RELATIONSHIP BETWEEN JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN NAIROBI COUNTY

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DECLARATION

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

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REG NO D61/63160/2011

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

Signature   Date

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Ms Florence Muindi

University Supervisor

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DEDICATION

I dedicate this work to my loving husband Richard Kyalo Kimilu for your endless prayers love and support which has been overwhelming. To my son Ezra Kimilu Kyalo and house help Winny Kalekye for patiently bearing with my continued absence as I worked on this project.

ABSTRACT

The relevance of job satisfaction and employee commitment is very crucial to the long run growth of any educational system around the world. It probably ranks alongside professional knowledge and skills, Centre competencies, educational resources and strategies as veritable determinants of educational Success and performance (Ololube, 2005). The level of media attention that focuses on education as a result of poor schools results and the inferior quality of education in general raises concerns regarding the attitudes of teachers towards their jobs. The objective of this study was to establish the relationship between job satisfaction and organizational commitment among public secondary school teachers in Nairobi County. The study used a descriptive survey design. The population of the study consisted of all teachers working in public secondary schools in Nairobi County. A sample size 180 respondents elected using simple random sampling was used. Primary data was used in the study. The data was collected using semi- structured questionnaires. The study employed a descriptive statistics analysis where percentages and frequency distributions means and mode were used. The study concluded that Teachers were optimistic about the future of their schools, were proud to work for their schools and were committed to careers with their schools more than before .Also; teachers were satisfied with their jobs, the reward systems, supervisors and their relationship with the coworkers, and therefore, a strong positive correlation existed between job satisfaction and organizational commitment among public secondary school teachers in Nairobi County. Although the study showed a majority of teachers as satisfied and committed to their schools, there were still those few who had a different opinion. The study therefore highly recommends head teachers to ensure that all teachers are brought on board and work together as a team for better performance.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The management of people at work is an integral parts of the management process. To understand the critical importance of people in the organization is to recognize that the human element and the organization are synonymous. A well-managed organization usually sees an average worker as the root source of quality and productivity gains. Organizations do not hold to capital investment, but to employees, as the fundamental source of improvement. An organization is effective to the degree to which it achieves its goals. An effective organization will make sure there are a spirit of cooperation and a sense of commitment and satisfaction among its workers within the sphere of its influence (Banjok, 2005).

Commitment as one of the most popular work attitudes has gain practitioner's attention and researchers. The greater the individual's commitment to the organization, the greater their efforts in completing their work Organizational commitment includes a sense of job involvement, loyalty, and trust in the organization's values. To that end, the organization has an important role in increasing individual commitment, namely to ensure the individual is motivated and satisfied with their work Porter and Steers (2003). Employee commitment is an important indicator to measure the degree and extent to which an employee is in favour of organizational goals .In addition, job satisfaction is also a reflection of the feelings of employees towards their work. This is evident in employees' positive attitude to the work that they have and the work environment. Conversely, a dissatisfied employee would exhibit a negative attitude toward their work in one form or another, Handoko

(2007). Commitment is handled by many researchers as the group of feelings, beliefs and intentions that increase the willingness to maintain membership in the organization (Hunt 1985).

Rising competition in terms of quality of education between public and private institutions has created the need for public schools to be efficient and effective. Through teachers schools can garner competitive advantage. Committed workers take pride in organizational membership, believe in the goals and values of the organization, and therefore, exhibit higher levels of performance and productivity (Steinhaus & Perry, 1996). Thus, as public secondary schools, teachers are the most important asset which needs to be retained in the organization. This study therefore sought to check if there is any relationship between job satisfaction and employee commitment among the public secondary school teachers in Nairobi County.

1.1.1 Job satisfaction

Job satisfaction as a construct has been defined differently by various scholars. The term was first defined by Hoppock (1935) as a combination of psychological, physical and environmental circumstances that causes a person to say, "I am satisfied with my job". Among the most accepted definition of job satisfaction is by Locke (1969) who defines job satisfaction as a positive emotional feeling, a result of one's evaluation towards his job or his job experience by comparing between what he expects from his job and what he actually gets from it. Job satisfaction is the result of the interaction of the employees' values and his perception towards his job and environment (Locke, 1976).

Nasurdin and Ramayah (2003), citing the work of O'Reilly and Caldwell (1980), indicated that both task and organizational rewards contribute to job satisfaction. Task rewards are intrinsic rewards directly associated with the job such as interesting and challenging work, variety and opportunities to use one's skills. Organizational rewards are the tangible rewards that are visible to others such as pay, promotion and comfortable working conditions. Hoppock (1935) forwarded a traditional approach to job satisfaction. Here, job satisfaction is a result of various factors in the working environment and if these factors are present, job satisfaction will arise, otherwise job dissatisfaction will emerge. The same factors influenced job satisfaction and job dissatisfaction. In contrast, Herzberg *et al*. (1959) distinguished the factors like work environment, pay and company policies that eliminate job dissatisfaction as the hygiene factors while the factors creating job satisfaction like challenging work, responsibility, recognition and achievement as motivators. Hence, the job satisfaction construct can be considered to be a function of work-related rewards and work values.

1.1.2 Organizational Commitment

Organizational commitment could be defined as employee's strong belief in and acceptance of an organization's goals and values, effort on behalf of the organization to reach these goals and objectives and strong desire to maintain membership in the organization (Hunt and Morgan, 1994). In other words, organizational commitment points to the attitudes of employees concerning commitment towards the organizations they work for (Moorhead and Griffin, 1990). According to Luthans (1992), organizational commitment is directly related to the desire to maintain membership in the organization, the willingness of employees to exert considerable effort on behalf of the organization and a strong belief in and acceptance of an

organization's goals and values. The components of organizational commitment appearing in the model developed by Meyer and Allen (1991) by emphasizing the psychological dimension of organizational Commitments are explained below:

Affective commitment refers to employees' perceptions of their emotional attachment to or identification with their organization. Continuance commitment refers to employees' perceptions of the costs associated with leaving the organization. This is in line with Reichers (1985) study where continuance commitment defined as the willingness to remain in an organization because of the investment that the employee has with "non-transferable" investments include things such as retirement, relationships with other employees, or things that are special to the organization Finally, normative commitment refers to employees' perceptions of their obligation to their organization. Weiner (1982) discusses normative commitment as being a "generalized value of loyalty and duty".Meyer and Allen (1991) argued that one of the most important reasons for distinguishing among the different forms of organisational commitments was that they have very different implication for behaviour. Although all the three forms tend to bind employees to the organisation and therefore relate negatively to turnovers their relations with other types of behaviour can be quite different (Meyer *et al*, 2002).Indeed research shows that the affective commitment has the strongest positive co relation with job performance, organisational citizenship behaviour and attendance, followed by normative commitment .Continuous commitment tends to be unrelated or negatively related to these behaviours.

1.1.3 Job Satisfaction and organizational Commitment

Although a strong relationship between satisfaction and commitment has been found, more recent research has given more support to the idea that commitment causes satisfaction. Numerous empirical studies show a strong positive relationship between job satisfaction and employee commitment (Band 1988).As suggested by his wealth of findings, positive changes in employee's attitudes lead to positive changes in customer satisfaction. some investigations have provided explicit measures of this relationship .for example a study at sears Roebuck and co. Showed that a five –point improvement in employee attitude led to a rise in job Commitment which in turn generated an 0.5 increase in Revenues. Brooks (2000) reviewed the relationship between financial success and customers and employee variables and found that, depending on market segment and industry between 40 and 80 per cent of customer satisfaction and customer loyalty was accounted for by the relationship between employee attitudes and customer related variables. Similarly vilares and cohelo (2000) found that employee satisfaction; employee loyalty and employee commitment had a sizable impact on perceived Product quality and on perceived service quality. The relationship between employee satisfaction and employee commitment has received further empirical confirmation from two methodologically strong studies specifically a recent Meta analytic investigation (Halter et al, 2002) based on 7,939 business units In 36 companies, found generalizable relationships large enough to have substantial practical value, between unit level employee satisfaction engagement and business unit outcomes like customer satisfaction, productivity, profit, employee turnover and accidents.

Finally Berhardt et al (2000) measured the relationship between employee satisfaction customer satisfaction and profit longitudinally showing that although the effects of employee satisfaction on business profit at a given point in time might not be detectable, they become visible and prominent over time. Specifically these researchers found a positive relationship between changes in employee satisfaction and changes profit/sales and a strong relationship between employee satisfaction and customer satisfaction and some influences of employee satisfaction on employee's commitment to their duties.

1.1.4 Public Secondary Schools in Nairobi County

Public Secondary Schools are schools founded by the government, local communities or non- governmental organizations and are managed through Board of Governors and parents Teachers Association (Mukundi, 2004). The Education structure in Kenya is eight years in primary school four years in secondary school and four years in the university hence 8-4-4 system. The public secondary schools in Kenya fall under the Ministry of Education and are regulated by Teachers' service commission. The Government through the commission provides and pays the teachers. Until very recently teacher recruitment was the sole responsibility of Teacher's service commission without any liaison with the recipient schools. Currently teachers are interviewed by the Board of Governors of each respective school who then forward to the teachers service commission three short listed candidates to choose from. The responsibility of human resource management is between Teachers service commission, ministry of education and schools. The schools operate under Board of governors with the principal as the secretary to the board. The school management structure is the same for all schools but the principal as an agent of Teachers service commission assigns duties and responsibilities to the other teachers as long as it is

within the teaching load as recommended by the teachers service commission (Mwikabe, 2005) .This applies to all public Secondary Schools including school in Nairobi county.

According to the teachers monthly returns, Nairobi county Education Office Feb 2012, there are 80 Public Secondary Schools and 1883 teachers in Nairobi County, The work load is 27 lessons, though it varies from school to school depending on the staffing of a particular school .The Principal is the agent of Teachers service commission hence all communication to teachers is done through him or her.

1.2 Research problem

The relevance of job satisfaction and employee commitment is very crucial to the long run growth of any educational system around the world. It probably ranks alongside professional knowledge and skills, Centre competencies, educational resources and strategies as veritable determinants of educational Success and performance (Ololube, 2005). Job satisfaction has been shown to positively relate to organizational commitment (Porter *et al*, 1974). More specifically organizational commitment can be understood as a predictor of job satisfaction. LaLopa (1997) stated that Job satisfaction is a significant predictor of organizational commitment. Many studies use different facets of satisfaction to predict employee attributes such as performance, organizational commitment, and service quality. Tai *et al.* (1998) observed that Job satisfaction and Organizational Commitment are highly correlated. Markovits *et al*., (2007) suggested that affective organizational commitment was found to be most influential with respect to levels of intrinsic and extrinsic job satisfaction.

The level of media attention that focuses on education as a result of poor schools 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 job. There is also a perception that teachers are lazy, unprofessional, uncommitted and only come to school to receive their salaries at the end of the month. (Steyn & wyk, 1999). 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 commitment and productivity of teachers. 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. (Tye & O'Brien, 2000).

A number of studies have been conducted on job satisfaction and commitment among staff. Kizito (2007) looked at the relationship between pay, job satisfaction and organizational commitment with a focus on employees of Kenya State Corporation. He concluded that high organizational commitment is associated with lower turnover and absence but there is no clear link to performance. Katinda (2010) studied the influence of performance contracts on an employee commitment with specific interest to tellers in commercial banks in Mombasa and found that employees performed better on core tasks, demonstrated more citizenship behaviour and expressed a higher level of affective commitment to an employer when they worked in an autonomous environment rather than when they worked under strict supervision Kithiaya (2011) did her study on the influence of job satisfaction on employee commitment at Teachers service commission Kenya and concluded that job satisfaction moderates the relationship between organizational Commitment and job performance and that job

satisfaction is important in helping an organ improve employee commitment to their performance. To the best knowledge of the researcher, no study has been done on relationship between job satisfaction and employee commitment among public secondary school teachers in Nairobi County. Thus, there was indeed a gap which this study will seek to fill. This study sought to answer the question; what is the relationship between job satisfaction and employee commitment among public secondary school teachers in Nairobi County.

1.3 Research objective

To establish the relationship between job satisfaction and organizational commitment among public secondary school teachers in Nairobi County

1.4 Value of the study

The study would provide relevant information and insights to the Ministry of education to formulate sound policies aimed at increasing teacher's job satisfaction hence retention of teacher's and better performance.

It would also provide useful information that can assist the boards of governors who are schools' managers to enforce policies which would ensure that teachers are satisfied and committed. Since the school principals interact with their teachers daily, this study will be useful in providing insight on issues of job satisfaction and commitment among teachers. This would enable them provide conducive working environment which would improve the institutions performance.

Student researchers and scholars would find this study a useful reference for discussion on the same area or for further studies on Secondary Schools at the entire education sector.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter analyses and reviews related literature. It introduced the concept of job satisfaction and looks at the determinants or factors influencing job satisfaction. It also explained the concept of employee commitment and examines its components.

2.2 Job satisfaction

Job satisfaction has been the most frequently investigated variable in organizational behaviour. It is generally used in organizational endeavour in business management (Specter, 1997). Job satisfaction is the favourableness or unfavourableness with which employee view their work. It signifies the amount of agreement between ones expectations of the job and the reward the job provides. Job satisfaction is concerned with a person or a group in the organization. It can be applicable more to an individual job. If each person in the group is satisfied with their job, only then will it be considered as a group job satisfaction (Luthans, 1998). The term job satisfaction as a perceived by many researchers, mainly psychologists in its application to HRM practices is the conceptual equivalent of the violence of the job on which role to the person performing it. Vroom further indicates that much of the observed behaviour is subject to alteration by means of enhancing employee job satisfaction. Armstrong (2008), hypotheses that if a condition cannot be changed, a dissatisfaction concern may opt to change the job in the form of either internal transfer, or quit for good, depending on if the dissatisfaction is job or related to organizational policies. Peretomode (1991) and Whawo (1993) suggests that the higher the prestige of the job

the greater the job satisfaction. More workers however, are satisfied even in less prestigious jobs. That is they simply like what they do. In any case Job satisfaction is as individual as ones feelings or state of the mind. It can be influenced by variety of factors for example the quality of ones relationship with their supervisors , the quality of physical environment in which the work is done , and the degree of fulfilment in their work.

Job satisfaction is measured by anonymous employee satisfaction surveys administered periodically to gauge employee job satisfaction in areas such as empowerment, teamwork communication and co-workers intervention (Ongayo, 2008) Other methods of measuring Job satisfaction is through exit interviews as well as meeting employees in small groups and asking the same questions verbally. The importance of job satisfaction to organizations cannot be overemphasized. Some of the tangible benefits include reduction in complaints, grievances, absenteeism, turnover, and termination as well as worker morale.

2.2.1 Factors Influencing Job Satisfaction

A number of studies have been conducted in order to establish some of the causes that result in job satisfaction. These studies have revealed consistent correlation of certain variables with job satisfaction. most scholars agree that a satisfied employee is quite instrumental to a firms performance and that there is therefore need to ensure that the employees interest are put into consideration if one hopes to have a highly motivated and satisfied workforce (Rhodes and Steers, 1990). Some of the factors which affect job satisfaction are empowerment (Arkin, 1995), compensation, supervision and interpersonal relations (Gupta, 2004). Others include workload, communication and

advancement (Olajide, 2000), job enrichment (Herzberg, 1968) and organizational policies (Welosowski *et al*, 1997).

Empowerment means that power within the organization is distributed to a broader range of employees at more levels of hierarchy; hence empowered employees can make decisions that were reserved for supervisors and management (Arkin, 1995). Empowerment as a theoretical concept has had a strong influence on managerial effectiveness, organizational effectiveness and innovation. Organizations have adopted empowerment to increase productivity, flexibility, responsiveness and customer service. According to Gupta (2004) all factors constant, higher pay and better opportunities lead to a higher job satisfaction. Colvin (2006) put rewards among the most important factors which influence the strengths of the person attachment to an organization. He argues that if one cannot obtain desired rewards, he will leave the organization, salaries and wages play a significant role because money is an important instrument in fulfilling ones needs. Gupta (2004) suggests that considerate supervision tends to improve job satisfaction of workers. The opportunity awarded to workers to participate in the decision making process may lead to higher job satisfaction. Employee satisfaction from supervisory behaviour may however be more dependent upon the influence the supervisor exercises in his own superior supervision.

Employees who feel they are an integral part of a tightly knit group and who support its norms and objectives probably experience high job satisfaction than others. Man is naturally social being and likes associations and interactions at work. According to Gupta (2004), job satisfaction is generally high when an individual is accepted by his peers and has a high need for affiliation. Inadequate staffing in most organizations

leads to overloading of existing capacity. Non accomplishment of tasks is effectively likely to lead to frustrations and strain hence burn out. Burn out is a phenomenon associated with job stress brought about by heavy work load. It is found to be a significant contributor to job dissatisfaction at lower levels that needed to be decreased in order to improve job satisfaction.

Employees take promotion as the ultimate achievement in their career and when it is realized they feel satisfied (Olajide, 2000). Job enrichment is based on Herzberg's two factor theory. Herzberg (1968) recommends that job enrichment should be used in building satisfier factors into job content. Job enrichment expands not just the scope of the job but also the depth thus increasing job satisfaction. . He argues that job enrichment is required for intrinsic motivation and that it is a continuous management process. Organizational structure and policies play an important role in affecting job satisfaction of employer. An autocratic and highly authoritative structure causes resentments among employees as compared to a structure which is open and democratic in nature. Organizational polices also, govern the human behaviour in the organization. These policies can generate positive or negative feelings towards the employees. Liberal and fair policies usually results in more job satisfaction. Strict policies will create dissatisfaction among the employee (Welosowski and Mossholder 1997). The day to day activities of a manager call for an effective interpersonal communication. One way managers can stimulate job satisfaction is to give relevant information on the consequences of their actions on others. According to Olajide (2000) there is no single organization in which people do not feel there should be improvement in the way department's communicate, corporate and collaborate with one another. Information availability brings a powerful peer pressure and by sharing

information subordinates compete with one another. Job satisfaction needs affective communication about tasks which must be done.

2.3 Organizational Commitment

Porter et al. (1974) discuss three major components of organizational commitment as being "a strong belief in and acceptance of the organization's goals, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership. One of the most important finding revealed by Meyer and Allen (1991) and Dunham et al (1994) is the three-component model of commitment where three types of commitment were identified. The three components are affective commitment, continuance commitment, and normative commitment.

Affective commitment is the affective bond an individual feels toward the organization, characterized by identification and involvement with the organization as well as enjoyment in being a member of the organization (Allen and Meyer, 1990). Of the three components, AC has received the most research attention. Continuance commitment is the extent to which a person needs to stay with the organization, due to the costs of forgoing benefits associated with an individual's investments in the organization (i.e.,'side bets'Becker, 1960). These investments are close relations of an employee with fellow workers, pension benefits, seniority, career and special competencies gained by working in an organization for a long time. Employees have the fear of losing these investments in case of leaving the organization. Normative commitment is the least studied and is the extent to which a person is obligated to stay with the organization without specific reference to social pressures about loyalty (Meyer, 1993). More recently, the obligation has subtly changed, alluding to reciprocity for a benefit (Meyer, 2002). The core nature of normative commitment is

the employee's sense of obligation and thus defined as the individual's bond with the organization due to an obligation on the part of the individual.

2.3.1 Determinants of Organizational Commitment

It is very important to identify factors on which organizational commitment is dependent. Based on literature organizational commitment depends on: employment status, tenure (Hale and David, 2001), organizational support (Meyer and Allen, 1997), Clarity of tasks (Ting 1997), age, education and leadership style (Blau, 1985).

Employment status (full time or part time) is a determinant of organizational commitment. It seems that part time employees exhibit less commitment as compared to full time employees. There exists a need, however, to examine the organizational commitment of part-time and distance workers as compared to full-time workers. Research on the commitment of part-time workers in general shows mixed results. Lee and Johnson (1995) have also found that part-time workers are less committed to and satisfied with their jobs than full-time workers. Commitment cannot be generated in overnight. Employees must stay at a considerable length of time in organization then only commitment will start generating in their mind. Hale and David (2001) indicated that tenure had a significant effect on several of the component scores for satisfaction. Further, satisfaction with policies, compensation, work conditions, and advancement were found to have a significant relationship to organizational commitment. Employee performs various roles in their life and organization. Sometimes these roles are overlapping; sometimes these are conflicting in nature. Though this is very important to generate an environment of clear roles in organization, Ting (1997) found that clarity of tasks leads to greater job satisfaction.

We expect that greater role clarity will create employees who are more satisfied with, committed to, and involved in their work.

Few behavioural scientists believe that for generating commitment organizational support is also a key factor. Yoona (2002) proposed a new dual-process model of organizational commitment. The model stipulates that overall job satisfaction and perceptions of organizational support are key emotional and cognitive processes that mobilize commitment in the workplace. Importance of training in developing committed employees cannot be ignored. Training generates a feeling of belongingness among employees. Likewise executive development programme also seems to be a platform of producing committed employees. Lam and Zhang (2003) conducted a study and found that expectations are normally unmet, and job characteristics, training and development, and compensation and fairness are related to satisfaction and commitment.

Job satisfaction and commitment have been found to increase with age and decrease with education. A number of studies have suggested that age (Hrebiniak and Alutto, 1972) has a significant impact on organizational commitment while Weisman *et al.* (1981) found that age was a strong predictor of job satisfaction. The relationship between leadership style and commitment has been examined by Blau (1985). A considerable leadership style was found to have a greater influence than a concern for structure leadership style (or task-oriented style) on commitment. Also, Williams and Hazer (1986) included consideration leadership style as one of their antecedents to commitment. Taunton et al. (1997) reported an indirect relationship between organizational commitment and turnover intensions and stated that organizational commitment was a stronger predictor of turnover intensions than job satisfaction in

their causal model. Moynihan et al., (2000) examined that Job satisfaction and affective commitment would positively and continuance commitment would negatively associate with general performance and leadership. As predicted, job satisfaction associated positively with performance, though not with leadership. Continuance commitment negatively associated with both performance and leadership. Increased organizational commitment has been positively associated with valuable organizational outcomes, including job performance ratings, decreased intention to search for new jobs and reduced turnover intensions (Bergmann et al., 2000).

2.4 Organizational Commitment and job satisfaction

There is no doubt that job satisfaction leads to organizational commitment. Organizational commitment has been recognized as a component of Job satisfaction (Kovach, 1977). More specifically organizational commitment can be understood as a predictor of job satisfaction. LaLopa (1997) stated that Job satisfaction is a significant predictor of organizational commitment. Many studies use different facets of satisfaction to predict employee attributes such as performance, organizational commitment, and service quality (Dienhart and Gregoire, 1993). Tai *et al.* (1998) observed that Job satisfaction and Organizational Commitment are highly correlated. Markovits *et al.,* (2007); suggested that affective organizational commitment was found to be most influential with respect to levels of intrinsic and extrinsic job satisfaction.

First, satisfaction with the job is directly related to organizational commitment (Brown and Peterson, 1993). Second, job satisfaction is either directly (Netemeyer *et al.,* 1990) or indirectly (Brown and Peterson, 1994) related to turnover intentions.

Turnover intentions are perhaps the best indicator of future turnover (Futrell and Parasuraman, 1984). Thus job satisfaction can influence a variety of important attitudes, intentions and behaviours in employee. It is possible that job satisfaction facets are not equally related to other constructs such as organizational commitment. Johnson and Johnson, (2000) indicated that the employees develop attitudes toward such job facets as work, pay, promotion, co-workers, company policies, supervisors and customers.

According to Brown and Peterson (1993), job satisfaction as an antecedent to organizational commitment. They also suggested that the organizational commitment relationship from a more detailed perspective of job satisfaction facets rather than global or overall job satisfaction. Boles *et al.,* (2007) indicate that various facets of job satisfaction are more strongly related to organizational commitment. They also indicate that these relationships are not the same for male and female sales people. The issue of organizational commitment takes on increased importance due to its link with propensity to leave and turnover (Brown and Peterson, 1993). While there have been many proposed antecedents to organizational commitment, job satisfaction has, perhaps, received more attention than other precursors of salesperson organizational commitment (Babakus *et al.,* 1999). Some behavioural scientists state that organizational commitment is a predictor of job satisfaction; some say that job satisfaction is a predictor of organizational commitment. In any of the way strong relationship between organizational commitment and job satisfaction cannot be ignored.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study used a descriptive survey design. This design is appropriate for the study since it enabled the researcher to get all facts and detailed information from the selected number of the respondents about the variables in study, namely teacher job satisfaction and commitment, thus it suits the purpose of the study

3.2 Population

The population of the study consisted of all the one thousand, eight hundred and eighty three (1883) teachers working in the 80 public secondary schools in Nairobi County (Monthly teacher returns Nairobi County Feb, 2013).

3.3 Sample

A sample size 180 respondents was used. This represents 10 % of the population of study. According to Mugenda (2003), 10% of the accessible population is enough for descriptive survey. Simple random sampling was used to select the 10% from each school.

3.4 Data Collection

Primary data was used in the study. The data was collected using semi- structured questionnaires. The questionnaire was divided into 3 sections. Section one was on demographics, section two on organizational commitment and section three on job satisfaction. Job satisfaction was measured using the job description index (JDI) developed by Smith (1969).

3.5 Data Analysis

The study employed a descriptive statistics analysis where percentages and frequency distributions means and mode were used. Data was coded and organized in to themes which used description of behaviour in the context in which it occurs. For reliability analysis the study employed cronbach's alpha which estimates the reliability of the likert scale by determining internal consistency of the test or the average correlation of items within the test.(cronbach's, 1951). Pearson correlation and regression was used to show relationship between the two variables. The result of the analysis was then interpreted and conclusion made. Results were presented using charts and tables.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter discusses the interpretation and presentation of the research findings. The research seeks to determine the relationship between job satisfaction and organizational commitment among public secondary school teachers in Nairobi County. All completed questionnaires were edited for completeness and consistency.

4.2 Response Rate

The study targeted a total of 180 respondents. However, 140 respondents responded and returned their questionnaires contributing to 77.78% response rate. According to Mugenda and Mugenda (1999) a response rate of 70% and over is excellent and adequate for analysis and reporting. The researcher made use of frequency tables, graphs and charts to present data.

4.3 Reliability Analysis

Prior to the actual study, the researcher carried out a pilot study to pretest the validity and reliability of data collected using the questionnaire. The pilot study allowed for pre-testing of the research instrument.

Table 4. 1: Reliability Coefficients

Scale	Cronbach's Alpha	Number of Items
Organization commitment	0.794	16
Job satisfaction	0.809	19

Source: Author, 2013

The reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency. The Alpha measures internal consistency by

establishing if certain item measures the same construct. Cronbach's Alpha was established for every objective in order to determine if each scale (objective) would produce consistent results should the research be done later on. The findings of the pilot study shows that the two scales were reliable as their reliability values exceeded the prescribed threshold of 0.7 (Mugenda and Mugenda, 2003).

4.4 Demographic information of respondents

This section sought data on the demographic information of the respondents. This was done so as to understand the background of the respondents and their work ability to give relevant data useful to the study.

4. 4.1: Gender of the respondents

The study sought to find out the gender of the respondents.gender was important in this study because gender will enable us to deduce how the different genders in public secondary schools related organizational commitment and job satisfaction.

Figure 4. 1: Gender of the respondents
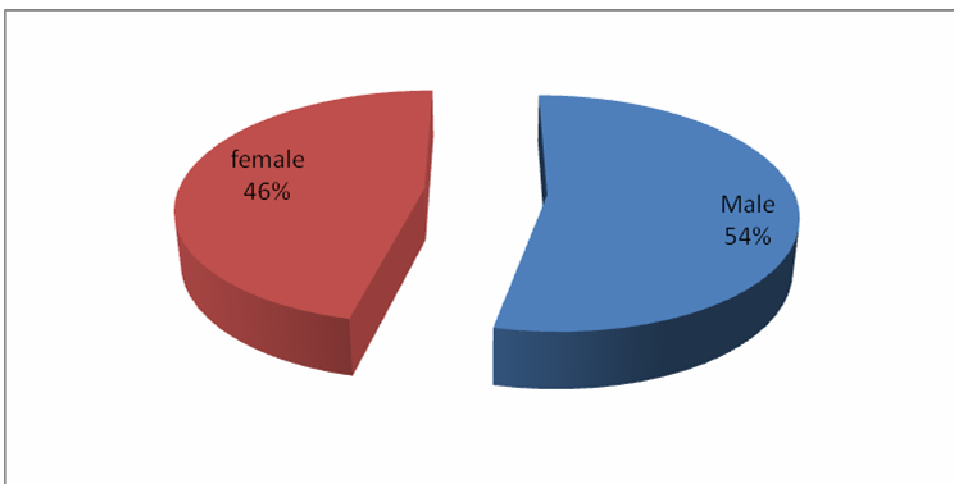
Source:Author, 2013

According to the findings, 54% of the respondets were male while 46% were female.The findings indicate that males are more than females with a diffrence not that significant and therefore this implies that the study is not influenced by gender imbalance.

4.4.2: Marital status of the respondents

The study sought to establish the marital status of the respondents. It takes different strategies to have people at different stages of life satisfied with their job or committed to their organizations.

Figure 4.2: Marital status of the respondents
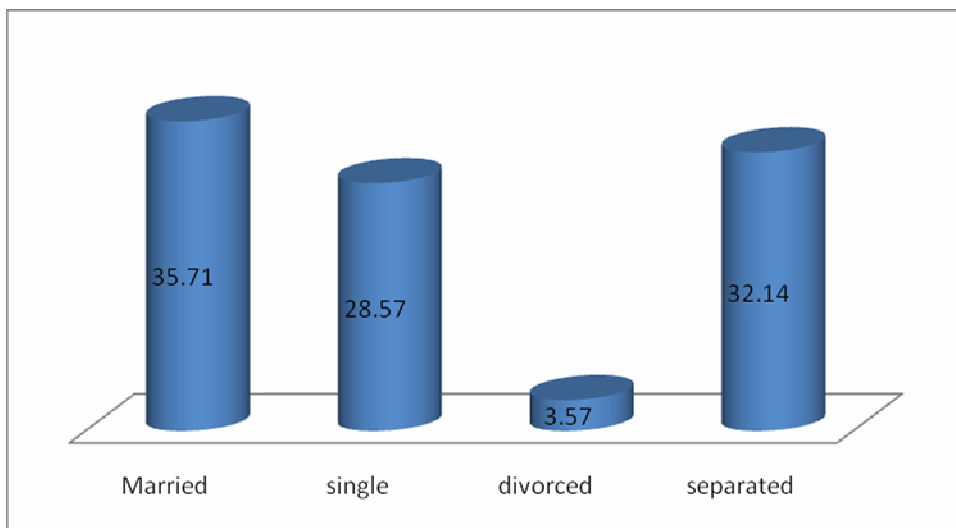
Source: Author, 2013

From the findings, 35.71% of the respondents were married, 32.14% were separated, 28.57% were single and 3.57% were divorced. It can be concluded that, the marital status of teachers for secondary schools in Nairobi County is not significant when it comes to relating job satisfaction and organizational commitment.

4. 4.3: Educational level of the respondents

The study sought to find out the level of education of the respondents. This information was important since educational level influences the understanding of employees on different aspects of work. It also shows whether the respondents are able to understand the language of the study. The findings were presented in figure 4.3

Figure 4.3 Educational levels of respondents
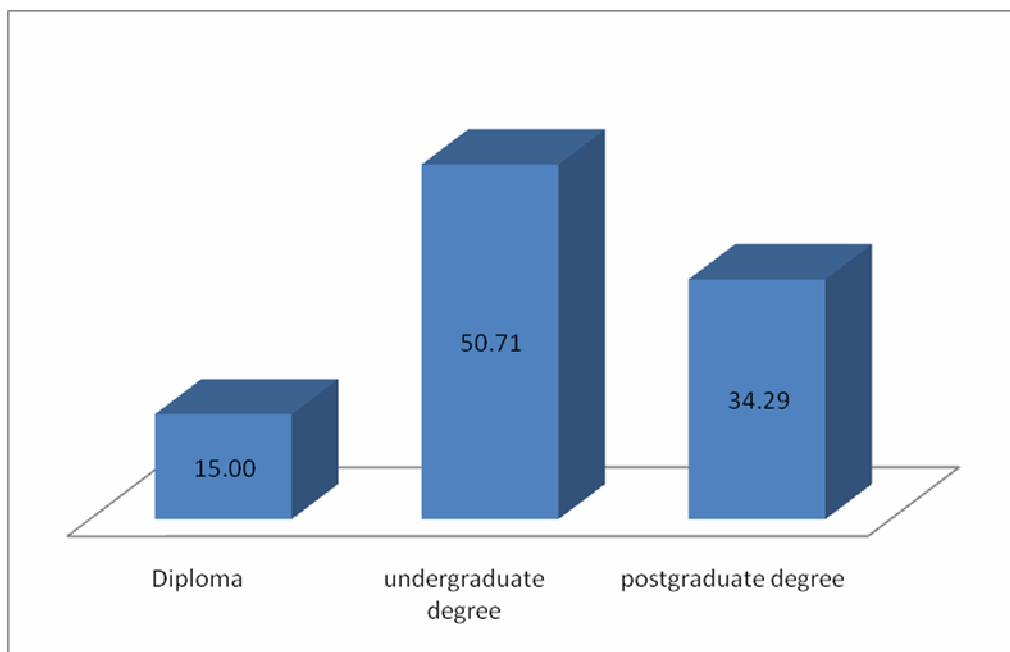
Source: Author, 2013

According to the findings, majority of the respondents were university graduates (50.71%), 34.29% had postgraduate degree and 15% had a diploma. The finding implies that majority of the teachers have got university level of education and therefore have good understanding of the concepts of job satisfaction and organizational commitment.

4.4.4 Age of the respondents

The study sought to establish the age bracket of the respondents. Age is important in this study as how employees make relationships depend on their maturity. People at different age are motivated by different aspects of work and are at different levels of commitment as well

Table 4. 2: Age of the respondents

	Frequency	Percentage
19-25	3.00	2.14
26-35	29.00	20.71
36-45	67.00	47.86
45 -60	41.00	29.29
Total	**140.00**	**100.00**

Source:Author, 2013

From the findings, majority (47.86 %) of the respondents were aged 36-45 years, 29.29% of the respondents were aged 45 -60, 20.71% of the respondents were aged 26-35 and 2.14% of the respondents were aged 19-25. The findings imply that the respondents of the study were mature. The age distribution may have an implication on the relationship between job satisfaction and organizational commitment in public secondary schools. The implication could be that how teachers relate the two variables actually depends on their age.

4. 4.5: Job group of the respondents

The study sought to find out the job group of the respondents. Job group is significant in determining teachers' pay and benefits which to some extend determines the level of commitment and satisfaction.

Table 4.3: Job group of the respondents

	Frequency	Percentage
J	35.00	25.00
K	52.00	37.14
L	30.00	21.43
M	16.00	11.43
N	7.00	5.00
Total	**140.00**	**100.00**

Source:Author, 2013

According to the findings on Table 4.3, majority (37.14 %) of the respondents were in job group K, 25.00% of the respondents were in job group J, 21.43 % of the respondents were in job group L, 11.43 % of the respondents were in job group M and 5.00% of the respondents were in job group N. The findings indicate that the difference in the job groups of respondents is not that significant and therefore the study is not influenced by the differences in job group

4.5 Organizational Commitment

The study sought to establish the extent of organizational commitment among public secondary school teachers in Nairobi County. Respondents were asked to indicate to what extent they were committed to their schools as implied in the statements.The data was collected using a likert scale of 5 points. According to the scale, 1 represented no extent at all, 2 less extent, 3 moderate extent, 4 large extents and 5 very large extent. Means for the factors were established in order to provide a generalized feeling of all the respondents. In the results shown, those variables which had a mean ≥ 4.5 represented very large extent of organizational commitment, those ranging between ≥ 3.5 and ≤ 4.4 represented great extent, those with a mean between ≥ 2.5 and ≤ 3.4 represented moderate extent, a mean of the range ≥ 1.5 and ≤ 2.4 represent

low extent and those with a mean ≤1.4 represented no extent at all. Standard deviation

provides an indication of how far the individual responses to each factor vary from the

mean. A standard deviation of more than 1 indicates that there is no consensus on the

responses obtained while that of less than one indicates a consensus.

Table 4. 4: Extent to which respondents are commitment to their school

	Mean	Stdev
I am optimistic about the future of my school	3.98	1.18
I am proud to work for my school	3.61	1.18
I am committed to a career with my school this year than I did a year ago	3.58	1.38
My school care about its teachers	3.33	1.40
Working for your school will lead to the kind of future you want	3.42	1.25
Men and women are provided with equal career opportunities at your school	3.78	1.08
I understand how my school's strategy differentiates it from other schools	3.45	1.32
Satisfied with the understanding of how your goals are linked to the organizational goals	3.72	1.09
The school is a strong competitor in key growth areas	3.63	1.20
The school leadership have a clear vision of the future	3.86	1.05
My school is responding to important external issues	3.73	1.12
My duties are well explained to me	3.89	1.09
My school recognizes my many years of experience and also my age.	3.89	1.09
Communication is clear and information is delivered in good time.	3.78	1.24

Source: Author, 2013

From the findings on Table 4.4, teachers agreed to a large extent that they were

optimistic about the future of their school by 3.98 and that their duties were well

explained to them by 3.89.They also agreed that their schools recognized both their

age and many years of service by 3.89. to a large extent, teachers agreed that the

school leadership had a clear vision of the future as shown by a mean of 3.86.This agrees with the study done by Blau (1985).In his study, he found that a considerable leadership style had a greater influence to employees as pertains their commitment to the organization .in addition, teachers agreed to a large extent that communication was clear and information was delivered in good time as shown by a mean of 3.78 and also that they were provided with equal opportunities.

To a large extent, teachers agreed that their schools were responding to external issues and that they understood how their personal goals were linked to the organizational goals as indicated by means of 3.73 and 3.72 respectively. They also agreed to a large extent that they were proud to work for their schools by 3.61 and also that they were committed to a career with their schools more than before by 3.58. However, teachers were not sure of how their schools strategy differentiated itself from other schools and also whether working for their schools would lead to the kind of future they wanted as indicated by moderate means of 3.45 and 3.42 respectively. They were not also sure whether their schools cared about them by 3.33.

From the findings, it can be noted that there was no consensus among the teachers as shown by the standard deviations which were all above or equal to one. The lack of consensus could be attributed to the fact that respondents were from different schools which are at different levels of development, at different environments thus the different ways of administration. Some schools are well established and well differentiated with clear goals for its employees. Others have just been established still struggling with the teething problems of putting up an institution. Teachers in the different schools will therefore be at different levels of commitment thus the lack of consensus.

From the above analysis, it can be conclude that teachers in public secondary schools are optimistic about the future of their schools, have their duties well explained to them, years of experience and age is recognized and has a leadership with clear vision for the future. Also, it can be concluded that teachers are satisfied with how their goals are linked to the organizational goals and that the school is a competitor in key areas. Are proud to work for them, and trust their future in career with them. It can also be concluded that teachers are proud to work for their schools and are committed to careers with their schools more than before. However, it is not known the extent that schools care to its teachers, working for the school and understanding of the schools strategy leads to commitment.

4.6 Job Satisfaction

The study sought to establish the extent to which teachers agree with the issues about job satisfaction in their schools. The study used the JDI (job description index) developed by smith in 1969 .Here, Job satisfaction is measured by anonymous employee satisfaction surveys administered periodically to gauge employee job satisfaction in areas such as empowerment, teamwork communication and co-workers intervention (Ongayo, 2008).

The data was collected using a likert scale of 5 points. According to the scale,1 represented Strongly agree, 2 agree, 3 neither agree or disagree, 4 disagree and 5 Strongly disagree. Means for the factors were established in order to provide a generalized feeling of all the respondents.in the results shown; those variables which had a mean ≥4.5 were strongly agreed upon. Those ranging between ≥3.5 and ≤4.4 were agreed upon; those with a mean between ≥2.5 and≤ 3.4 meant that respondents were not sure; a mean of the range ≥1.5 and ≤2.4 represented disagreement while a

mean of ≤1.4 meant that respondents strongly disagreed with the statements given relating to job satisfaction.

4.6.1 Meaningfulness of the Job

Respondents were asked to indicate to what extent their job had a meaning and how they generally felt about it.the results were as shown in table 4.5

Table 4.5 Meaningfulness of the Job

	Mean	Std.deviation
My job here utilizes well my skills and abilities.	3.81	1.23
My job is challenging, but in a way more positive than negative.	3.55	1.19
My job allows me to feel as though I am being productive and contributing to something	3.64	1.09
This job allows me opportunities to try out new innovative ways to carry out my responsibilities as a teacher	3.80	1.18
with this job, I feel a real sense of job security	4.06	1.23

Source: Author, 2013

The results revealed that teachers agreed to a large extent that they felt secure in their jobs and that their abilities were well utilized with new opportunities allowed to them by giving them a chance to try out new ways to carry out their responsibilities as teachers.This was shown by a mean of 4.06, 3.81 and 3.80 respectively.In addition, teachers agreed that they are of great use to their schools and productive though their jobs were challenging but more positivet than negative.This was represended by a mean of 3.64 and 3.55 .As indicated by he standard deviation there was no consensus as to the meaningfulness of the job among teachers in nairobi county.It can therefore be concluded that teachers in public secondary schools in nairobi county are satisfied with the meaningfulness of the job through job security,utilized skills and abilities,opportunities to try out new innovative ways and also through their jobs

which they consider more positive than negative.It should also be noted that there was no consensus among the teachers as indicated by the standard deviations which are all above one.

4.6.2 Reward System

The respondents were asked to indicate how their school handled the issue of rewards and the results were as indicated in table 4.6

Table 4.6 Reward System

Statement	Mean	Std.deviation
Recognition of employees depend on how well they perform their jobs	3.94	1.19
Pay rises in this school depend on how well employees perform	3.80	1.21
High performing teachers are recognized for their efforts through promotion	4.13	1.24
Exceptional employees are often the recipients of non-monetary rewards (e.g. Praise, recognition letter etc.)	3.66	1.07

Source:Author, 2013

From the findings on Table 4.6 Majority of teachers agreed to a large extent that teachers efforts were recognized through promotion and that this recognition depended on how well they performed by means of 4.13 and 3.94 rspectively.Also,they agreed that pay rise depended on how well the employees performed shown by a mean of 3.80 .Exeptional teachers received non- monetary rewards like praise as shown by a mean of 3.66.From the results, teachers from different schools did not agree on the various aspects of reward system as indicated by the standard deviation.The findings agree with those in Gupta (2004) who realized

that otherfactors held constant, good renumeration for employees leads to a higher job satisfaction.

It can be therefore concluded that teachers are satisfied with the reward system in their schools interms of promotion,recognition,payrise and praise.As indicated by the standard deviations of greator than 1,there was no consensus among the teachers and this could be attributed to teachers working in different environments and schools at different levels of development.

4.6.3 Job itself
The respondents were asked to indicate the nature of the job they were doing and if that is what they realy wanted.the results are indicated in table 4.7

Table 4.7 Job itself

Statement	Mean	Std.deviation
This job measure up to the goals I had in mind for myself when looking for employment	3.72	0.45
I would say that I enjoy the work I do here	4.24	0.56
My satisfaction with my job here is sufficient that I have no immediate plans to look for another job elsewhere	4.46	0.90

Source:Author, 2013

From the findings on Table 4.7 majority of the respondents agreed that they were satisfied with their jobs sufficiently and were not planning to look for other other jobs else where, and also that the jobs measured to the goals they had in mind when they were looking for employment.This was agreed upon in consensus by all respondents as indicated by the standard deviation.Still respondents agreed that they enjoyed their jobs, but with no consensus.

From the findings, it can be concluded that teachers are satisfied with their jobs as they are,do not plan to look for other jobs as they enjoy the work they do presently.also it can be concluded that their jobs measure up to the goals they had when they were looking for employment.This was unanimously agreed upon among all teachers.

4.6.4 Supervision

Respondents were asked to indicate what they felt about about their supervisors.They were asked to indicate whether they were in agreement or not concerning their supervisors contributed to their job satisfaction.Table 4.8 gives the findings.

Table 4.8 Supervision

Statement	Mean	Std.deviation
leaders in your work environment are role models	4.36	1.19
your supervisor keeps you well informed about what's going on in the school	4.00	0.59
Your views and participation are valued	4.35	1.19
Your supervisor cares and is responding to the issues most important to you	3.28	1.65

Source:Author, 2013

From the findingson Table 4.8, respondents agreed that their leaders acted as role models with their views and paricipation valued by a mean of 4.36.With consensus all across the board, teachers agreed that their supervisors kept them informed on what is going on in the schools by a mean of 4.00.However, teachers were not sure whether supervisors realy cared and responded to the issues most important to them thus scoring a mean of 3.28.Gupta (2004) suggests that considerate supervision tends to improve job satisfaction of workers, and this can be noted from the findings. It can therefore be concluded that teachers were satisfied with how supervision was done in

their schools as leaders were role models and supervisors informed them on important matters although they were not sure whether these supervisors really cared and responded to issues important to them. Also teachers' views and participation were valued.

4.6.5 Co-workers

The respondents were asked to indicate their relationship with their fellow workers and the results were represented in table 4.9

Table 4.9 Co-workers

Statement	Mean	Std.dev
Satisfied with the professionalism of the people with whom you work with.	4.50	0.90
Satisfied with the team spirit in your work environment	4.05	0.29
Satisfied with the morale of the people with whom you work with	3.83	0.99

From the findings 0n Table 4.9, respondents strongly agreed that they were satisfied with the professionalism of the people they worked with by a mean of 4.5, and to a large extent the team spirit of the work environment and the morale of their coworkers as indicated by the means of 4.05 and 3.83 respectively. According to Gupta (2004), job satisfaction is generally high when an individual is accepted by his peers and has a high need for affiliation. As shown by the standard deviation, there was consensus by all respondents on the stated factors about their colleagues. it can therefore be concluded that teachers were satisfied with the professionalism, team spirit and morale of their co- workers.

4.7 Pearsons correlation analysis

Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The Pearson correlation in the table above indicates that there is significant correlation between the variables. That is, the correlation coefficient is greater than 0.5 hence organizational commitment significantly relates to job satisfaction.

Table 4. 10: Correlation Matrix

		Job satisfaction	Organizational commitment
Job satisfaction	Pearson Correlation	1	
	Sig. (2-tailed)		
Organizational commitment	Pearson Correlation	0.625	1
	Sig. (2-tailed)	0.019	

Source: Author, 2013

4.8 Regression analysis

In this study, a multiple regression analysis was conducted to test the influence among predictor variables. The research used statistical package for social sciences (SPSS V 17.0) to code, enter and compute the measurements of the multiple regressions.

Table 4. 11: Results of multiple regressions between organizational commitment and job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.893	.797	.714	.1953

a. Predictors: (Constant), commitment

R-Square (coefficient of determination) is a commonly used statistic to evaluate model fit. R-square is 1 minus the ratio of residual variability. The adjusted R^2, also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables. 71.4% of the changes in organizational commitment variable could be attributed to the effect of job satisfaction.

Table 4.12: ANOVA results of the regression analysis between organization commitment and job satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.236	4	2.809	3.546	0.016
	Residual	26.936	1136	0.792		
	Total	38.172	140			

a. Predictors: job satisfaction

b. Dependent Variable: organization commitment

The probability value of 0.016 indicates that the regression relationship was highly significant in predicting how job satisfaction influenced organizational commitment. The F critical at 5% level of significance was 3.546 since F calculated is greater than the F critical (value = 2.6896), this shows that the overall model was significant.

Table 4. 13: Regression coefficients of the relationship between job satisfaction and organization commitment variables

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.628	0.231		9.280	0
	Job satisfaction	0.926	0.582	0.361	2.928	0.016

a. Dependent Variable: organizational commitment

Organizational commitment = 0.628+ 0.926 job satisfaction + e

Source: Author, 2013

The regression equation above has established that taking all factors into account and job satisfaction constant, organizational commitment will be 0.628. The findings presented also show that taking all other independent variables at zero, a unit increase in job satisfaction would lead to a 0.926 increase of teachers' organizational commitment in public secondary schools in Nairobi County.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATIONS

5.1 Introduction

This chapter winds up the study. It presents the findings interpretations conclusions on the demographic data of respondents. It also presents the summery, conclusions and recommendations for the study.

5.2 Summary of the findings

The aim of this study was to establish the relationship between job satisfaction and organizational commitment among public secondary school teachers in Nairobi County. From the study, majority of the respondents were males are more than females with a diffrence not that significant and therefore this implies that the study is not influenced by gender imbalance.Also majority of the teachers had university level of education and therefore had good understanding of the concepts of job satisfaction and organizational commitment. The study further revealed the marital status of teachers for secondary schools in Nairobi County is not significant when it comes to relating job satisfaction and organizational commitment. In addition, the respondents of the study were mature, thus being in a position to properly relate the two variables. It was also established that teachers in public secondary schools in Nairobi County, belonged to different job groups, however, the difference in the job groups of respondents was not significant and therefore the study was not influenced by the differences in job group.

From the study, it was established that teachers in public secondary schools in Nairobi County were optimistic about the future of their schools, had their duties well explained to them, years of experience and age was recognized and had a leadership

with clear vision for the future. Also, was established that teachers were satisfied with how their goals are linked to the organizational goals and that the school was a competitor in key areas. Teachers were proud to work for them, and trusted their future in career with them more than before. However, it is not known the extent that schools care to its teachers, working for the school and understanding of the schools strategy lead to commitment. From the findings, was noted that there was no consensus among the teachers as it was shown by standard deviations which were all above or equal to one. The lack of consensus could be attributed to the fact that respondents were from different schools which are at different levels of development, at different environments thus the different ways of administration. Some schools are well established and well differentiated with clear goals for its employees. Others were still struggling with the teething problems of putting up an institution.

The study found that teachers were satisfied with the meaningfulness of the job through job security,utilized skills and abilities,opportunities to try out new innovative ways and also through their jobs which they considered more positive than negative.Hovever it should be noted that there was no consensus among the teachers as indicated by the standard deviations which are all above one about the meaningfulness of the job. Teachers were satisfied with the reward system in their schools interms of promotion,recognition,payrise and praise.As indicated by the standard deviations which are all above 1,there was no consensus among the teachers and this could be attributed to the fact that teachers work in different environments and the schools are at different levels of development. The findings agree with those of Gupta (2004) who realized that other factors held constant, good renumeration for employees leads to a higher job satisfaction. in addition,teachers were satisfied with their jobs as they are,were no planning to look for other jobs as they enjoyed the

work they did presently.Also it was established that jobs measured up to the goals they had when they were looking for employment.This was unanimously agreed upon among all teachers. the study also found that teachers were satisfied with how supervision was done in their schools as leaders were role models and supervisors informed them on important matters although they were not sure whether these supervisors really cared and responded to issues important to them. Also teachers' views and participation were valued. According to Gupta (2004), job satisfaction is generally high when an individual is accepted by his peers and has a high need for affiliation. As shown by the standard deviation, there was consensus by all respondents on the stated factors about their colleagues. It can therefore be concluded that teachers were satisfied with the professionalism, team spirit and morale of their co-workers.

The findings from Pearson correlation carried out on the two variables indicated that there was a significant correlation given that a co efficient of 0.625 which is greater than 0.5 was obtained, hence organizational commitment significantly relates to job satisfaction. A multiple regression analysis was conducted to test the influence among predictor variables. Results indicated that 71.4% of the changes in organizational commitment variable could be attributed to the effect of job satisfaction. Also, taking all other independent variables at zero, a unit increase in job satisfaction would lead to a 0.926 increase of teachers' organizational commitment in public secondary schools in Nairobi County.

5.3 Conclusions

There exists a strong positive correlation between job satisfaction and organizational commitment among public secondary school teachers in Nairobi County. Teachers are

optimistic about the future of their schools, are proud to work for their schools and are committed to careers with their schools more than before .Also; teachers are satisfied with their jobs, the reward systems, supervisors and their relationship with the coworkers. Employees in any organization are very important human resources and without their commitment and personal effort, organization cannot succeed in achieving their goals, visions and missions. When an employer recruits qualified staff, their objective is to increase productivity while the employees' desire is the organization to meet their needs. Whether those needs are met or not will determine the level of employer employee relation hence job commitment of its employees.

5.4 Recommendations

Although the research findings have shown a positive correlation between job satisfaction and organizational commitment, it doesn't mean that all teachers who participated in the research were satisfied and committed in their jobs. Definitely, a number of them were left out as conclusions were made from the majority views. A greater and better performance can be achieved in any school if all teachers are brought on board and treated equally. This study therefore recommends that head teachers should look for way to incorporate the efforts of all teachers in their schools, to get them working together as a team. They should be role models and advise teachers to always contact themselves professionally. Pay among other elements has been found to be the greatest motivator for most employees. The government of Kenya together with teachers service commission the teachers' employer should therefore from time to time review teachers' salaries to ensure that teachers do not develop negative feelings for their work as a result of insufficient remunerations

5.5 Limitations of the Study

The study was conducted using a pre-determined questionnaire. This hindered respondents from expressing their views freely and widely. The study involved teachers working in schools at different levels of development. (District schools, Provincial and National schools.)This may have affected the results as job satisfaction and commitment may vary in each of this schools.

5.6 Suggestions for Further Research

A similar study could be carried out in other counties as the need to have satisfied and committed teachers hence quality education cuts across the nation. The study focused on public secondary school teachers. Future research should also aim at studying the relationship between job satisfaction and organizational commitment among employees in other organizations since job satisfaction and commitment are essential in ensuring harmony, cooperation, understanding, efficiency and effectiveness to increase productivity in organizations

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Appendix 1: List of Schools and Number of Teachers

NO	NAME OF THE SCHOOL	NO. OF TEACHERS	SAMPLE Size (10%)
1.	Eastligh Sec	39	3
2.	Kamukunji Mixed	16	2
3	Maina Wajigi Mixed	23	2
4	Moi Forces Academy	55	5
5	Our Lady Of Mercy Girls	12	1
6	St Teresas Boys	22	2
7	Uhuru High Boys	15	2
8	Our Lady Of Mercy Shauri Moyo	11	1
9	Pangani Girls	51	5
10	Pumwani Girls	11	1
11	Ndururuno Mixed	16	2
12	Murang'a Rod Mixed Day	8	1
13	C.G.H.U Mixed	8	1
14	St. Teresas Girls	20	2
15	Jamuhuri High	47	4
16	Ngara Girls	42	4
17	Parkland Boys	29	3
18	Parkland Girls Arya	22	2
19	Starehe Boys	51	5
20	Pumwani Boys	34	3
21	Ruaka Mixed	30	3
22	Kariobangi North Girls	10	1
23	Our Lady Of Fatma Mixed	28	3

24	Baba Dogo Mixed	21	2
25	Kahawa Garrison	21	2
26	Kamiti Secondary Mixed	23	2
27	Starehe Girls	20	2
28	Olympic	22	2
29	Karen C	13	2
30	Lang'ata Barracks	9	1
31	Lang'ata High Mixed	32	3
32	Raila Educational Centre	12	2
33	St. Ann Girls	10	1
34	High Way Secondary	43	4
35	Makongeni Mixed	12	2
36	Aquinas	43	4
37	Nile Road Girls	22	2
38	Huruma Girls	24	2
39	Ofafa Jerico Boys	32	3
40	Our Lady Of Mercy S.B	20	2
41	St. Patrics	3	1
42	Buruburu Girls	43	4
43	Lavington Mixed	13	1
44	Highridge Mixed	10	1
45	Hospital Hill	20	2
46	Kenya High	52	5
47	St Georges Girls	42	4
48	Nairobi Milimani Boys	17	1
49	Nairobi School	64	6

50	State House	50	5
51	Parklnds Arya Girls	21	2
52	Kangemi High	27	2
53	Nembu	21	2
54	Dagoreti Mixed	12	1
55	Ruthimitu Girls	16	1
56	Lenana	60	6
57	Precious Blood Girls	24	2
58	Ruthimitu Mixed	31	3
59	Dagoreti Sec	40	4
60	Shadrak Kimalel Sec	5	1
61	Mutuini	19	1
62	Upperhill Sec	38	3
63	Beth Mugo	2	1
64	Moi Girls Nairobi	53	5
65	Drum Vale Mixed	10	1
66	Ruai Girls	6	1
67	Ruai Boys	7	1
68	Ushirika Mixed	13	1
69	Mihango Sec	5	1
70	St. Georges Athi	8	1
71	Dandora Sec	28	2
72	Muhuri Muchiri Boys	25	2
73	Hon. Dr Mwenje	12	1
74	Jehova Jireh	12	1
75	Embakasi Garrison	8	1

76	Peter Kibukosia	16	1
77	Embakasi Girls	15	1
78	Komarock	23	2
79	Mwangaza	12	1
80	Kayole south	21	2
	Total	1883	180

APPENDIX 2: LETTER TO RESPONDENTS

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
MBA PROGRAMME

Telephone: 020-2059162 Telegrams: "Varsity", Nairobi Telex: 22095 Varsity	P.O. Box 30197 Nairobi, Kenya

DATE 8/09/2013

TO WHOM IT MAY CONCERN

The bearer of this letter ...... SERAH WAVINIA MUTUA

Registration No...... D61 63160 2011

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.

05 SEP 2013
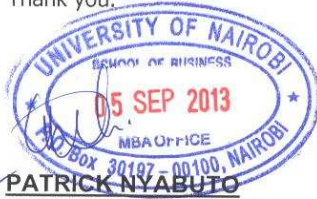
PATRICK NYABUTO
MBA ADMINISTRATOR
SCHOOL OF BUSINESS

APPENDIX 3: QUESTIONNAIRE

SECTION A: Demographics

Please tick (*) inside the appropriate box

1. What is your gender?

   Male   (   )   female (   )

2. What is your marital status?

   Married (   )   single (   )   divorced (   )   separated (   )

3. What is the highest level of your education?

   Diploma   (   )   undergraduate degree (   )   postgraduate degree (   )

4. What is your age group?

   19-25 (   )   26-35 (   )   36-45 (   )   45 -60   (   )

5. What is your job group?

   J ( ) K ( ) L ( )   M (   )   N (   ) other, specify ( )…………….

SECTION B: Organizational Commitment

6. using the scale provided indicate the extent to which the following variables influence your commitment to your school.(5-to a very great extent, 4-o a great extent, 3-to a moderate extent, 2-to a lesser extent, 1-to no extent)

	Very large extent	Large extent	Moderate extent	Small extent	No extent at all
I am optimistic about the future of my school					
I am proud to work for my school					
I am committed to a career with my school this year than I did a year ago					
My school care about its teachers					
Working for your school will lead to the kind of future you want					
I feel that people get ahead primarily on the merits of their work					
Men and women are provided with equal career opportunities at your school					
I understand how my school's strategy differentiates it from other schools					
Satisfied with the understanding of how your goals are linked to the organizational goals					
The school is a strong competitor in key growth areas					
The school leadership have a clear vision of the future					
My school is responding to important external issues					
My duties are well explained to me					
My school gives me the opportunity to grow in my career and also diversify through training and guiding supervision					
My school recognizes my many years of experience and also my age.					
Communication is clear and information is delivered in good time.					

SECTION C: Job Satisfaction-JDI

Indicate the extent to which you agree or disagree with the aspects of job satisfaction listed below. Scale. 1- Strongly agree, 2-Agree, 3-Neither agree nor disagree, 4-Dissagree, 5-Strongly disagree

	Strongly agree	Agree	neither agree nor disagree	Disagree	Strongly disagree
Meaningfulness of the Job My job here utilizes well my skills and abilities.					
My job is challenging, but in a way more positive than negative.					
My job allows me to feel as though I am being productive and contributing to something					
This job allows me opportunities to try out new innovative ways to carry out my responsibilities as a teacher					
with this job, I feel a real sense of job security					
Reward system	1	2	3	4	5
Recognition of employees depend on how well they perform their jobs					
Pay rises in this school depend on how well employees perform					
High performing teachers are recognized for their efforts through promotion					
Exceptional employees are often the recipients of non- monetary rewards (e.g. Praise, recognition					

letter etc.)					
Job itself	1	2	3	4	5
This job measure up to the goals I had in mind for myself when looking for employment					
I would say that I enjoy the work I do here					
My satisfaction with my job here is sufficient that I have no immediate plans to look for another job elsewhere					
Supervision	1	2	3	4	5
leaders in your work environment are role models					
your supervisor keeps you well informed about what's going on in the school					
Your views and participation are valued					
Your supervisor cares and is responding to the issues most important to you					
Coworkers	1	2	3	4	5
Satisfied with the professionalism of the people with whom you work					
Satisfied with the team spirit in your work environment					
Satisfied with the morale of the people with whom you work with					