

**THE INFLUENCE OF JOB SATISFACTION ON PERFORMANCE
OF TEACHERS IN PUBLIC SECONDARY SCHOOLS 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 University or Institution.

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This Research Project has been submitted for presentation with my approval as University Supervisor.

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DEDICATION

This project is dedicated to my family; my wife Patricia, Son Curtis and Daughter Tori as well as my parents and siblings.

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ABSTRACT

Job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, core competencies, educational resources and strategies as the veritable determinants of educational success and performance. Needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working. The objective of this study was to determine the influence of job satisfaction on performance of teachers in public secondary schools in Nairobi County. This study employed a descriptive survey design. The target population consisted of 92 academic staff including principals and teachers drawn from 60 public secondary schools in Nairobi County under study who were randomly selected. These parameters ensured results that can be used to generalize to the population and to make data-driven decisions. The study used primary data which was collected using self-administered drop and pick questionnaires. This was used to facilitate analysis and understanding of how salary administration, fringe benefits and professional growth contribute to staff motivation and higher productivity in discharging their duties. The study used both descriptive and inferential statistics. Descriptive statistics consisted of mean scores, standard deviations, frequency distributions and percentages. The study found that Good quality teacher education and the ongoing professional development of teachers are absolutely vital to the well-being of any education system. The aim of personal and professional growth is job satisfaction and the eventual self-actualization of the teacher. The study concludes that Good quality teacher education and the ongoing professional development of teachers are absolutely vital to the well-being of any education system. The aim of personal and professional growth is job satisfaction and the eventual self-actualization of the teacher. The study recommends that there is need to ensure the security of tenure for the teachers in public secondary school teachers as well as enlightening the immediate supervisors, who are the area education officers and District education officer AEO/DEO, on the importance of their support in satisfying the teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The most respected profession in the world is Teacher. According to Odden (2000), the teacher is the pivot of any education system. In fact, teachers are the strength of a nation. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Odden, 2000). There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with students. For development of quality teachers one has to understand the factors associated with it. Job satisfaction is one of these important factors. Disgruntled teachers who are not satisfied with their job will not be committed and productive. The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance.

1.1.1 Job Satisfaction

The concept of job satisfaction does not have a conventional definition despite being widely researched by many scholars. Zembylas and Papanastasiou (2006) argue that there is no conventional definition of the concept of job satisfaction although many scholars have studied it for a long time. The concept of teacher job satisfaction is defined as the "teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher" (ibid). According to Spector (2004), job satisfaction is defined as "simply

how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.”

Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 2004). Job satisfaction varies and researchers, for example Peretomode (2001) and Whawo (2003), have suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one’s feelings or state of mind. Job satisfaction can be influenced by a variety of factors, for example, the quality of one’s relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfillment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance (Waterreus, 2001).

Hackman and Oldham (1975) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. They further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: (1) experienced meaningfulness of work, (2) experienced responsibility for work outcomes, and (3) knowledge of the results of work activities. According to Hackman and Oldham, when these critical psychological states are experienced, work motivation and job satisfaction will be high.

1.1.2 Employee Performance

Employee performance refers to the job related activities expected of a worker and how well those activities were executed. Many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify suggested areas for improvement. (Business dictionary)

Employee satisfaction has been a key area of research among industrial and organizational psychologists. There are important reasons why companies should be concerned with employee performance, which can be classified according to the focus on the employee or the organization. First, the humanitarian perspective is that people deserve to be treated fairly and with respect (Bedassi, 2004). Job satisfaction is the reflection of a good treatment. It also can be considered as an indicator of emotional well-being or psychological health. Second, the utilitarian perspective is that job satisfaction can lead to behavior by an employee that affects organizational functioning and employee performance. Furthermore, job satisfaction can be a reflection of employee functioning. Differences among organizational units in job satisfaction can be diagnostic of potential trouble spots (Blase and Kirby, 2002).

Each reason is sufficient to justify concern with job satisfaction. Combined they explain and justify the attention that is paid to this important variable. Managers in many organizations share the concerns of researches for the job satisfaction of employees. The assessment of job satisfaction is a common activity in many organizations where management feels that employee well-being is important (Spector 1997).

1.1.3 Secondary school education in Kenya

Secondary school education begins around the age of fourteen. However due to delayed primary school entry and limited educational schools and facilities, many students especially those from rural areas experience late admission into the education system years. Secondary school education in Kenya is aimed at meeting the needs of the students who terminate their education after secondary school and also those who proceed onto tertiary education ("Education Info Center," 2006). It takes 4 years to go through secondary school. While the past decade has seen tremendous increases in primary school access, secondary school access remains low. In 2009, the secondary school net enrolment rate was approximately 50% (World Bank, 2009), while the primary-to -secondary school transition rate was equally low at 5 5% (MOE, 2010). Despite the recent reductions in secondary school fees, these fees still present a major financial obstacle. The 2005 Kenya Integrated Household budget shows that on average secondary

school expenditures accounted for approximately 55% of annual per capita household expenditures. While the increased availability of bursaries (e.g. from the CDF) have provided many families with financial assistance, the pressing burden of secondary school fees prevent many students from attending secondary schools. These financial barriers are especially important for females and vulnerable groups such as orphans, and the poor.

1.1.4 Secondary Schools in Nairobi County

Due to the importance of Education in the Socio-Economic development of an individual, great efforts are always made to ensure that an individual goes through the Education cycle successfully by achieving high academic results (Chance, 1981). In Nairobi County, the need for good results puts every stake-holder in the Education Sector on alert. Many mechanisms are put in place to ensure high performance and good results. Such mechanisms includes; introducing performance contracts by the government, Subsidizing Secondary Education (SSE), increasing in contact hours between the teacher and learner, remedial teaching during weekends, intensive testing policies etc (Kamau, 2003).

1.2 Research Problem

Job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world (Peretomode, 1991). They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance (Ololube, 2005). Needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every employee works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction (Ifinedo, 2004). The phenomena of job satisfaction causing performance and of job performance causing satisfaction are not mutually exclusive. Past researchers have explicitly detailed the likelihood that job satisfaction and performance simultaneously cause each other (Judge et al., 2001; Wanous, 1974).

Teachers who are the key players in the achievement of educational goals in the County feel that they are overloaded with work. They are exposed to larger classes of students but have very limited facilities. Most teachers are exposed to prolonged stress which eventually culminates into burnout. As a result of burnout the previously committed teachers become detached from their jobs or continue with the job mechanically because they have no other option otherwise. Teachers experiencing burnout have low commitment and enthusiasm towards their work which can be reflected in their job performance (Kyriancou, 2001). Though there is a big concern for good standards of education in Kenya, various researches reveal low morale among teachers (Karugu, 1980). There is an alarming turnover of teachers in Nairobi County to better paying careers which can be attributed to burnout.

Secondary schools in Kenya, including Nairobi County have experienced problems with the teachers. As a result of financial constraints, the Kenyan government implemented structural adjustment programmes which greatly affected educational financing (Abagi, 1998). This left staff disillusioned due to a variety of factors, including inadequate and non-competitive salaries and dissatisfaction with non-monetary factors such as poor working conditions, heavy workload, institutional governance, professional growth, and recognition among others (Abagi, 1998; Mutula, 2002; Tetty, 2006). These factors have led to the exodus of teaching staff to the private sector or abroad in search of better opportunities.

Previous studies that have been done include Cook (2008) who sought to find whether the relationship between job satisfaction and job performance is spurious. The results showed that the satisfaction-performance relationship is partly spurious. Salanova and Kirmanen (2010) carried a study on employee satisfaction and work motivation. The study revealed that the workers were not satisfied with the current salary and the fairness of the wages system compared to the tasks they do. Locally, Nandwa (2012) did a study on the factors influencing job satisfaction among public primary schools teachers in Kenya in Mombasa County. The study concluded that most teachers were satisfied with recognition from their immediate bosses but were dissatisfied with compensation. Most teachers felt that

promotional procedures needed to be streamlined to avoid biases. On the overall majority of the teachers were satisfied. Kipkebut, (2010) on the other hand did a study on organizational commitment and job satisfaction in higher educational institutions and observed that employees from private universities were more committed to their universities and satisfied with their jobs than employees from public universities. In the attempt to fill the existing knowledge gap, this study sought to answer: what is the influence of job satisfaction on performance of teachers in public secondary schools in Nairobi County?

1.3 Research Objective

To determine the influence of job satisfaction on performance of teachers in public secondary schools in Nairobi County.

1.4 Value of the study

This study is important because it assessed the present conditions of the teachers in secondary schools in Nairobi County. The Ministry of Education (MoEd) may use the data as bases for policy-making and program planning for basic education schools which will promote work performance and job satisfaction of teachers and professional growth of administrators towards better education.

Nairobi County will have an idea regarding the level of job satisfaction and work performance of their teachers. The results of the study may further help secondary school administrators to review existing motivational policies and practices with a hope that they can enhance work performance and job satisfaction among the teachers. This study will form a basis to plan programs for teacher development that will lead to the teacher's professional growth.

This study will also be an addition to new knowledge on the influence of job satisfaction on performance of the teachers in secondary schools and will be a basis for empirical foundation for academicians and scholars and future researchers.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews the theoretical foundation and summarizes the information from other researchers who have carried out their research in the same field of study. Specifically, the chapter reviews the job satisfaction, organizational performance and job satisfaction and Organization performance.

2.2 Theoretical Foundation

While teachers on their part argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. They feel Kenya's economy is not properly balanced, hence, their demands. The teachers' argument is in line with Adams' (1963) equity theory of motivation. Adams' Equity Theory calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition). According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees. The theory is built-on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs.

Employees can be expected to respond to this in different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive. The Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). Similarly, the roles and contexts of education's motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube, 2005).

According to Gray's (1970) Reinforcement Sensitivity Theory, individuals differ on their levels of arousability and sensitivity to reinforcements or rewards. This theory considers traits of Emotional Stability and Extraversion and how they cause people to react differently to situations. Looking first at Emotional Stability, as levels of Emotional Stability decrease, so does an individual's sensitivity to reinforcement (Gray, 1970). People who are low in Emotional Stability have exaggerated responses to rewards (Pickering, Corr, & Gray, 1999). Decreased job performance can be explained by this idea if an individual is low on Emotional Stability and they receive praise or a reward for a small bit of good performance, they will amplify the praise they received and think that they are performing very well, which may cause their subsequent performance to suffer.

Under most current systems of a salary scale, teachers are rewarded for the number of years spent teaching and the number of tertiary degrees, rather than their performance (Odden, 2000). For this reason, many analysts believe the salary scale system determines teacher compensation on incomplete criteria. For example, Hoerr (2004) argues that any non-merit-based system is unfair for exceptional teachers because they are judged on inefficient criteria. This will cause, it is argued, talented teachers to leave the education system because excellence is not fairly rewarded (Odden, 2001). Only when performance is rewarded and teachers command salaries equal to the private sector without having to progress up an arbitrary salary scale, will the best talent be attracted and retained (Solomon and Podgursky, 2001).

Proponents point out that research has found no consistent links between education credits or degrees and student performance, and only modest links between experience and student performance (Heneman and Milanowski, 2005; Hoerr, 2004; Tomlinson, 2000). The existing salary scales are thus at best only loosely related to the expertise and skills needed in the classroom (Mohrman, Mohrman and Odden, 2006). If the pay structure is based on this formula, it inevitably produces unsatisfactory outcomes as it is not well aligned to education output (Odden, 2000). Thus, a substantial body of literature argues performance-based reward systems are an improvement on the efficiency of salary scales.

Several analysts have argued that performance-based pay schemes improve the administration of schools. Under a performance-based pay scheme, principals must know the quality of teachers in all classrooms (Hoerr, 2004). This type of evaluation, it is argued, means principals must summatively evaluate teachers, rather than formatively evaluate, and so more objective decisions about teacher quality are made. Research showing that in performance-based systems, many principals report they evaluated teachers more harshly than they would have in a non-performance-based system (Murnane and Cohen, 2002) is used to support this argument. As a safety precaution, Solomon and Podgursky (2001) advocate principals becoming recipients of school wide performance-based rewards, to ensure they remain objective in their evaluation.

With the current influx of enrolment into the Free Primary Education (FPE) system and transition into secondary schooling, quality trained teachers, both at primary and secondary level, would need to be increased five-fold if good quality education is to be realized (Lewin & Stuart, 2003). Besides the need for additional teachers to meet these demands, the growing enrolment also means that existing teachers require continuous teacher professional development (TPD) which would support them in dealing with the large influx of students into secondary schooling. One of the key reasons for continuous TPD is that it is generally perceived as a catalyst for teachers' motivation and curbs the chances of teacher "burn out". Good quality teacher education and the ongoing professional development of teachers are absolutely vital to the well-being of any education system.

The aim of personal and professional growth is the eventual self-actualization of the teacher. Self-actualization is a higher order need in terms of Maslow's theory, and one which influences the job satisfaction and motivation experienced by teachers. Most teachers are intrinsically motivated to update their skills and grow professionally (Scribner 2000). Respecting the knowledge and skills and abilities of teachers while facilitating personal and professional growth is motivating to and appreciated by teachers (Blase and Blasé, 2001). If professional growth is limited, stifled, or simply not available, it becomes a negative factor which contributes to personal frustration, dissatisfaction and

de-motivation. Bedassi (2004) contends that a school head can directly motivate teachers by encouraging the teachers' professional growth. Professional growth can be facilitated through in service training, promotion opportunities, rewards and staff development.

In the present study, working conditions refers to salary, fringe benefits, the physical environment and administrative support. "Working conditions, care, concern and an understanding of what makes an individual motivated should remain paramount in the upliftment of a teacher's soul" (Manser 2000). In an investigation conducted in South Africa by Pager (2003), teachers indicated that an improvement in working conditions was one of the most important factors in improving the motivation of teachers. Thus, working conditions such as salary, fringe benefits, the physical environment and administrative support can positively or negatively affect the motivation of staff in the school.

Many teachers, especially in rural areas, are working under onerous conditions. Teachers are faced with large classes, often in overcrowded and poor facilities, without textbooks or any source of instructional assistance. Rural schools consistently show higher repetition and drop-out rates than urban ones, have a deficiency of basic instructional inputs like textbooks, libraries and other didactic materials, and may have substandard infrastructure (McEwan, 2004). Nyagura and Reece (2002) found that the class size range for rural secondary schools was the largest with a mean of 40 and a mode of 45 students. In the rural secondary school in which the researcher is based, class sizes range from 38 to 50 students with a mean of 43 and a mode of 45 students. According to Nyagura and Reece (2002): "Class sizes are too large to permit the use of learner- centred strategies which demand greater competence to maintain discipline and to create a conducive and orderly classroom environment."

In Malaysia, Abdullah, Uli and Parasuraman (2009) did a study on Job satisfaction among secondary school teachers and found that the teachers included in their study were generally satisfied with their teaching Job. This finding did not confirm with the general perception of this study that the teachers in Malaysia are dissatisfied with their

profession. The study also found that the secondary school teachers are not satisfied with their pay and working conditions. This finding confirms the general perception of their study whereby the Malaysian school teachers are not satisfied over poor pay system and also over poor working conditions especially in the rural schools. The study recommended that special plans are needed to improve the school working conditions in order to provide a better working environment for the teachers to perform better. Special considerations and allocations from the Ministry of Education are needed so as to enhance the working conditions and the school physical conditions.

Recognizing teachers for a job well done or personal achievement is a means of maintaining and promoting teacher confidence and satisfaction (Gullatt & Bennet, 2005). According to Maslow, recognition satisfies esteem needs (Hoy & Miskel, 2003). In terms of the two factor theory, recognition is a motivator and its gratification increases job satisfaction (Hoy & Miskel, 1996). Teachers need to be recognised for their accomplishments, and appreciate feedback from the school head, parents, and students for their efforts; the need for such recognition is partly met by praise, compliments and promotions (Steyn, 2002). As Bedassi (2004) points out, a school head can directly motivate teachers by praising them and giving credit when warranted. Hofmeyr (2002) argues that recognition of staff achievement could be of considerable motivational value.

Blase and Kirby (2002) found that the teachers who viewed praise as a positive reinforcement strategy felt encouraged, appreciated and recognized; in addition to greater esteem and satisfaction, praise increased teachers' sense of belonging. Recognition in the form of public praise can also create the opportunity for the teaching profession to obtain the respect, status and prestige it deserves in the community (Steyn 2002). Teachers with a poor self-image are highly dependent on recognition and are more likely to be positively or negatively influenced by it resulting in job satisfaction or dissatisfaction (Steyn 2002). Non-recognition of success has a dissatisfying and de-motivating effect on teachers (Van der Westhuizen, 2001).

2.3 Job satisfaction

The relationship between job satisfaction and job performance has been studied extensively throughout the history of industrial/organizational psychology (Judge, Thoresen, Bono, & Patton, 2001). It has been referred to as the “Holy Grail” of industrial/organizational psychology (Landy, 1989). The connection between workplace attitudes and behavioral outcomes continues to be a prevalent research topic (Harrison, Newman, & Roth, 2006; Schleicher, Watt, & Greguras, 2004), and stems from classic industrial/organizational and social psychological theory (e.g., Lawler & Porter, 1967; Wicker, 1969).

More recently, researchers have acknowledged that job satisfaction is a phenomenon best described as having both cognitive (thoughts) and affective (feelings) character. Brief and Weiss (2002) suggested that employee reports of affect at work can be used to measure job satisfaction and that affective experiences while on the job are also a cause of job satisfaction. Since Brayfield and Crockett’s influential review, other reviews of the satisfaction-performance relationship have also been published (e.g., Herzberg, Mausner, Peterson, & Campbell; 1957; Vroom, 1964; Locke, 1970, Schwab & Cummings, 1970). These reviews have differed in their perceptions of the satisfaction-performance relationship. One of the most optimistic of these reviews is that of Herzberg et al. (1957) in which they express confidence in a relationship between job satisfaction and job performance, but suggest that previous correlations have been low because researchers were not correctly measuring satisfaction and performance.

Specifically, Schwab and Cummings (1970) explain that a premature focus on the satisfaction-performance relationship has been problematic because of the lack of theory involved. Following these reviews, researchers began to more closely consider the satisfaction-performance relationship, both empirically investigating the relationship and also looking specifically at potential mediators and moderators of the relationship (Judge et al., 2001).

Iaffaldano and Muchinsky (1985) conducted an empirical investigation of the satisfaction-performance relationship and found the true population correlation to be .17. Thus, they concluded that satisfaction and performance are only slightly related. In the more recent meta-analysis, Judge et al. (2001) estimated a true population correlation of .30. They explain that this result is different from the one obtained by Iaffaldano and Muchinsky (1985) because the Iaffaldano and Muchinsky study examined satisfaction at the facet rather than global level. As performance was conceptualized as being at a general level, one would expect that measuring satisfaction at the facet level would result in lower correlation than measuring satisfaction at the more general global level. As such, it is reasonable to believe that the true correlation between satisfaction and performance is closer to Judge et al's (2001) correlation of .30 rather than Iaffaldano and Muchinsky's (1985) correlation of .17.

2.4 Employee Performance

As the mentors and coaches of children, teachers deserve a decent salary that can afford them a comfortable living and retirement. But despite the crucial role that teachers play in moulding the country's young minds, there is a general feeling that their current wage demands are unrealistic and insensitive, with the potential of plunging the country into a prolonged stalemate. An increase of Sh47 billion in government wages is simply unaffordable given the state of the public finances (Business Daily, Tuesday, July 15, 2013).

The public wage bill rose by 30 per cent last year compared to between 10 and 13 per cent increase in previous years. The steep increase, which was caused by a wave of agitation for better pay by public servants, including teachers, has seen the wages of State workers take half of all government revenue. Kenya's public wage bill currently consumes 12 per cent of the gross domestic product (GDP), against the global average of seven per cent. The basis of teachers' demand for wage increases also betrays their unconventional tactics, which have seen them hold the government at ransom either just before elections or commencement of national exams. Like every other Kenyan, teachers'

salaries should be commensurate to their level of education and skills, as well as the value of their output (Business Daily, Tuesday, July 15, 2013).

2.5 Teacher Appraisal and motivation

The major aim of teacher appraisal is to develop teachers in order to improve their delivery in schools. The effectiveness of the process of teacher appraisal is, however, dependent on the perceptions of the teachers themselves. Considering the above one should, however, realise that quality education can only be accomplished by means of an appraisal system that is based on the improvement of individual performance, which in turn leads to improved working relationships and development of the individual's career (Everard & Morris, 1996:79). Individual performance can be enhanced through the identification of one's strengths and weaknesses, a key purpose of appraisal. Goddard and Emerson (1995:11) further argue that the cornerstone of appraisal is the belief that educators wish to improve their performance in order to enhance the education of students. Of late, appraisal for professional development has therefore gained a good deal of popularity from both teachers and their organisations, including school managers (Duke & Stiggins, 1990:116; Duke, 1995b:6). Teacher appraisal is closely related to teacher motivation by way of rewarding teachers who have excelled in their work or fishing out those who are not performing with a view of designing appropriate motivation schemes for them to ensure they perform. Studies show that improvement in teacher motivation has benefits for students as well as teachers; however, there is no consensus about the precise benefits. For example, researchers have had varying results when examining whether teacher motivation leads to increased levels of Teacher Motivation and Job Satisfaction. (Beer, J., and J. Beer. 1992)

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The research methodology is discussed under the following sub-topics; research design, study location, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments, data collection and data analysis.

3.2 Research Design

This study employed a descriptive survey design. Abagi (1995) states that descriptive research attempts to describe what was or what is in a social system such as a training institution. The descriptive survey design is advantageous because it is exhaustive in the sense that it allows the researcher to gather comprehensive, systematic, and in depth information about each case of interest (Paton, 1990). Young (1956) points out that the quantitative descriptive surveys are exhaustive in that they describe accurately the relationship of factors and processes. In this study, descriptive research design was chosen because it enabled the researcher to generalise the findings to a larger population. It also allows greater flexibility in terms of money and time as well as avoiding the hardship of hunting for respondents more than once to produce high response rate. These reasons justify why this study adopted a descriptive research design. This study therefore is able to generalise the findings to all the public schools in Kenya.

3.3 Target Population

The target population consisted of 92 academic staff including principals and teachers drawn from 60 public secondary schools in Nairobi County under study (RoK, 2013).

3.4 Sampling Design

Sampling is intended to gain information about a population, thus it is critical at the outset to identify the population properly and accurately. Statistically, in order for generalization to take place, a sample of at least 30 must exist (Cooper and Schindler, 2003). Moreover, larger samples minimize errors. Determining the exact sample size necessary for a study usually requires extensive statistical calculations. However, a

reasonable sample size acceptable in most studies utilized the calculated margin of error. An estimation of margin of error at 95% confidence level is where there is only a 5% chance that the sample results differ from the true population. The sampling frame describes the list of all population units from which the sample was selected (Cooper & Schindler, 2007). It is a physical representation of the target population and comprised all the units that are potential members of a sample (Kothari, 2008). The population of 2000 principals and teachers constituted the sampling frame upon which the sample for the study was picked.

3.5 Data Collection

The study used primary data which was collected using self-administered drop and pick questionnaires. The questionnaire had close-ended questions which enabled the researcher to collect quantitative data. Each questionnaire guide was coded and only the researcher knew which person responded.

3.6 Data Analysis

The study used both descriptive and inferential statistics. Descriptive statistics consisted of mean scores, standard deviations, frequency distributions and percentages. Relationship between job satisfaction and performance were determined by means of Pearson's correlation analysis. The findings were presented in tables and charts.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The data was gathered exclusively from questionnaire as the research instrument. The questionnaire was designed in line with the objectives of the study. To enhance data quality of data obtained, Likert type questions were also included whereby respondents indicated the extent to which the variables were practiced or challenges encountered in a five point Likert scale.

4.2 Findings of the study

The study sought to establish the influence of job satisfaction on performance of teachers in public secondary schools in Nairobi and according to the findings job satisfaction plays a crucial role in ensuring teachers perform. According to the research most teachers now have invested in their education to remain competitive in the industry and thus job satisfaction is important in ensuring these teachers discharge their core mandate comfortably which in turn according to the findings has a direct relation to their performance. The teachers are however working under very difficult environment with the number of teacher to pupil ration not in favor of the teacher, there are no clear performance management structures to keep the teacher motivated. The findings reveal that pay is a motivating factor in ensuring teachers perform, with many of them stating they may leave their current work stations if pay is not improved. The findings also indicate that teachers are always looking for opportunities for growth and with their services highly in demand their options are very open and not limited to classrooms. Special plans are needed to improve the school working conditions in order to provide a better working environment for the teachers to perform better to a large extent as shown by the research findings.

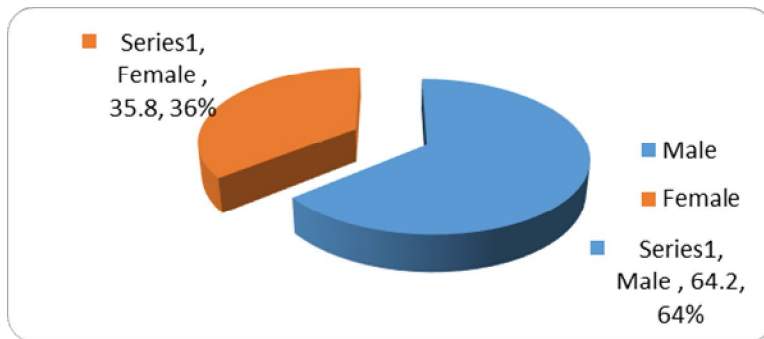
4.2.1 Demographic characteristics

Table 4.1: Gender Composition

	Percentage
Male	64.2
Female	35.8
Total	100.0

The study required the respondents to indicate their gender. According to the findings, 64.2% of the total respondents were male while 35.8% were female. The same information is represented in the figure below;

Figure 4.1: Composition of the respondents by gender



4.2.2 Age Bracket of the Respondents

Table 4.2 Age Bracket of the Respondents

Years	Percentage
25-30 yrs	33.3
31-39	40.7
40-49	21.1
Over 50	4.9
Total	100.0

On the age, the study found that majority of the teacher respondents were aged between 31 and 39 years (40.7%), 25-30 as shown by 33.3%, 40-49 as shown by 21% while 4.9% represented teachers aged over 50 years.

4.2.3 Highest Education Qualification

Table 4.3: Classification of respondents by Education qualifications

	Percent
Diploma	31.7
Degree	54.5
Masters Degree	13.8
Total	100.0

On the respondents' highest level of education the study found that most of the respondents as shown by 54.5% had attained bachelor degrees certificate, 31.7% had attained diploma level, those who had Masters Degree were shown by 13.8%. This information shows that a given respondent was well educated.

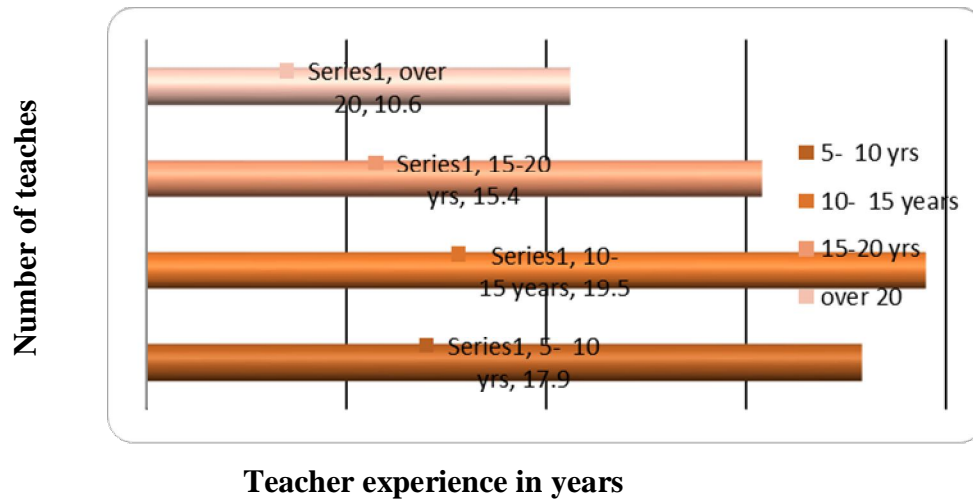
4.2.4 Number of years served as a trained teacher

Table 4.4 Composition of the respondents

	Percentage
5-10	17.9
11-15	19.5
16-20 yrs	15.4
over 20	10.6
Total	100.0

The study required the respondents to indicate the no of years served as a trained teacher.. According to the results as shown in the table above, 19.5% had served between 10-15 years while, 18% had served between 5-10 years, and 15.4% had served in duration of between 15-20 years. Only 10.6% of the total respondents who said they had served for over twenty years as a trained teacher. The same information is also represented in the figure shown below.

Figure 4.2: Composition of the respondents



4.2.5 Duration served in the current school as a teacher

Table 4.5: Duration served in the current school as a teacher

	Percentage
0-5 yrs	30.9
5-10	23.6
10-15	30.1
15-20 yrs	6.5
Over 20	8.9
Total	100.0

The study also established that 31% of the total respondents had served in their current schools between 0-5 years, 30% between 10-15 years, and 24% between 5-10 years while 9% and 7% had served in their current school for 20 years over and between 15-20 years respectively.

4.2.6 Number of streams in the school

Table 4.6: Number of streams in the school

	Percentage
1 Stream	14.6
2 Streams	32.5
3 Streams	33.3
4 Streams	19.5
Total	100.0

The study also required the respondents to indicate the number of streams the respective schools had. According to the findings in table 4.6 shown by 33%, majority of the respondents said that their school had three streams, 32% had two streams, 19.5% had four streams while 14.6 % said that their schools had one stream.

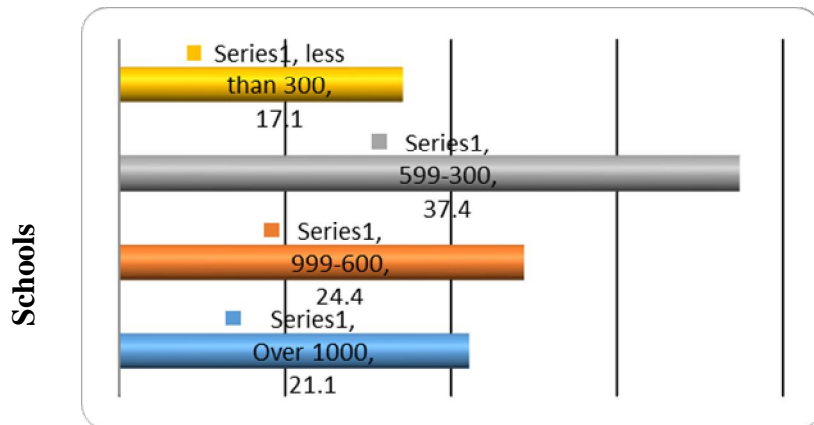
4.2.7 Students enrolment

Table 4.7: Distribution of schools by category of students enrolment

	Percent
Over 1000	21.1
999-600	24.4
599-300	37.4
less than 300	17.1
Total	100.0

On the question on the school enrolment, majority of the respondents as shown by 37% said that their school had between 599-300 students, 24% between 999-600 students, 21% had over 1000 students while 17% of the respondents said that their school had less than 300 students respectively. The figure below represents the same information

Figure 4.3: Student Enrolment

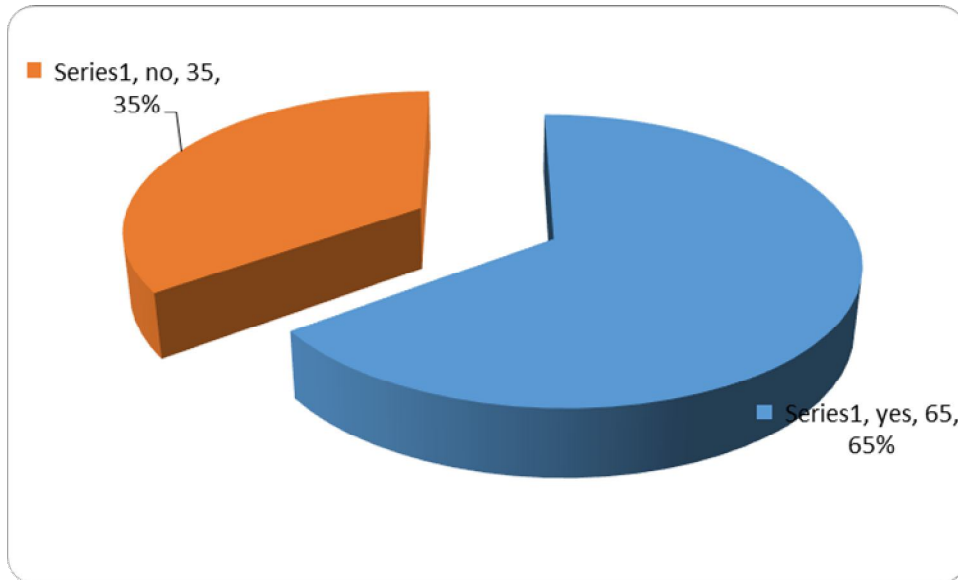


Number of students

4.3 Pay/Salary

The study sought to find out if the pay/salary influences the performance of teachers in secondary schools in Nairobi County. According to the findings as shown by 65%, majority of the respondents said that pay/salary influences the performance of teachers in secondary schools in Nairobi County, 35% disagreed that pay/salary influences the performance of teachers in secondary schools in Nairobi County.

Figure 4.4: Pay/salary influences the performance of teachers in public secondary schools in Nairobi County



4.3.1 Pay/salary and the performance of teachers in public secondary schools in Nairobi County.

Table 4 8: Pay/salary and the performance of teachers

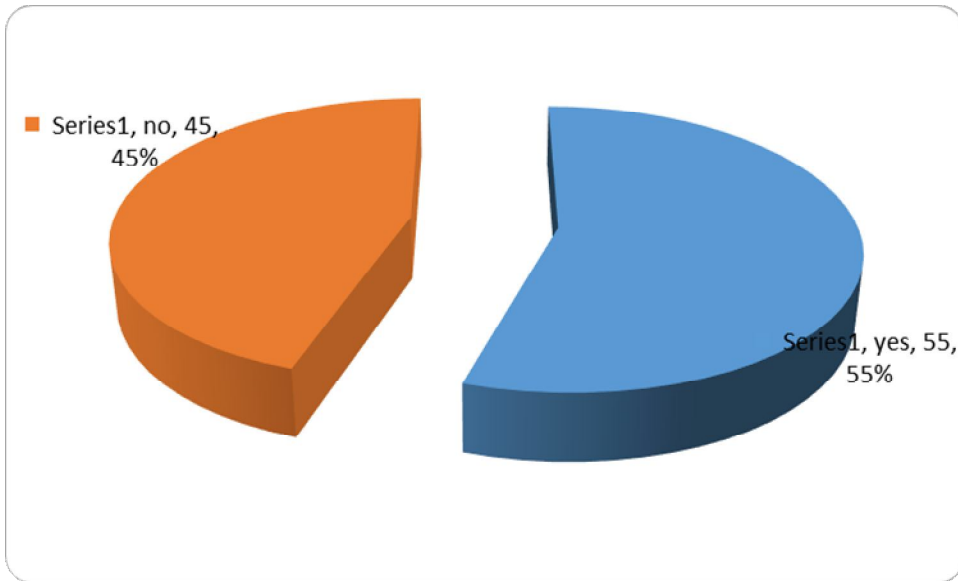
Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Dev
Talented teachers may leave the education system because excellence is not fairly rewarded	17	47	26	10	0	2.29	0.1
The existing salary scales are thus at best only loosely related to the expertise and skills needed in the classroom	3	27	37	23	10	3.1	0.12

From the findings, it was found that most of the respondents agreed that the existing salary scales are thus at best only loosely related to the expertise and skills needed in the classroom as shown by a mean of 3.1 while Talented teachers may leave the education system because excellence is not fairly rewarded as shown by a mean of 2.29.

4.4 Professional Growth

The study sought to find out whether professional growth influences the performance of teachers in secondary schools in Nairobi County. According to the findings as shown by 55%, majority of the respondents said that professional growth influences the performance of teachers in secondary schools in Nairobi County, 45% disagreed that professional growth influence the performance of teachers in public secondary schools in Nairobi County.

Figure 4.5: Professional growth influence the performance of teachers in secondary schools in Nairobi County



4.4.1 Professional growth and the performance of teachers in public secondary schools in Nairobi County

Table 4.9: Professional growth and the performance of teachers

	Not at all	Small extent	Moderate extent	Large extent	Very large extent	Mean	Stdev
Teachers require continuous teacher professional development	0	3.8	17.0	39.6	24.5	3.4	1.6
Good quality teacher education and the ongoing professional development of teachers are absolutely vital to the well-being of any education system	0	1.9	20.8	37.7	30.2	3.7	1.4
The aim of personal and professional growth is job satisfaction and the eventual self-actualization of the teacher.	0	0	13.2	52.8	34.0	4.2	0.7
Most teachers are intrinsically motivated to update their skills and grow professionally	1.9	1.9	20.8	35.8	37.7	4.0	1.1

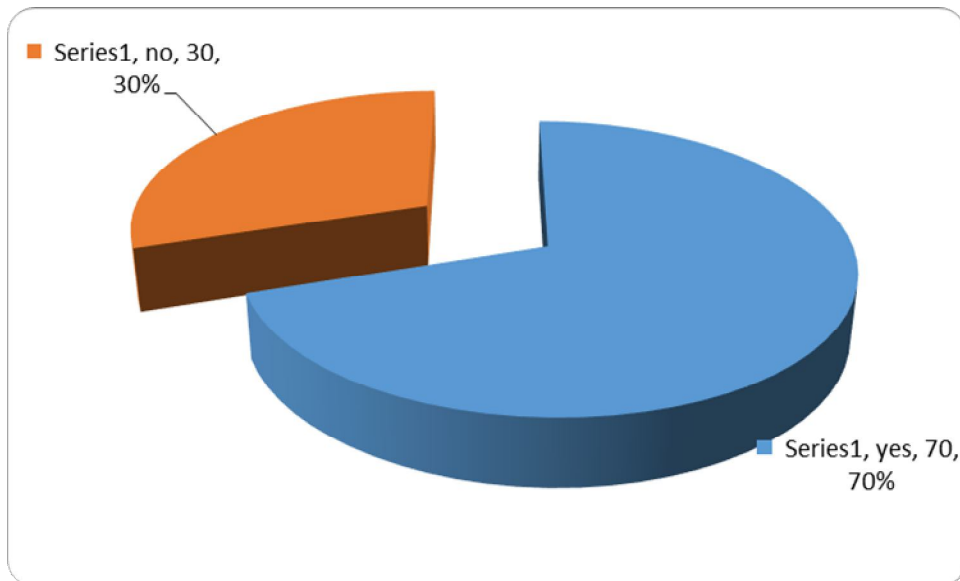
The aim of personal and professional growth is job satisfaction and the eventual self-actualization of the teacher as shown by a mean of 4.2 and a standard deviation of 0.7; that Most teachers are intrinsically motivated to update their skills and grow

professionally as shown by a mean of 4.0 and a standard deviation of 1.1; that Good quality teacher education and the ongoing professional development of teachers are absolutely vital to the well-being of any education system as shown by a mean of 3.7 and a standard deviation of 1.4; that Teachers require continuous teacher professional development as shown by a mean of 3.4 and a standard deviation of 1.6

4.5 Working Conditions

The study sought to find out whether working conditions influence the performance of teachers in secondary schools in Nairobi County. According to the findings as shown by 70%, majority of the respondents said that working conditions influence the performance of teachers in secondary schools in Nairobi County, 30% disagreed that working conditions influence the performance of teachers in secondary schools in Nairobi County.

Figure 4. 6: Working conditions influence the performance of teachers



4.5.1 Working Conditions and the performance of teachers in public secondary schools in Nairobi County

Table 4.10: Working Conditions and the performance of teachers

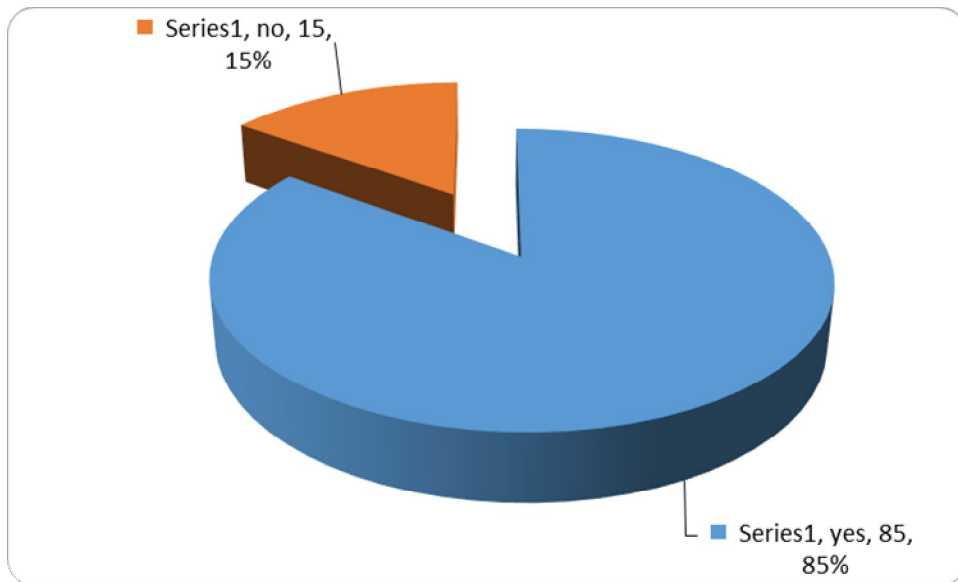
	Not at all	Small extent	Moderate	Large extent	Very large	Mean	Stdev
An improvement in working conditions was one of the most important factors in improving the motivation of teachers	7.5	3.8	30.2	32.1	15.1	3.1	1.5
Many teachers, especially in rural areas, are working under onerous conditions.	54.7	20.8	15.1	1.9	5.7	1.8	1.2
The secondary school teachers are not satisfied with their working conditions	5.7	15.1	20.8	34.0	24.5	3.6	1.1
Special plans are needed to improve the school working conditions in order to provide a better working environment for the teachers to perform better.	0	0	13.2	73.6	11.3	3.9	.8

Special plans are needed to improve the school working conditions in order to provide a better working environment for the teachers to perform better to a large extent as shown by a mean of 3.9 and a standard deviation of 0.8; that the secondary school teachers are not satisfied with their working conditions to a large extent as shown by a mean of 3.6 and a standard deviation of 1.1; that an improvement in working conditions was one of the most important factors in improving the motivation of teachers to a moderate extent as shown by a mean of 3.1 and a standard deviation of 1.5; that Many teachers, especially in rural areas, are working under onerous conditions to a small extent as shown by a mean of 1.8 and a standard deviation of 1.2

4.6 Recognition and performance of teachers

The study sought to find out whether recognition influences the performance of teachers in secondary schools in Nairobi County. According to the findings as shown by 85%, majority of the respondents said that recognition influences the performance of teachers in public secondary schools in Nairobi County, 15% disagreed that recognition influences the performance of teachers in public secondary schools in Nairobi County.

Figure 4.7: Recognition influences the performance of teachers



4.6.1 Recognition and the performance of teachers in public secondary schools in Nairobi County.

Table 4.11: Recognition and the performance of teachers

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Dev
Recognizing teachers for a job well done or personal achievement is a means of maintaining and promoting teacher confidence and satisfaction.	17	47	26	10	0	2.29	0.1
Teachers need to be recognized for their accomplishments, and appreciate feedback from the school head, parents, and students for their efforts.	3	27	37	23	10	3.1	0.12
A school head can directly motivate teachers by praising them and giving credit when warranted.	23	30	34	10	3	2.4	0.13
Recognition in the form of public praise can also create the opportunity for the teaching profession to obtain the respect, status and prestige it deserves in the community	20	37	30	23	0	2.76	0.123

From the findings in table 4.11 it is evident that Teachers need to be recognized for their accomplishments, and appreciate feedback from the school head, parents, and students

for their efforts as shown by a mean of 3.10. Recognition in the form of public praise can also create the opportunity for the teaching profession to obtain the respect, status and prestige it deserves in the community as shown by a mean of 2.76, further, 30% of the respondents agreed whereas 23% strongly agree that A school head can directly motivate teachers by praising them and giving credit when warranted as shown by a mean of 2.40, lastly Recognizing teachers for a job well done or personal achievement is a means of maintaining and promoting teacher confidence and satisfaction as shown by a mean of 2.29. This reveals that more than 60% of the respondents were satisfied with their job.

4.7 Job Satisfaction and Performance

In order to the research objective it was necessary to conduct a statistical test on the influence of job satisfaction on performance of teachers in public secondary schools in Nairobi. This was done using multiple regressions. Results are as presented in table 4.13.

Table 4.12: Results of Multiple Regression Analysis for the Influence of Job Satisfaction On performance

Model	R	R Square		Adjusted R Square	Std. Error of the Estimate		
1	.794(a)	0.630		607	.46316		
		Unstandardized Coefficients		Standardized Coefficients		Sig.	
		B	Std. Error	Beta			
	(Constant)	1.134	.311		4.285	.000	
	Pay/salary	0.1144	0.164	.193	-.876	.004	
	Professional growth	0.0196	0.0481	0.0327	0.4069	.0003	
	Working Conditions	0.1981	0.0714	0.2325	2.7736	0.0062	
	Recognition	0.0288	0.0501	0.0484	0.5759	0.5655	
		Sum of Squares		df	Mean Square	F	Sig.
	Regression	44.453		4	.186	12.9	.000 ^a
	Residual	15.652		56	.222		
	Total	60.105		60			

Predictors: (Constant), Pay/salary, Professional growth, Working Conditions and Recognition

To meet the research objective it was necessary to conduct a statistical test on the influence or effect of job satisfaction on performance of teachers in public secondary schools in Nairobi County. This was done using multiple regression analysis. The results are captured in table 12. As shown in the table, the effect of each predictor variable on job satisfaction is significant at $P < 0.05$ except recognition. This implies that managers of the school concerned should not bother about employee recognition.

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (Performance of schools) that is explained by all the four independent variables (Pay/salary, Professional growth, Working Conditions and Recognition).

The four independent variables that were studied, explain only 63% of the job satisfaction as represented by the R^2 . This therefore means that the five independent variables only contribute about 63% to the Job Satisfaction while other factors not included in this research contribute 37% of the variation in Job Satisfaction.

Based on the results in table 12 the findings can be fitted into the relevant regression equation as follows:

$(Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5)$ will be:

$$Y = 1.134 + 0.1144 X_1 + 0.0196X_2 + 0.1981X_3 + 0.0288\beta_4X_4 + 0.1691X_5$$

Whereby Y = Performance of schools

X1 = Pay/salary

X2 = Professional growth

X3 = Working Conditions

X4 = Recognition

From the above the regression equation established, taking all factors (pay/salary, professional growth and working conditions) constant at zero, the performance of teachers will be 1.134. The findings also show that taking all other independent variables at zero, a unit increase in Pay/salary will lead to a 0.1144 increase in performance of teachers. A unit increase in professional growth will lead to a 0.0196 increase in performance of teachers; a unit increase in working conditions will lead to a 0.1981 increase in performance of teachers, a unit increase in recognition will lead to a 0.0288 increase in level of performance of teachers.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objective of this study was to establish the influence of job satisfaction on performance of teachers in public secondary schools in Nairobi County.

5.2 Summary of the Major Findings

On the question on the extent to which pay/salary affects performance among secondary school teachers, the study found out that pay/salary affects the performance among public secondary school teachers in Nairobi. The study found out that majority of the respondents were slightly satisfied with present salary as a measure of input in the teaching profession, the present salary as compared with salary received by other people with similar qualifications in other professions, present salary in helping them meet life and responsibility allowance respectively. Majority of the respondents said that remuneration affects the level of job satisfaction among public secondary school teachers to a very great extent. Majority of the respondents were slightly satisfied with the current salary scale and Support by the immediate supervisor AEO/DEO/head of administration.

On the question of effect of professional growth on performance of teachers among public secondary school teachers in Nairobi, the respondents indicated that Teachers require continuous professional development. Good quality teacher education and the ongoing professional development of teachers are absolutely vital to the well-being of any education system. The aim of personal and professional growth is job satisfaction and the eventual self-actualization of the teacher. Most teachers are intrinsically motivated to update their skills and grow professionally.

On the question on whether working conditions affect the level of job satisfaction among public secondary school teachers, majority of the respondents were slightly satisfied with office facilities-stationery, furniture etc. used in the school, provision of teaching and learning resources, the school surroundings and the sanitary facilities respectively. On this note, majority of the respondents as shown by 35% said that working conditions affects the level of job satisfaction among public secondary school teachers to a very great extent.

On the question on whether recognition affects the performance of teachers, majority of the respondents said that recognizing teachers for a job well done or personal achievement is a means of maintaining and promoting teacher confidence and satisfaction. Teachers need to be recognized for their accomplishments, and appreciate feedback from the school head, parents, and students for their efforts. A school head can directly motivate teachers by praising them and giving credit when warranted. Recognition in the form of public praise can also create the opportunity for the teaching profession to obtain the respect, status and prestige it deserves in the community.

5.3 Discussion of the findings

Since job satisfaction and job performance are factors that are dependent on the supervisors in an organisation as evidenced in Herzberg (1959), the study sought to find out the degree of relationship between the workers and their supervisors. From the study, it was noted that the relationship between the supervisors and the employees was moderately good. According to the findings the majority of the respondents indicated that their relationship with their supervisors influenced their level of satisfaction to a very great extent, only a low percentage (%) indicated that their relationship with their supervisors influenced their level of satisfaction to a low extent. The study infers that the relationship between supervisors and employees influences employee job satisfaction to a great extent which also agrees with the literature by Herzberg.

Promotional opportunity is a goal most workers desire and that an individual's performance is related to the degree to which the individual believes that being promoted

is related to performance on the job and how strongly the individual desires the promotion (Vroom, 1982). The study found that the workers' opportunity for advancement filled them with satisfaction and made them want to work harder while a smaller percentage of the respondents indicated that opportunity for advancement did not fill them with satisfaction and make them want to work harder.

According to the study the respondents strongly agreed that they were happy and satisfied with the position they currently held but some of them felt that they would feel more satisfied if their salary was increased. Other respondents agreed that they preferred working in another organisation to their current organisation regardless of the chances to advance career wise, lastly the respondents moderately agreed that a promotion would make them very satisfied. These findings are in line with the literature by Vroom (1982) on the relationship between promotional opportunities and the employees' job satisfaction and performance.

The research also sought to determine the level at which the organisation allowed the workers to utilize their ability. This is related to the availability of promotional opportunities, responsibilities given by the supervisors and the extent to which the available skills are utilized in improving the performance of the organisation. According to the study majority of the respondents felt that they had relatively allowed to utilize their ability while very few of them strongly disagreed that the organisation allowed them to fully utilize their abilities.

The finding of the study is in line with the literature as indicated by Vroom (1982:54) that individuals gain satisfaction from jobs that require the use of their abilities as compared to jobs in which they feel that their abilities are not being used. They discovered that ability utilization is a predictor of job satisfaction.

5.4 Conclusion

The study concludes that Good quality teacher education and the ongoing professional development of teachers are absolutely vital to the well-being of any education system. The aim of personal and professional growth is founded on job satisfaction and the

eventual self-actualization of the teacher. Most teachers are intrinsically motivated to update their skills and grow professionally.

Also conclusions can be made that that remuneration affects the level of job satisfaction among public secondary school teachers to a very great extent. Majority of the respondents were slightly satisfied with the current salary scale and Support by the immediate supervisor AEO/DEO/head of administration.

Finally, the study concludes that Pay/salary, Professional growth, Working Conditions and Recognition affects the level of job satisfaction among public secondary school teachers.

5.5 Recommendations

The study recommends that there is need to ensure the security of tenure for the teachers in public secondary schools in Nairobi as well as enlightening the immediate supervisors, AEO/DEO, on the importance of their support in satisfying the teachers.

The study recommends that teachers in public secondary schools in Nairobi should be well remunerated to help meet their life expenses. The current salary does not match with salary received by other people with similar qualifications in other professions and thus a focus into the teachers' salary package should be considered to enhance their satisfaction. Responsibility allowances should also be made available to the head teachers in primary schools as a motivation in their work.

On career advancement, the study also recommends that fairness and transparency be employed in the way promotions are offered and the current scheme of service for teachers should be streamlined to meet the expectations and hence enhance their satisfaction.

The study also recommends that the concerned stakeholders should work towards enhancing proper working conditions in the schools. This involves provision of adequate

teaching and learning resources, office facilities such as stationeries and furniture among others, school surrounding, the staff room and the sanitary facilities in the school.

The study finally recommends that the teachers' relations with the colleagues such as head teachers, employers (TSC), other teaching staff, the students in the school and the immediate supervisor AEO/DEO should also be enriched through various approaches to increase their job satisfaction.

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APPENDICES

Appendix I: Questionnaire

Section A: Personal Information

Please respond to the following questions by making a "√" in the appropriate space provided.

1. What is your gender?
Female Male
2. What is your age in years?
Below 30 30-40 41-50 Above 50
3. How long have you worked in your present institution?
Below 1 year 1-5 years 5-10 years Above 10 years
4. Level of education
Secondary Certificate Diploma level
Bachelor's Degree Level Masters Level
Post Graduate
5. Number of years you have been in your position (Tick)
Below 2 years
3-5 Years
Above 5 years

Section B

Pay/Salary

6. Does the pay/salary influence the performance of teachers in secondary schools in Nairobi County?
Yes No
7. Please indicate the extent to which you agree with the statements concerning pay/salary and the performance of teachers in secondary schools in Nairobi County. Please record your answer by ticking at the space provided, by the scale indicator.
(1= not at all, 2 = small extent, 3 = moderate extent, 4 = large extent, 5 = very arge extent)

Statement	1	2	3	4	5
Talented teachers may leave the education system because excellence is not fairly rewarded					
The existing salary scales are thus at best only loosely related to the expertise and skills needed in the classroom					

In your own opinion, how else does the pay/salary influence the performance of teachers in secondary schools in Nairobi County?

Professional Growth

8. Does professional growth influence the performance of teachers in secondary schools in Nairobi County?

Yes [] No []

9. Please indicate the extent to which you agree with the statements on professional growth and the performance of teachers in secondary schools in Nairobi County. Please record your answer by ticking at the space provided, by the scale indicator.

(1= not at all, 2 = small extent, 3 = moderate extent, 4 = large extent, 5 = very large extent)

Statement	1	2	3	4	5
Teachers require continuous teacher professional development					
Good quality teacher education and the ongoing professional development of teachers are absolutely vital to the well-being of any education system					
The aim of personal and professional growth is job satisfaction and the eventual self-actualization of the teacher.					
Most teachers are intrinsically motivated to update their skills and grow professionally					

10. In your own opinion, how else does professional growth influence the performance of teachers in secondary schools in Nairobi County?

Working Conditions

11. Do the working conditions influence the performance of teachers in secondary schools in Nairobi County?

Yes [] No []

12. Please indicate the extent to which you agree with the statements on working conditions and the performance of teachers in secondary schools in Nairobi County. Please record your answer by ticking at the space provided, by the scale indicator.

(1= not at all, 2 = small extent, 3 = moderate extent, 4 = large extent, 5 = very large extent)

Statement	1	2	3	4	5
An improvement in working conditions was one of the most important factors in improving the motivation of teachers					
Many teachers, especially in rural areas, are working under onerous conditions.					
The secondary school teachers are not satisfied with their working conditions					
Special plans are needed to improve the school working conditions in order to provide a better working environment for the teachers to perform better.					

13. In your own opinion, how else do working conditions influence the performance of teachers in secondary schools in Nairobi County?

Recognition

14. Does recognition influence the performance of teachers in secondary schools in Nairobi County?

Yes [] No []

15. Please indicate the extent to which you agree with the statements on recognition and the performance of teachers in secondary schools in Nairobi County. Please record your answer by ticking at the space provided, by the scale indicator.

(1= not at all, 2 = small extent, 3 = moderate extent, 4 = large extent, 5 = very large extent)

Statement	1	2	3	4	5
Recognizing teachers for a job well done or personal achievement is a means of maintaining and promoting teacher confidence and satisfaction.					
Teachers need to be recognized for their accomplishments, and appreciate feedback from the school head, parents, and students for their efforts.					
A school head can directly motivate teachers by praising them and giving credit when warranted.					
Recognition in the form of public praise can also create the opportunity for the teaching profession to obtain the respect, status and prestige it deserves in the community					

16. In your own opinion, how else does recognition influence the performance of teachers in secondary schools in Nairobi County?

Thank you

Appendix II: Sample size breakdown

SAMPLE SIZES							
	95% Confidence				99% Confidence		
Population Size (N)	Plus Minus 3%	or Plus Minus 5%	or Plus Minus 10%		Plus Minus 3%	or Plus Minus 5%	or Plus Minus 10%
500	250a	218	81		250a	250a	125
1,000	500a	278	88		500a	399	143
1,500	624	306	91		750a	460	150
2,000	696	323	92		959	498	154
4,000	788	341	94		1142	544	158
5,000	880	357	95		1347	586	161
10,000	965	370	96		1556	622	164
20,000	1,014	377	96		1687	642	165
50,000	1,045	382	96		1777	655	166
100,000	1,058	383	96		1809	659	168

Source: (Rea and Parker, 1997)

Appendix III: Public secondary schools in Nairobi county

Public Secondary Schools in Nairobi County

1	20401001	AQUINAS HIGH SCHOOL – Boys Boarding
2	20401002	HIGHWAY SECONDARY SCHOOL – Boys Day
3	20401003	HURUMA GIRLS’ HIGH SCHOOL – Girls Day & Boarding
4	20401004	OUR LADY OF MERCY SECONDARY SCHOOL SOUTH B – Girls
5	20401005	OFAFA JERICHO HIGH SCHOOL – Boys Boarding
6	20401006	NILEROAD SECONDARY – Girls Day
7	20401008	ST. TERESA’S BOYS SECONDARY SCHOOL – Boys Day
8	20401008	MAKONGENI SECONDARY SCHOOL – Mixed Day
9	20401081	RUARAKA HIGH SCHOOL – Mixed Day
10	20401084	BURUBURU GIRLS SECONDARY SCHOOL – Girls Boarding
11	20401088	OUR LADY OF FATIMA SECONDARY SCHOOL – Mixed Day
12	20401233	BABA DOGO SECONDARY SCHOOL – Mixed Day
13	20401258	C.G.H.U SECONDARY SCHOOL – Mixed Day
14	20402001	EASTLEIGH HIGH SCHOOL – Boys Day
15	20402003	MAINA WANJIGI SECONDARY SCHOOL – Mixed Day
16	20402004	UHURU SECONDARY SCHOOL – Boys Day
17	20402005	KAMUKUNJI SECONDARY SCHOOL – Mixed Day
18	20402006	O.L.M SHAURI MOYO GIRLS SEC. SCHOOL – Girls Boarding
19	20403001	JAMHURI HIGH SCHOOL – Boys Day
20	20403002	PARKLANDS SECONDARY SCHOOL – Boys Day
21	20403003	PUMWANI SECONDARY SCHOOL – Boys Boarding
22	20403004	NGARA GIRLS’ HIGH SCHOOL – Girls Boarding
23	20403005	ST TERESA’S GIRLS SECONDARY SCHOOL – Girls Day
24	20403019	NDURURUNO SECONDARY SCHOOL – Mixed Day
25	20403024	MURANG’A ROAD MIXED DAY SECONDARY SCHOOL – Mixed
26	20403026	PUMWANI GIRLS SECONDARY SCHOOL – Girls Day
27	20404001	LANG’ATA HIGH SCHOOL – Mixed Day

28	20404022	KAREN ‘ C ‘ SECONDARY SCHOOL. – Mixed Day
29	20404024	OLYMPIC HIGH SCHOOL – Mixed Day
30	20404025	RAILA EDUCATIONAL CENTRE – Mixed Day
31	20405001	DAGORETTI HIGH SCHOOL – Boys Boarding
32	20405002	UPPER HILL SCHOOL – Boys Boarding
33	20405003	MOI GIRLS’ SCHOOL NAIROBI – Girls Boarding
34	20405004	PRECIOUS BLOOD RIRUTA – Girls Boarding
35	20405005	MUTUINI HIGH SCHOOL – Boys Day
36	20405006	RUTHIMITU SECONDARY SCHOOL – Mixed Day
37	20405007	NEMBU GIRLS HIGH SCHOOL – Girls Boarding
38	20405008	RUTHIMITU GIRLS SEC SCHOOL – Girls Day
39	20405009	DAGORETTI MIXED SEC SCHOOL – Mixed Day
40	20406001	PARKLANDS ARYA GIRLS HIGH SCHOOL – Girls Boarding
41	20406002	STATEHOUSE GIRLS H. SCH – Girls Boarding
42	20406007	KANGEMI HIGH SCHOOL – Boys Boarding
43	20406009	HOSPITAL HILL HIGH SCHOOL – Mixed Boarding
44	20406011	ST. GEORGE’S GIRLS’ SECONDARY SCHOOL – Girls Boarding
45	20406012	NAIROBI MILIMANI SECONDARY SCHOOL – Boys Day
46	20406018	LAVINGTON MIXED SECONDARY SCHOOL – Mixed Boarding
47	20406019	HIGHRIDGE MIXED SECONDARY SCHOOL – Mixed Boarding
48	20407002	KAHAWA GARRISON SECONDARY SCHOOL – Mixed Day
49	20407004	KAMITI SECONDARY SCHOOL – Mixed Day
50	20408001	KAYOLE SECONDERY SCHOOL – Mixed Day
51	20408007	EMBAKASI GIRLS SECONDARY SCHOOL – Girls Boarding
52	20408014	PETER KIBUKOSYA SECONDARY SCHOOL – Mixed Day
53	20408015	KAYOLE SOUTH SECONDARY SCHOOL – Mixed Day
54	20409001	DANDORA SECONDARY SCHOOL – Mixed Day
55	20409002	MUHURI MUCHIRI BOYS HIGH SCHOOL – Boys Boarding
56	20409003	HON. DR. MWENJE SECONDARY SCHOOL – Mixed Day
57	20409004	USHIRIKA SECONDARY SCHOOL – Mixed Day
58	20409005	JEHOVA JIRE SECONDARY SCHOOL – Mixed Boarding

- 59 20409006 DRUMVALE SECONDARY SCHOOL – Mixed Boarding
60 20409007 ST. GEORGE ATHI SECONDARY SCHOOL – Mixed Boarding