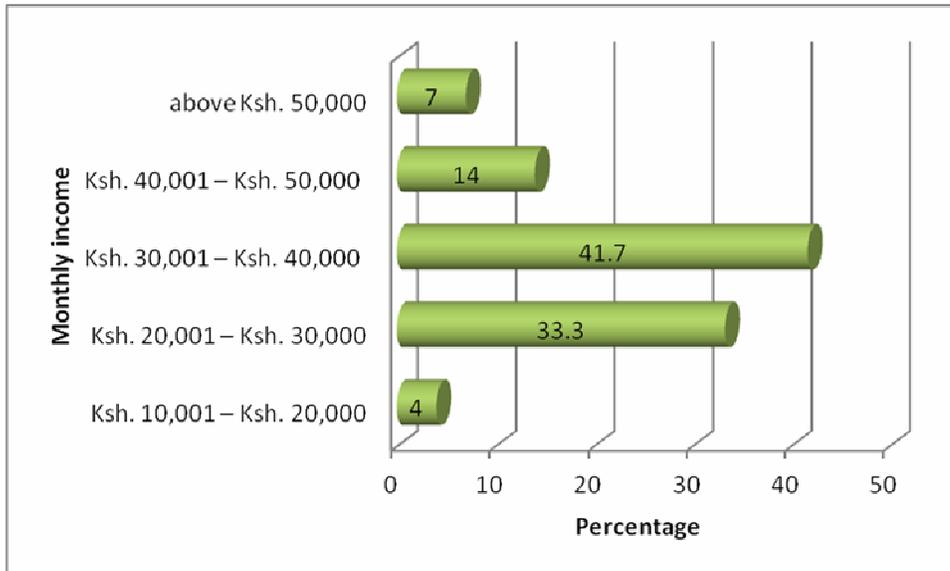
Figure 4.4: Length of Service



From the table above, majority of the respondents (45%) have a teaching experience of between 1-5 years, 32% of the respondent have teaching experience of between 6-10 years, 11% had worked in the teaching institution for a period of 11-15 years and 12% had worked for 16 years and above. The findings, therefore, indicated that majority of the teaching staff in private secondary schools in Kajiado North are new in the teaching field having worked for a period of five years and below.

4.2.5 Respondents Monthly Income

Figure 4.5: Monthly income



From the table above, 4% of the respondents have a monthly income of between Ksh. 10,001 and Ksh. 20,000, 33.3% have a monthly income of between Ksh. 20,001 and Ksh. 30,000, majority of the respondents (41.7%) had a monthly income of between Ksh. 30,001 – Ksh. 40,000, 14% of the respondents had a monthly income of between Ksh. 40,001 – Ksh. 50,000 and 7% of the respondents had a monthly income above Ksh. 50,000. This means that most private secondary school teaching staff earn a salary of between Sh 30,000 and Sh. 40,000.

4.3 Relationship between Job Satisfaction and Organizational Commitment

Table 4.1 : Descriptive Statistics: Job Satisfaction & Organisational Commitment

N=71

Dimensions of Job Satisfaction	Mean	Standard Deviation
Pay	3.5	0.7666
Promotion	4.07	0.6754
Supervision	3.375	0.7048
Benefits	3.5	0.7666
Rewards	3.6543	0.7456
Co-workers	3.8765	0.7654
Nature of work	3.35	0.5643
Communication	3.8786	0.7654
Operating procedures	3.4897	0.4532
Total job satisfaction	3.71	0.719
Affective commitment	3.532	0.725
Continuance commitment	3.335	0.720
Normative commitment	3.367	0.721

The results showed that the item with highest satisfaction level was the opportunities for promotion with a mean of 4.07. however, respondents' relationship with co-workers, rewards and communication items had a moderate satisfaction while operating conditions, pay, nature of work, benefits and supervision were items with the least level of satisfaction. The total level of job satisfaction is moderate with a mean of 3.71.

From the findings, it can be concluded that aspects of job and work environment relate to job satisfaction. Some aspects of job and work environment produce positive job

satisfaction among private secondary school teachers in Kajiado north district. They include aspects of job such as promotion, communication rewards and relationship with co-workers; while others like pay, supervision, nature of work and operating procedures produced job dissatisfaction. This means that the respondents of this research were moderately satisfied with their job.

In addition, the results also indicated that the respondents' level of affective commitment to their various institutions was moderate with a mean of 3.532 but a bit lower for continuance commitment and normative commitment with means of 3.335 and 3.367 respectively. This means that the respondents continued working in their respective institutions partly because they want to and identifies with some organizational principles and standards; and partly they are retained in their organizations because the cost of leaving these institutions may be quite high for them due to lose of income and/or lack of vacancies in other schools. They are, therefore, retained because of the money they earn as teachers in these institutions. This conclusion also explains the low loyalty the respondents have towards their respective institutions as shown by the 3.367 mean of normative commitment.

Table 4.2: Significant Coefficient Correlation: Job Satisfaction and Organizational Commitment

Dimensions of Job Satisfaction	Affective commitment	Continuance commitment	Normative commitment
Pay	.150	.911	-.087
Promotion	.050	.606	.405
Supervision	.751	.979	.007
Benefits	.158	.211	.326
Rewards	-.002	.699	-.012
Co-workers	.415	.248	-.453
Nature of work	.012	.059	.101
Communication	.012	-.466	-.621
Operating procedures	.485	.370	-.004

From various statistical analysis done, it can be argued that job satisfaction elements are indicators of organizational commitment. From the findings, it can be seen that job satisfaction elements such as pay, promotions, supervision, benefits and rewards are strongly correlated with continuance commitment but negatively correlated with affective and normative commitment. Supervision, however, is strongly correlated with affective commitment and all job satisfaction elements are negatively correlated with normative commitment. This lead us to a conclusion that among private secondary teachers in Kajiado North District, there is a strong negative correlation between job satisfaction and normative commitment and a weak correlation with affective commitment but moderate correlation between job satisfaction and continuance commitment.

Table 4.3: Pearson Correlation coefficients Matrix

Pearson Correlation	Job Satisfaction	Affective commitment	Continuance commitment	Normative Commitment
Job Satisfaction	1.000			
Affective commitment	.733*	1.000		
Continuance commitment	.712*	.536*	1.000	
Normative Commitment	.654*	.752*	.418*	1.000

Note: *Correlation significant at the level 0.01 (two-tailed)

The Pearson product-moment correlation coefficient (or Pearson correlation coefficient for short) is a measure of the strength of a linear association between two variables and is denoted by r . Basically, a Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient was conducted to examine the relationship between variables, r , indicates how far away all these data points are to this line of best fit (how well the data points fit this new model/line of best fit). The Pearson correlation coefficient, r , can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. As cited in Wong and Hiew (2005) the correlation coefficient value (r) range from 0.10 to 0.29 is considered weak, from 0.30 to 0.49 is considered medium and from 0.50 to 1.0 is considered strong. However, according to Field (2005), correlation coefficient should not go beyond 0.8 to avoid multicollinearity. Since the highest correlation coefficient is (0.752) being indicated between Government Policy and Graduate Employment Status which is less than 0.8, there is no multicollinearity problem

in this research. From the table below all the predictor variables were shown to have a positive association between them; with the strongest (0.752) being indicated between Affective commitment and Job Satisfaction, while the weakest (0.418) between normative commitment and continuance commitment.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings as discussed in chapter four and interpretations of the data analysis, conclusions and recommendations based on the findings.

5.2 Summary of findings

The research was conducted on a sample of 58 respondents from the selected schools to which questionnaires were administered. The study targeted private secondary school teachers in Kajiado North District. The study main objective was to investigate on relationship between job satisfaction and organizational commitment among private secondary school teachers in Kajiado North District.

Job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. From the study, highest satisfaction level were promotion opportunities. There is a relationship with co-workers, rewards and communication items had a moderate satisfaction while items with least level of satisfaction were pay, nature of work, operating conditions, benefits and supervision. Employee satisfaction increases when the immediate supervisor is understanding, friendly, offers praise for good performance, listens to employees' opinions and shows personal interest in them.

The study found out that, committed employees are willing to go beyond the minimum requirements of their duties and are more likely to remain with the organization than uncommitted employees. It is the extent to which employees identify with, are emotional attached to, and is involved in the organization. Employees having strong affective commitment stay with the organization because they want to. They will carry on working for it because they want to. Individuals who are dedicated at an emotional level usually remain with the organization because they see their individual employment relationship as being in harmony with the goals and values of the organization for which they are currently working. From the study, respondents would be unhappy to spend the rest of their career life in their current school.

5.3 Conclusion

In conclusion, among private secondary teachers in Kajiado North District, there is a strong negative correlation between job satisfaction and normative commitment and a weak correlation with affective commitment but moderate correlation between job satisfaction and continuance commitment. This means that the respondents continued working in their respective institutions partly because they want to and identifies with some organizational principles and standards; and partly they are retained in their organizations because the cost of leaving these institutions may be quite high for them due to lose of income and/or lack of vacancies in other schools. They are, therefore, retained because of the money they earn as teachers in these institutions. This also explains the low loyalty the respondents have towards their respective institutions as shown by the 3.367 mean of normative commitment.

5.4 Limitations of the study

The study cannot be used in general since it only studied job satisfaction and organizational commitment of private secondary school teachers one region, Kajiado north district, yet there are other 42 districts in Kenya not covered. The study was also limited to Spector's nine dimensions of job satisfaction while several other factors of job satisfaction could be used in the study. Lastly, the researcher concentrated on private secondary schools ignoring public schools and other levels of schools like primary schools and tertiary schools in the district.

Due to time limitations the study was not able to identify all the policies in place in regards to private secondary school. The bias in this study is on organizational commitment. Since the sector deals with local provision of education there could be some limiting policies that needs to be identified and can help the stakeholders as well as the government in coming up with effective policies to be put in place to increase performance.

5.5 Recommendations

For these private schools to have good performance nationally and retain their teachers, they have to ensure that what is paid to their employees is attractive vis-à-vis what is on offer in the market. They should also motivate their employees by improving the work environment, have pleasant supervision, make work more challenging for their employees and improve employee benefits. This will make the employees more motivated in their organizations, become more committed and reduce labour

turnover in the Private schools in the district. The private school administration should also ensure that they augment the employee benefits, for example ensure personal security of employees, training and education allowances, subsidized meals, insurance plans, retirement benefits and other benefits are added or enhanced to the employees. Through this the employees will be more satisfied and they will increase their organizational commitment. The private schools could fast track or implement Performance Based Pays and promotions which could act as a panacea for the above captioned problems. There is also need to address the private secondary school critical constraints and this would require the government to adopt an overarching vision of partnering with private sector and donors to expand demand and add value within this education sector and facilitate entire population participation in this growth.

5.6 Suggestions for further studies

This study focused on the relationship between job satisfaction and organizational commitment among private secondary school teachers in Kajiado North District. Study on challenges and constraints private secondary school teachers face that result to not participate competitively in the market is therefore recommended. A study can also be undertaken on job satisfaction and organizational commitment among public secondary schools teachers in the district.

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APPENDICES

Appendix I: Introduction Letter

P. O. Box 97, 00208,
Ngong-Hills.

Dear Respondents,

Re: Request to Collect Data

I am a master student undertaking a Masters of Business Administration (MBA) program at the University of Nairobi.

I am carrying out a research on the relationship between employee job satisfaction and organizational commitment among private secondary school teachers in Kajiado North District. This study will help draw lessons for the way forward for Kenyan schools in such a way as to ease management of teachers and boost the quality of education in the republic and hence drive the country towards the achievement of vision 2030.

Your response in this questionnaire will be treated with great confidentiality. Thank you for accepting to be part of this study.

Yours faithfully,

Caroline Amolo Owino

SECTION B: JOB SATISFACTION

Please tick (/) for the most appropriate responses in respect of the following:

	Strongly Disagree	Disagree	Neither agree nor Agree	Strongly Agree
All in all, I am satisfied with the members in my work group.				
All in all, I am satisfied with my immediate supervisor.				
All in all, I am satisfied with my job now.				
All in all, I am satisfied with the way communication is done in this school.				
Considering my skills and level of education that I have, I am satisfied with my pay and benefit that I get in this school.				
Most people in this school are satisfied with the job that they are doing now				
I never thought to leaving this school even if the conditions of this school are not stable at this moment				
I am highly satisfied with my work conditions				
When considering all aspects of my work, my degree of satisfaction is high				
All in all, I am satisfied with the promotion opportunities in this school				
I am satisfied with the rewards teachers get in this school				

Source: Taylor & Bowers (1972) Organizational research; Organization; Questionnaires; Research; Data processing. Center for Research on Utilization of Scientific Knowledge, 157-158.

SECTION C: AFFECTIVE COMMITMENT

Please tick (/) for the most appropriate responses in respect of the following:

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I would be happy to spend the rest of my career life with this school.					
I enjoy discussing my school with people in the society outside school.					
I really feel as if this school's problems are my own.					
I do feel like 'part of family' of this school.					
I do feel 'emotionally attached' to this school.					
This school has a 'sentimental value' to me.					
I do feel a strong sense of belonging to this school.					
Even if I was offered a better pay job, I would remain in this school					
I am proud of working for this school					
This school has great personal meaning for me					
I would remain in this school because I am in harmony with its goals and values					
I have internalize this institution's principles and standards					

Source: Allen, N.J. and Meyer, J.P. (1990). The measurement and Antecedents of Affective, Continuance and Normative Commitment to an organization, *Journal of Occupational Psychology*, 63.

SECTION D: CONTINUANCE COMMITMENT

Please tick (/) for the most appropriate responses in respect of the following:

	Strongly Disagree	Disagree	Neither agree nor	Agree	Strongly Agree
I am afraid of what might happen if I quit my job without having another one lined up.					
It would be very hard for me to leave this school right now, even if I wanted to.					
My life would be disrupted if I decide I want to leave this school now.					
Right now, staying with this school is a matter of necessity as much as of desire					
I feel that I have a few options to consider before leaving this school.					
One of the few serious consequences of leaving this school would be lack of vacancies in other schools.					
One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-(another organization may not match the overall benefit I have here).					
Leaving this school may mean staying for a long period of time without a source of income.					
Apart from schools, getting a job in any other organisation would be hard if I leave this school					

Source: Allen, N.J. and Meyer, J.P. (1990). The measurement and Antecedents of Affective, Continuance and Normative Commitment to an organization, *Journal of Occupational Psychology*, 63.

SECTION E: NORMATIVE COMMITMENT

Please tick (/) for the most appropriate responses in respect of the following:

	Strongly Disagree	Disagree	Neither agree nor	Agree	Strongly Agree
I think people these days move from school to school too often.					
I do believe that a person must always be loyal to his/her school of employment.					
One of the major reasons I continue to work for this institution is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain here.					
If I got another offer for a better job elsewhere I would not feel it was right to leave this school.					
I was taught to believe in the value of remaining loyal to one institution.					
Things were better in the days when people stayed in one school for most of their career life.					
I owe a great deal to this school.					
I would not leave my school right now because I have a sense of obligation to the people in it.					
Even it were to my advantage, I do not feel it would be right to leave my school now.					

Source: Allen, N.J. and Meyer, J.P (1990)

Appendix III: List of Private Secondary Schools in Kajiado North District

1. Apostles of Jesus Seminary - Kiserian
2. Bishop Mazzoldi Secondary School
3. Br. Beausang Educational Centre
4. Domus Marie School
5. Finken Education Centre
6. Joram G. Academy
7. Kiseryan Girls Academy
8. Laiser Hill Academy
9. Lewisa Academy
10. Maasai Academy
11. Maasai High School
12. Magnet High School
13. Mbagathi View School
14. New Life Education Centre
15. NkoroiPlainsview Academy
16. Ole Frema School
17. Olooirien Boys Secondary School
18. Ongata Academy
19. Ongata Rongai Education Complex
20. Royal Star School
21. Serare Girls School
22. St. Augustine Secondary School
23. St. Patrick Girls School
24. St.Carmel Girls Secondary School
25. St. Patrick's Hill School
26. Star Sheik Academy
27. Upper Matasia Academy
28. Valley View High School

Source: Kajiado North District Education office (2013). List of Private Secondary Schools in Kajiado North District. Annual Report.