

**INDIVIDUAL AND INSTITUTIONAL FACTORS  
INFLUENCING TEACHERS' JOB SATISFACTION IN  
PUBLIC PRIMARY SCHOOL IN MERU CENTRAL  
DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the  
Requirements of Master of Education in Educational  
Administration**

**University of Nairobi**

**2012**

## DECLARATION

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



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E55/62026/2010

This research project has been submitted for examination with our approval as the  
university supervisors.

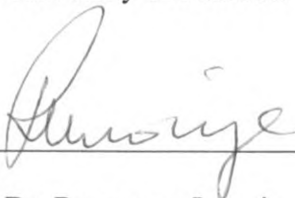


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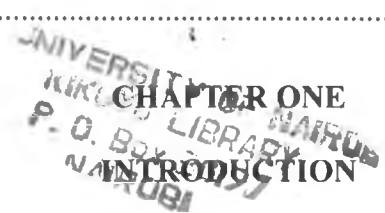
## DEDICATION

This project is dedicated to my dear sons Johnmark, Lewis and Grand-Owen who are a real gem. You have given me the reason to aspire before I expire. Thank you for wishing me well all the time. To my parents Francis and Rebecca for their prayers, love and care. Thank you for fostering in me a positive attitude towards life.

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## TABLE OF CONTENTS

Contents	Pages
Title page .....	i
Declaration.....	ii
Dedication .....	iii
Acknowledgement .....	iv
List of tables.....	x
List of figures.....	xi
Abbreviations / acronyms .....	xii
Abstract.....	xiii
 UNIVERSITY OF NAIROBI LIBRARY P. O. BOX 30197 NAIROBI	
CHAPTER ONE	
INTRODUCTION	
1.1 Background of the study .....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study .....	6
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	7
1.6 Significance of the Study .....	7
1.7 Limitations of the Study .....	8
1.8 Delimitations of the Study .....	8
1.9 Basic Assumptions of the Study .....	8
1.10 Definitions of Significant Terms .....	9

1.11 Organization of the Study ..... 10

**CHAPTER TWO**

**LITERATURE REVIEW**

2.1 Introduction..... 12

2.2 The concept of Leadership..... 12

2.3 Aspects in autocratic Leadership ..... 13

2.4 Aspects in Democratic Leadership ..... 13

2.5 Aspects in Laissez Faire Leadership..... 14

2.6 Job satisfaction of teachers ..... 14

2.7 Studies Related to Job Satisfaction and Other Variables..... 18

2.8 Variables Influencing Job Satisfaction of Teachers. .... 18

    2.8.1 Leadership and Job Satisfaction..... 19

    2.8.2 Recognition and Job Satisfaction..... 20

    2.8.3 Age and Job Satisfaction..... 21

    2.8.4 Academic Qualifications and Job Satisfaction ..... 21

    2.8.5 Job Experience and Job Satisfaction..... 22

    2.8.6 Organizational Culture and Job Satisfaction..... 22

    2.8.7 Organizational Climate and Job Satisfaction..... 23

    2.8.8 The working Conditions and Job Satisfaction ..... 24

2.9 Summary of Literature Review..... 27

2.10 Theoretical Frame Work ..... 27

2.11 Conceptual Framework..... 28

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

3.1 Introduction.....	30
3.2 Research design .....	30
3.3 Target Population.....	31
3.4 Sample size and sampling procedure.....	31
3.5 Research instruments .....	32
3.6 Instrument validity .....	32
3.7 Instrument reliability.....	33
3.8 Data collection procedures.....	33
3.9 Data analysis techniques.....	34

**CHAPTER FOUR**  
**DATA ANALYSIS AND INTERPRETATION**

4.1 Introduction.....	35
4. 2 Questionnaire Response Rate .....	35
4.3 Teachers Background information.....	36
4.3.1 Years served as a teacher .....	36
4.3. 2 Gender of Respondents.....	37
4.3.3 Age of teachers .....	38
4.4.4 Marital Status.....	39
4.4.5 Teachers Academic Qualification.....	40
4.4.6 Teachers Cross tabulation of gender and age .....	41

4.4.7 Teachers cross tabulation of gender and academic qualification.....	43
4.4.8 Descriptive statistics on background of teachers .....	44
4.5 Influence of Leadership aspects employed on teachers levels of job satisfaction .....	45
4.6 Influence of Individual Factors on Teachers' Job Satisfaction.....	47
4.7 Influence of Institutional Factors.....	49
4.8 Influence of the Strategies Used to Enhance Teacher's Job Satisfaction .....	51
4.9 Descriptive Statistics on the Challenges Faced By Public Primary Head Teachers in Enhancing Teachers' Job Satisfaction.....	53
4.10. Chi-Square Test of Association .....	56
4.11 Qualitative Data Analysis .....	57
4.12 Summary of job satisfaction .....	57

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	59
5.2 Summary of Findings.....	59
5.3 Conclusion on findings .....	60
5.3.1 Influencing Leadership Aspect on Teacher Job Satisfaction.....	60
5.3.2 Influence of Institutional Factor on Teachers Job Satisfaction.....	61
5.3.3 Influence on Individual Factors on Teachers Job Satisfaction .....	61
5.3.4 Influence of Strategies used On Job Satisfaction of Teachers.....	61



5.3 Recommendations.....	62
5.3.1 Leadership Aspects .....	62
5.3.2 Institutional Factors .....	62
5.3.3 Individual Factors .....	62
5.3.4 Strategies Used On Job Satisfaction of Teachers .....	63
5.4 Areas for Further Studies.....	63
References.....	64

### **APPENDICES**

Appendix I: Letter of introduction.....	75
Appendix II: Headteachers' interview guide .....	76
Appendix III: Teachers' job satisfaction questionnaire .....	78

## LIST OF TABLES

Table 1.1: Meru Central District KCPE performance in mean scores.....	4
Table 1.2: Imenti South District KCPE performance in mean scores .....	4
Table 3.1 sampling table .....	31
Table 4.1: Response Rate.....	36
Table 4.2: Distribution of teachers by working experience.....	36
Table 4.3 : Distribution of respondents by gender.....	37
Table 4.4: Distribution of teachers by Academic Qualification .....	40
Table 4.5: Descriptive Statistics on aspects in leadership .....	45
Table 4.6: Descriptive Statistics on aspect of individual factors influencing teacher job satisfaction.....	48
Table 4.7: Influence of Institutional Factors on Teachers' Job Satisfaction .....	50
Table 4.8: Descriptive Statistics on strategies to enhance teachers job satisfaction .....	52
Table 4.9: Descriptive Statistics .....	54
Table 4.10:Chi-Square Test of Association.....	55

## LIST OF FIGURES

Figure 4.1: Distribution of teachers by Age. ....	38
Figure 4.2 Marital Status .....	39
Figure 4.3 Teachers cross tabulation of gender and age.....	42
Figure 4.4: Teachers cross tabulation of gender and academic qualification.....	43
Figure 4.5: Descriptive Statistics on Background of the teachers .....	44

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## **LIST OF ABBREVIATIONS / ACRONYMS**

MOE	:	Ministry of Education
TSC	:	Teachers Service Commission
GOK	:	Government of Kenya
PI	:	Primary Teacher I
PII	:	Primary Teacher II
BED	:	Bachelor of Education
MED	:	Master of Education
JS	:	Job Satisfaction
DEO	:	District Education Officer
KNUT	:	Kenya National Union of Teachers
HR	:	Human Resource

## ABSTRACT

The study investigated institutional and individual factors influencing teachers' job satisfaction in Meru Central District, Kenya. It sought to establish the relationship between institutional factors such as working conditions and workload as well as individual factors like leadership aspect, strategies used, recognition, promotion, interpersonal relations as well as a challenges faced and the teachers' job satisfaction levels. These are found to impact directly on the performance of the whole school system. Meru Central District continued poor performance prompted such investigations. The study used a descriptive survey research design. The study sampled a total of 19 public primary schools out of 93. This translated to 167 teachers out of a population of 838. 18 out of 19 headteachers were also interviewed.<sup>1</sup> Simple random sampling technique was used. A pilot study was conducted in three primary schools to determine the validity while reliability was ascertained through test-retest technique. Data was collected by use of questionnaire for teachers and interview guide for head teacher, data obtained was subjected to descriptive statistic analysis using the SPSS (Statistical Package for Social Sciences). Programmed frequency tables, percentages, means and standard deviation were used to inform on the phenomena. The study found that leadership aspects used by head teachers has a statistical significance on the primary school teachers job satisfaction. From the study findings it was concluded that institutional factors like working conditions, physical facilities and the level of work load has significant influence on the teachers' job satisfaction. The study found that there is a significant relationship between individual factors like recognition and self aspirations and job satisfaction. The study found that the strategies used to influence primary school teachers' job satisfaction has a statistically significant association.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

One major reason why people join and work in organization is to satisfy their personal needs. The most important information to have regarding an employee is a validated measure of his or her job satisfaction (Beder, 1990). In order to understand job satisfaction, Postanjee (1991) say that one should consider the factors related both to job and the individual.

Leadership is considered as one of the individual characteristics factored in job satisfactions (Flippo, 1984). In their studies (Brown, 1967 in Choon, 2001) they indicate that leadership styles of principals do exist and that they are related to teachers' morale and performance. (Weathersby, 1999 in Luthans 2002) stresses that the drastic changes noted in a work environment will result due to a visionary leader. The leader encourages and persuades rather than command followers towards common goals. (Bush & Bell (2003) emphasizes that headteachers are directly involved in influencing the activities of the school towards goal setting and goal attainment. In an organizational development phase models, Jones (1998) noted that the leadership styles is said to affect the schools climate, learning situations, levels and professionalism and job satisfaction among teachers.

In South Africa, Steinberg (1993) discovered that management style of the principal was one of the major determinants of the teacher's job satisfaction. Significant indicators of job satisfaction which emerged from a study done by Mwamwenda (1995) in Transkel include the relationship between teachers and principals, colleagues, learners and parents, learner results and achievements and the fact that teaching is culturally considered to be a fine and challenging profession. A report by the National professional teachers organization in South Africa (2002) highlighted poor leadership styles and lack of promotion prospects as constituting to loss percent of negative effects on teachers morale.

Furnharm (1992) categorizes factors that can have an influence on job satisfaction into three groups namely institutional aspects like supervision and decision making practices and the perception of the quality of supervision, aspects of total workload, like variety of skills applied, autonomy, feedback and then finally the personal aspects such as self-image, ability to deal with stress and general satisfaction with life. Furnham (1992) explained that, increment in remuneration package would make teachers become more satisfied with their job while their involvement in supervision motivates them more since they feel being part of leadership.

According to Olando (2003), teaching is a demanding job and need to be remunerated well to attract and retain teachers in the profession. This will help prevent an exodus of teachers noted two decades ago. Olando further urges that

for any efficient work to take place there is need for favourable conditions. Thus an individual should be provided with an enabling environment to perform and produce the desired results.

The teacher being an instrument of success requires the physical, psychological, economical and social comfort. Okemwa (2003), asserts that every organization if it has to succeed, must have contented workers. According to Olando (2003), one of the signs of deteriorating conditions in an organization is low job motivation and job satisfaction. It leads to strikes, slow downs, absenteeism and employees' turnover. It may also lead to low productivity, disciplinary and organizational difficulties.

The working conditions and environment in which the teacher works may be a source of dissatisfaction. Okemwa (2003), notes that teachers working in rural centers are more disadvantaged compared to their urban counterparts due to the under development in their schools.

The ranking of districts after the release of Kenya Certificate of Primary Education results have indicated that Meru central has continued to perform dismally poor coming among the last four districts in the province. The DEO Meru central in a stakeholders meeting to discuss 2011 performance, lamented that only 38.92 percent of the pupils had attained a pass mark of 250 marks and above. Interestingly the neighbouring district Imenti south has been ranked among the best three in the province.



**Table 1.1: Meru Central District KCPE performance in mean scores**

Meru Central District KCPE performance in mean scores

Year	2007	2008	2009	2010	2011
Meanscore	219.20	212.74	214.11	223.80	228.04

**Source: DEO Meru Central District**

**Table 1.2: Imenti South District KCPE performance in mean scores**

Imenti South District KCPE performance in mean scores

Year	2007	2008	2009	2010	2011
Meanscore	250.92	257.93	251.50	262.98	274.53

**Source: DEO Imenti South District**

The role of teachers as facilitators of learning is crucial if their respective learner must perform highly in the National examination. Of paramount importance therefore is the levels of job satisfaction of teachers, (Mbugua, (1998, Karuga, 2004, Kimengi 1983 and Mutuku, 2005). These studies have been carried out mostly in secondary school. Could the same be generalized to public primary schools, in Meru central district? The researcher is in great urge to establish the phenomena at hand.

## **1.2 Statement of the Problem**

Many teachers are discontent with their 'noble' career. To many of them, it is a stepping stone to better careers. (Okumbe 1998; Mbugua, 1998). Other studies that have been carried indicate that teachers have low job satisfaction (Ngumi 2003, Kimengi, 1993, Eshywan 1990, Mutie 1993). The ability to motivate and satisfy staff is the key to effective management (MOEST, 2000). To achieve the above goal, the principal should be able to ascertain the teachers needs, goals and support them without compromising schools goals (Mutula, 2006). Moreover, administrators must have a clear understanding of what motivates teachers to stay in the profession and in their stations in particular year after year.

In a study to investigate influence of principals, leadership styles, on public secondary schools teacher's levels of job satisfaction in Nairobi province, Kenya Kasinga (2010) found that principals motivated and recognized teachers for good performance. Strategies included team building opportunities, leisure trips, handling conflicts professionally and that 56.1 percent of teachers were satisfied with the kind of subject taught, responsibility, recognition, financial reward, job and good performance. From the foregoing discussion it is clear that researchers are getting more interested in matters related to teachers' job satisfaction as this forms a key element in good performance.

Many studies have been focused on secondary schools and headteachers and other factors influencing teacher's job satisfaction but not carried out in Meru Central

District Kenya. The researcher has the urge to investigate whether institutional as well as individual factors have any influence on teachers' job satisfaction, findings that be attributed to the trend of performance in Meru central district.

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

The purpose of this study was to investigate institutional and individual factors and their influence on teachers' job satisfaction in public primary schools in Meru Central District.

### **1.4 Objectives of the Study**

The following were the study objectives:-

- i. To identify aspects in leadership practised by public primary headteachers and their relation to teachers levels of job satisfaction in Meru central District.
- ii. To determine whether the teachers' job satisfaction in Meru Central District are influenced by individual factors like recognition, promotion, supervision and interpersonal relations.
- iii. To determine whether the teachers' job satisfaction in Meru Central District is influenced by institutional factors like working conditions.
- iv. To analyze strategies used by public primary school head teachers to enhance job satisfaction.

- v. To establish the challenges faced by public primary school headteachers in trying to satisfy teachers.

### **1.5 Research Questions**

The following were the study questions

- i. What are some of the leadership aspects practiced by public primary headteachers and their relation to levels of teachers' job satisfaction in Meru Central District?
- ii. To what extent is the teachers' job satisfaction in Meru central District influenced by individual factors such as promotion, recognition, supervision and interpersonal relations?
- iii. To what extent are the teachers' job satisfaction levels in Meru central District influenced by institutional factors such as working conditions.
- iv. What are some of the strategies used by public primary school headteachers to enhance job satisfaction?
- v. What challenges do public primary school headteachers face in their endeavour to satisfy teachers?

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

The findings of the this study is of importance to the head teachers in that they will serve as an insight on management practices that enhance job satisfaction.

Teachers will draw high job satisfaction as a result of improved leadership

practices by the head teachers. Pupil's performance will improve as benefit of highly satisfied teachers. The TSC will use the findings to improve their policies. The Ministry of Education may use the findings for further human resource development initiative and above all the findings may evoke interest in other researcher for further investigation.

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

Respondents in this study may have harbored perceptions and attitudes that may influence the issue under investigation. Some of the respondents tended to give socially acceptable answers hence the researcher was as objective as possible as the study tools were developed.

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

The research covered only the public primary schools in Meru Central District. These operate under the same ministerial guideline as opposed to private ones. The respondents were the head teachers and teachers under the Teachers Service Commission, Meru Central District was selected because most of the studies have been carried out elsewhere and more so in secondary school.

### **1.9 Basic Assumptions of the Study**

The assumption held in this study was that all the respondents responded to questions to the best of their ability and return the questionnaires in time. Another assumption was that the schools in the district have minimum resources required in terms of study materials, physical facilities and staffing to enable them to be at

the threshold of average performance in KCPE. The third assumption was that all teachers and pupils are in a child-friendly school. This assumption was relevant in that all schools are expected to provide similar and conducive learning environment for the pupils to learn and perform, other factors remaining constant.

### **1.10 Definitions of Significant Terms**

**Child -friendly school** It refers to a school that has a conducive environment for learning. Is also that school which takes cognizance of rights of all learners irrespective of their gender, religious or ethnic affiliation

**District** refers to an administrative unit consisting of a number of schools put together for ease of management by Ministry of Education within a county.

**Leadership** refers to social influence process in which a leader seeks the voluntary participation of subordinates in an effort to achieve the schools objectives.

**Leadership style** refers to the method used by headteachers in running a primary school.

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

**Job satisfaction** refers to pleasurable or positive emotional state resulting from appraisal and one's job or experience.

**Job dissatisfaction** refers to attitude or feeling of unhappiness discontent or disliking one's job.

**Mean score** refers to an average and is calculated by adding several scores divided by the total number of scores.

**Motivation** refers to the performance of an activity in order to attain an outcome.

**Performance** refers to students grade in Kenya certificate of primary education as rated by Kenya National Examination Council.

**Demographic variable** refers to the personal characteristics of a teacher such as age, gender, academic qualification etc.

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

The study is organized in five chapters. These are the introduction, literature review, research methodology; data analysis, interpretations, findings, conclusions and recommendations. The introduction gives the, background of the study, statements of the problem, purpose of the study, the objectives and research questions, significant of the study, limitations and delimitations of the study, then basic assumptions as well as the significant terms were examined. Chapter two mainly highlights leadership styles and studies on job satisfaction, theoretical as well as conceptual framework. Chapter three deals with the methodology where,

research design, target population, sample size, sampling procedures, instrument reliability and validity were described and explained. Chapter four dealt with the data analysis, interpretation and presentation. Chapter five gives the findings, conclusions and recommendations to the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This section presents a review of the related literature to explain the research objectives. This review first gives an over view of leadership, followed by leadership aspects in autocratic, democratic and Laissez Faire. Related studies on leadership and job satisfaction, theoretical and conceptual frame work. This review focused on the leadership aspects of head teachers and their influence on teaches' job satisfaction. Lastly it will give the summary of the literature review.

#### 2.2 The concept of Leadership

Leadership has been described in many different ways. Koontz and O'Donnell (1996) call it "the ability of a manager to induce subordinates to work with confidence and zeal". Haimann, Scott and Conner (1987) view it as a "process by which people are directed, guided and influenced in choosing and achieving goals". Glueck defines it as a set of interpersonal behavior designed to influence employees to co-operate in the achievement of objectives most writers in the field of management perceive leadership as a process of influencing and directing people's effort towards the achievement of some particular goals. According to Kibunja (2004), leadership is a process where by an individual influences the behaviour of others or groups regardless of the reason so that the influenced party acts without its own volition.

### **2.3 Aspects in autocratic Leadership**

Autocratic leadership is also known as authoritative leadership. This style centralizes power, authority and decision – making (Okumbe, 1998). Some of the aspects in this style involve issuing detailed instruction and close supervision of subordinates. Others include relationships between managers and subordinates that are highly formal and sanctions are imposed if subordinates under perform. The style is meritorious in that there is timely completion of work, tasks, requirements and interpersonal relations are clearly defined and it thus eases and hastens decision making process. The demerits of using this, system is that the employees, enterprise is suppressed and their knowledge and experience are not applied to the maximum extent. Some scholars like Mutuku (2005) have argued that this system might lead to professional burnout. Such principals use the terms “my school” principals using autocratic style have no confidence in their staff.

### **2.4 Aspects in Democratic Leadership**

This is known as participative leadership, this is a system where a leader uses one or more employees in the decision making process and it is consultative in nature. The style decentralizes power and authority (Okumbe, 1998). The aspects in this style entails delegation of authority to others, encourages participation and relies on subordinates, knowledge for completion of tasks. (Hallinger 1989). Other aspects involve, the school team getting deliberate opportunity to contribute to the

vision, culture and climate of the school. To create the opportunity to make this happen, teachers partly determine the leadership style of the headteachers (Mutuku, 2006).

Njoroge (2003) indicated that democratic leaders consult with subordinates on the proposed actions and decisions and encourage participation from them.

## **2.5 Aspects in Laissez Faire Leadership**

This is an antithesis of the autocratic style besides being relationship oriented. In this leadership style, the leader tends to avoid power and authority and depends largely on the groups to establish goals and means for achieving progress and success (Okumbe, 1998). The aspect in this style entails, the leader allowing the employee to make decision. Here, the leader allows the employees to make decisions although the leader is still responsible for the decisions made. It is used when employees are able to analyze the situation and determine what needs to be done and how to do it, that is set priorities and delegates certain tasks (Newstrom, 1993).

## **2.6 Job satisfaction of teachers**

Smith (1969) perceived job satisfaction as the “extent to which an individual employee expresses a positive orientation towards a job” Wikipedia (2007) notes that job satisfaction describes how content an individual is with his or her job. Job satisfaction has also been defined as a pleasurable emotional state resulting from the appraisal of one’s job, an affective reaction to one’s job and an attitude

towards one's job (Brief, 1998). The job satisfaction varies and researchers like Peretomode (1991), 1998) and Whawo (1993), 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. Weiss (2007) urged that it's an attitude but pointed out that researchers should differentiate between the objects of cognitive evaluation which affect (emotion), beliefs and behaviors (Whawo, 1993). Urges that job satisfaction is a condition that could be promoted by social responsibility programs executed by the employer.

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 well as the veritable determinants of educational success and performance. Professional knowledge skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). The above factors are closely similar to efficacy, and of course, it is well known that

many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999).

While teachers on their part urge that the existing salary structure benefits and 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. In addition, 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 teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/ teaching performance (Wikipedia, 2007)

Kuruseka (2003) reported that about 75% of teachers teaching English as a foreign language described that their enjoyment was contributed by the working with children. In a study of the reasons why excellent technology teachers enjoy teaching, most of the teachers cited that working with children and seeing the impact of the teachers' contribution to society as the enjoyable aspects of teaching (Wright & Custer, 1998). The teachers believed that these two aspects of enjoyment were essential components for motivating teachers intrinsically (Day, Stobart, Sammons, & Kington, 2006). The relevance of job satisfaction is very crucial to the long-term growth of any educational system around the world. The

importance of a motivation workforce to providing good quality education has received increasing recognition over the recent years (Dweck, 1999).

However, there is no strong acceptance among researchers, consultants, among others, that increased job satisfaction produces improved job performance. In fact improve job satisfaction can sometimes decrease job performance (War, 1998). According to Robbins (2005), the role of job satisfaction is to increase the presence of critical psychological state that can occur in employees experienced meaningfulness of work, experienced responsibility for work out comes and knowledge of the results of work activities. According to Hanusheck, (2007) when these critical psychological states are experienced work motivation and job satisfaction will be high. The research on effective schools indicate that the principals known how to motivate their staff by using various school factors such as including staff members in decision-making and problem solving, setting shared vision among teachers and administrators, and creating trust among school community (Fullan, 2001). According to the master plan of the Thai Ministry Education (2007), a school leader is one of the key people driving the quality of national educational system. Power and Resources in schools management have been transferred from the central government to schools nationwide. One of the major challenges for the Thai School leaders is to 1<sup>st</sup> how to make the most of the authorities and resources, 2<sup>nd</sup>, to motivate teachers and 3<sup>rd</sup>, is to enhance job satisfaction.

## **2.7 Studies Related to Job Satisfaction and Other Variables**

Previous studies have shown that teachers have low job satisfaction (Ngumi, 2003; Mbugua, 1998; Kimengi, 1983), Eshwani (1990) and Mutie (1993) attributed this to low pay. Although a lot has been done on the areas of leadership styles and job satisfaction, it is clearly evident that only a few researchers have explored the influence of head teachers' leadership aspects on the teachers' levels of job satisfaction especially in Meru Central District. This study therefore focuses on the influence of head teacher's leadership aspects on levels of job satisfaction in Meru Central District Kenya.

Kasinga (2010), carried out a study on the influence of principals' leadership style on public secondary school teachers' levels of job satisfaction in Nairobi Province. It was established that 40 percent of principals applied democratic leadership, meaning that they delegates authority to teachers and encourage them to participate in decision making. They also rely on subordinates to complete assigned tasks. Conversely 39 percent were autocratic, that is they observed close supervision of their teachers while 21 percent applied Laissez-faire, where they exercised free rein.

## **2.8 Variables Influencing Job Satisfaction of Teachers.**

In order to understand job satisfaction, Postonje (19991) say that one should consider the factors related both to job and the individual. This according to (Beder, 1990) could help prevent staff frustration and low job satisfaction.

Cherrington (1989) contents that job satisfaction is determined primarily by the kinds of rewards, amount of reward and the rewards expectations of employees. Factors related to both job and individual characterizes of Job itself, organization as well as those of an individual like age and education. The variables to be considered in this study are organizational culture, organizational climate and interpersonal relations, working conditions, recognition, promotion.

### **2.8.1 Leadership and Job Satisfaction**

Among the employees' wants that contribute to their motivation and job satisfaction is competent and fair leadership (Fillipo, 1984). According to Fllipo, good leadership ensures that physiological and security need, for workers are adequately met. Nzube (1999) indicates that effectiveness of a leader behaviour is measured by the degree to which the manager meets both organizational goals and satisfies the employees' needs. Ownens (1981) has discussed motivation of workers as a concept of effectiveness in leadership; that leadership is marked by followers being motivated to do what the leader indicated because they find it rewarding and satisfying to do so. According to Nzube (1999) the effectiveness of a leader is expected to increase when there is a match between leadership styles and situations. A certain situations may demand an authoritarian leadership styles while another demands a autocratic one.

An effective educational manager is an effective supervisor in administration, curricular, and institutional dimensions. Research findings by Kimengu (1983),



indicated that half of the teachers in the study were dissatisfied with the supervisor by the headteachers. It concluded that effective supervision by the headteachers is an important factor towards job satisfaction of teachers Okumba (1998) asserts that supervisors should be acquainted with theories of work motivation and job satisfaction in order to be effective in influencing people under them. Research findings analyzed by Reyes (1990) indicate that employees have an overwhelming preference for the democratic leader more than the authoritarian leader. Other regard the Laissez faire leader more positively than the authoritarian leader. Workers under democratic or Laissez faire were found to have higher job satisfaction as these leadership styles allow a lot of authority and flexibility in the jobs.

### **2.8.2 Recognition and Job Satisfaction**

Cherrington (1989) defines recognition as non-financial rewards praise and recognition are effective in motivation employees, hence producing of satisfaction job. Flippo (1984) indicated that employees have a need for recognition, which contributes to a state of meaningful job. This entail credit for work done, support by management through verbal praise for excellence work and public recognition through awards. Flippo however includes monetary rewards as a form of recognition. Nzuve (1999) proposes that a manager can motivate his employees by recognizing achievement through praising and communicating individual and teams success, and also by regularly holding meeting to monitor and counsel

individuals and the organization's progress. Praise and recognition have been used extensively to influence job performance (Cherrington, 1989). Some of the recognition awards are certificates, plaques and sometimes accompanied by gift and cash rewards. The effects of recognition rewards on motivation depends primary on whether it was based on performance. Although in a study by Okumbe (1992) recognition was ranked the last job satisfaction factor, teachers expect to be recognized according to their supervisors.

### **2.8.3 Age and Job Satisfaction**

According to Nzuve (1999) ,as people mature and gain more experiences , they become more wiling and ready to assume more responsibilities and to deal with more complex tasks. A research has shown that an increase in job satisfaction with age is reliable only until about the age of sixty at which point the evidence becomes less conclusive (Schultz & Schultz, 1986). The explanation being that young employees give high expectations and aspirations, which may not be met by the organization. After some time in the working the employees expectations are modified and the job is positively perceived ( Okumbe ,1998).

### **2.8.4 Academic Qualifications and Job Satisfaction**

Kimengi (1983) carried out a study on the professional variable and job satisfaction proved that there was no significant influence on the attitudes of teachers towards teaching. In Okumbe (1992) the research findings, the professional variable showed some significant influence. The levels of job

satisfaction among graduate teachers increased with their professional grade Level. A motivational study by Abwao (1981) showed that difference in the educational level had no significant influence on motivational pattern on non-managerial workers in Nairobi hotels. In a study by Kasinga, 2010; findings indicate that principals gender, age and training had significant influence on the type of teacher's job satisfaction strategy applied.

### **2.8.5 Job Experience and Job Satisfaction**

The level of job satisfaction and motivation among the workers increases with experience. Reyes (1990) research findings indicate that work orientation was related to the degree of job satisfaction among teachers Reyes concluded that teaching experience and organizational tenure were associated with teachers job satisfaction which increased with experience in teaching (Schultz & Schu), (1986) argue that age and experience on the job usually bring with them greater atmosphere, self-confidential, self-esteem and high level of responsibility in which a person may feel a great sense of accomplishment . All these improve their level of job satisfaction.

### **2.8.6 Organizational Culture and Job Satisfaction.**

Cherrington (1989), defines culture as the set of key values, beliefs and understanding, that are shared by member of an organization. culture enhances the stability of the organization and helps members interpret organizational activities and events that reducing job dissatisfaction. The focus of culture provides

members with a sense of identity and to generate within them a committee to the beliefs and values of the organizations thus producing job satisfaction. Culture in organization produces a high degree of behaviour that is socially approved, that is a high degree of legitimacy (meyer & scott 1983). They assert that schools succeed and fail according to their conformity to institutional values rather than by the effectiveness of their technical performance. According to Owens (1981) school principals should lead schools to realize a culture that works for the betterment of every individual.

### **2.8.7 Organizational Climate and Job Satisfaction**

Bell (1992), has defined a school climate as the embodiment of a range of policies about the various groups and individuals within the school working together, while on the other hand Cherrington (1989) defines climate as the set of characteristics or attributes that distinguish an organization from the other.

Owens (1980) postulate that the climate of an organization is readily seen as important in eliciting and shaping the behaviour of the participants. In a school, these include teachers, learners and support staff. Owens further urges that climate influences behaviour through the norms or standards that the social system institutionalizes and enforces. Cherrington (1989) agrees with Ownes on the fact that organizational climate influences behaviour. The former emphasizes that workers are more satisfied and perform better in some organizational climate than in others. He suggests that climate should be supportive to its workers or employee in order to increase job satisfaction and performance. Cherrington

further proposes that the relationship between climate and behaviour should be reciprocal interaction. This according to him is because many individuals and organizational factors influence climate but climate also influences these. For instance creative teachers have impact on an organization climate while climate can foster or discourage creativity. Headteachers according to Owens (1981) should embrace creative personnel as we as try their ideologies.

### **2.8.8 The working Conditions and Job Satisfaction**

Employee motivation is influenced by the employer, the management and the environment. Motivating the employee is the manager's job. The idea that poor work conditions are compensated for by higher pay does not accord with the reality of the labour market. There is little research being undertaken to determine exactly what forms of work time options and what conditions of employment the casual or part time worker wants from employers in the future (Whawo, 1993).

Research suggests that as employee's income increases, money becomes less of a motivator. (Kahn et al, 1964). Also, as employees get older, interesting work becomes more of a motivator. In a research carried out by Dweck, (2001) it was found that there are several overlapping human resources (HR) practices that determine and influence motivation in the long run. They include proper communication, trust between workers and the management, proper working

techniques and minimized stress, injuries and frustration and a unified working culture.

Finally a crucial factor is feedback, where the firm should not only criticize, but praise everyone for a job well done. Hallinger and Heck (1996) reported that shared vision and school goal setting processes initiated by school leaders have significant effects on teacher's personal goals and motivation to teach. These processes allow for authentic engagement by the teachers in deliberating about the most appropriate directions for themselves and the schools (Sutton, 1984). Specific leadership practices toward this end include, for example, helping provide teachers with an overall sense of direction, assisting teachers with a vision of what they may be able to accomplish if they work together and assisting teacher to understand the relationship between external initiatives for change and the school's mission (Brief, 1998).

According to Herzberg (1959), there are hygiene H.R practices, which if not are satisfied de- motivates employees. These HR practices are company policy, relationship with supervisor, work conditions, salary and wages, status, security, relationship with subordinates, and personal life.

Managers need to redesign jobs to provide opportunities for individual's achievement recognition, responsibility, advancement and personal growth. Each occupation has its own potential environment sources of stress (Cartwright and Copper, 1997). Dewe, (1986) wrote that poor working condition can be described

by inadequate equipment, poor staffroom facilities among others. Poor design of building and physical setting example of the office can be a source of job dissatisfaction.

According to Slamond (2006) job satisfaction results from security (no threat of unemployment) perceived under promotion or over promotion, and a general sense of lack of achievement of ones goals or ambitions. A perceived lack of promotion opportunities and lack of progress in ones career present sources of job dissatisfaction. Working conditions are factor that have a modest effect on job satisfaction (Luthans), (1989). Clean and attractive surroundings tend to make workers happy when doing their work thus increasing job satisfaction. The converse it true, that poor working conditions such as inadequate space, noisy and uncomfortable surroundings will make the workers dissatisfied. In a study done by Chapman and Hutcheson, (1982) a significant relationship between job satisfaction of teachers and the school environment was found.

Research findings by Sogomo (1993) indicated that job satisfaction of school principals in the Rift valley province of Kenya, were similar. He proposed that the work environment in the school should be such that it enhances teachers' sense of professionalism and in turn decrease their dissatisfaction. The work characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction (Sogomo, 1993).

## **2.9 Summary of Literature Review**

The researcher has explored the studies carried out on job satisfaction on teachers and some related variables. In these studies Ngumi, 2003, Mbugua, 1998, Kimengi, 1983 have concurred that teachers have low job satisfaction. Eshwani (1990) and Mutie (1993) attribute this to low pay. A study by Kasinga 2010 attributes teachers' satisfaction to the kind of subject taught, interaction with pupils and freedom to discharge their responsibilities among others. Most of the studies have been carried out in secondary schools in relation to performance, indiscipline, and job satisfaction. The area of leadership and other variables have not been focused on our primary schools which forms the foundation of our education sector. In this regard the researcher has been prompted to find out more in this area particularly in Meru Central District where it has not been done before.

## **2.10 Theoretical Frame Work**

This study was based on Fredrick Herzberg's Two or Dual factor theory. The two factors in this theory refer to the hygiene and motivators or satisfiers (Bennett, 1997). The hygiene factor are dissatisfiers which should be removed by the managers like head teachers. This in reality, the relationship between people and their work is a basic one. Their attitude towards their work can very well determine their success or failure. Herzberg in Dencenzio and Robbins (2000) investigated the question "what do people want from their jobs?" people



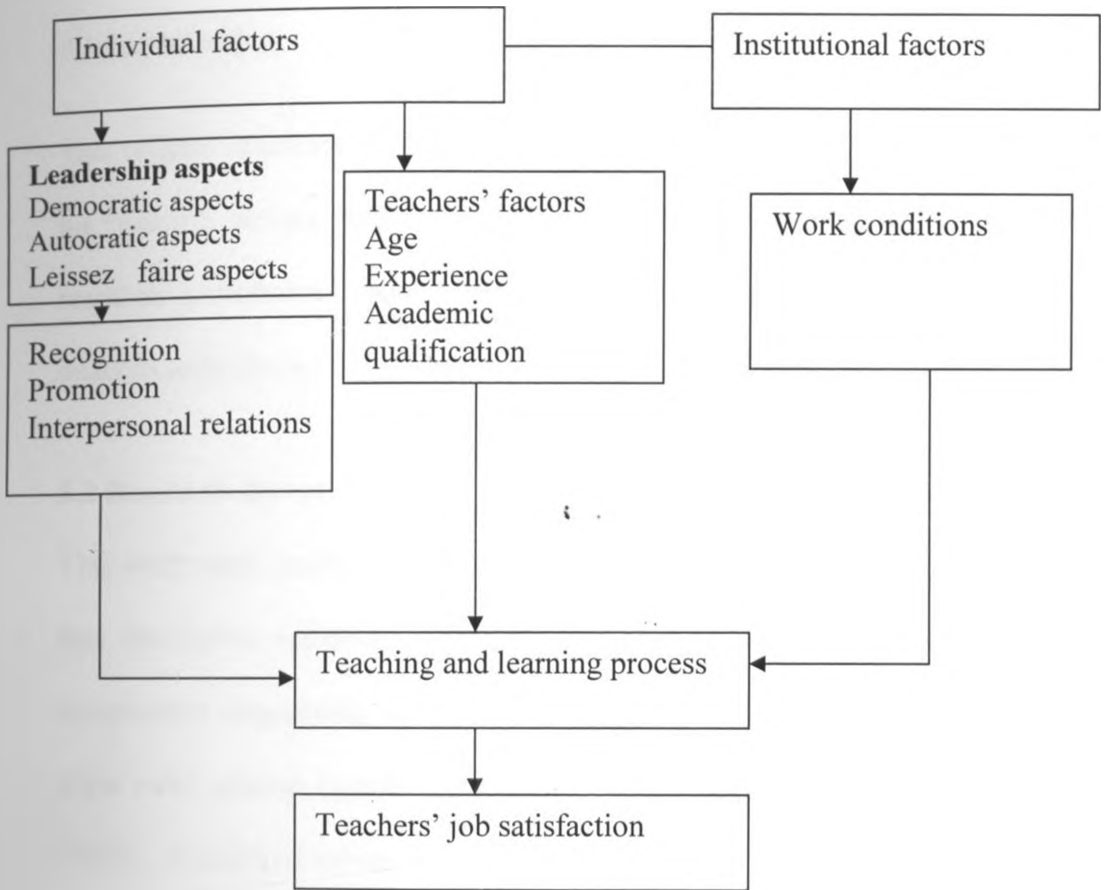
described in detail the situations in which they felt exceptionally good or bad about their jobs. The responses were tabulated and categorized. Factors affecting job attitudes as reported in the twelve investigations showed that, certain characteristics tend to be consistently related to job satisfaction and others to job dissatisfaction. Intrinsic factors such as achievement, recognition, the work itself, responsibility and advancement, seem related to job satisfaction (Decenzio and Robbins, 2000).

### **2.11 Conceptual Framework**

Reinchel and Ramel, (1987) defined conceptual framework as a set of broad ideas and principles taken from relevant fields of inquiry and use to structure a subsequent presentation. Below (figure1.1) is the conceptual framework for the teachers' job satisfaction and influence variables.

## Conceptual framework

### Teachers job satisfaction factors



Source: Author 2012

The leadership aspects of the head teacher is an individual factor that determines whether they will have teachers' commitment and confidence which will in turn boost the teachers' job satisfaction. Other individual factors such as experience, academic qualification, age as well as institutional factors have an influence to the learning and teaching process. This eventually influence the teacher's job satisfaction either negatively or positively.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter discussed the procedures and strategies used in the study. It focused on research design, target population, sample size and sampling procedures, research instruments, reliability, validity, data collection procedures and data analysis techniques.

#### 3.2 Research design

This study used descriptive survey design. Mugenda and Mugenda, (1999). Noted that descriptive research studies are designed to obtain pertinent and precise information concerning current status of phenomena and wherever possible to draw valid general conclusion from the facts discovered. According to Orodho (2003), descriptive survey is a method of collecting information by interviewing or administering questionnaire to a sample of individuals. This design is important because it can capture people's attitudes, opinions, habits, or any of the variety of education or social issues. For this study, descriptive Survey design was used in analyzing the relationship between individual and institutional factors in relation to teachers' job satisfaction.

### 3.3 Target Population

Kombo and Tromp, (2006). Postulate that population is a group of individuals, objects or items from which samples are taken for measurement. Mugenda and Mugenda, (1999) argue that target population is the entire group of individuals, events/objects having common observable characteristics. In this study the target population was 93 head teachers and 838 teachers drawn from 93 public primary schools in Meru Central District.

**Table 3.1 sampling table**

Category	Population	Sample	Percentage
Head teacher	93	19	20%
Teachers	838	175	20%
Total	931	194	20%

**Source: District Education Officer, Meru Central District.**

### 3.4 Sample size and sampling procedure

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985 in Kombo and Tromp (2006). It is a set of respondents selected from a larger population for the purpose of survey. Sampling is the procedure used to identify individual items to be studied and Other researchers such as Migenda & Mugenda (1999) have stated that sample size for descriptive studies should be between 10 percent – 20 percent of the

population. The sample size adopted for this study was 20 percent. The researcher used the stratified Random sampling in selecting 19 schools from the five Divisions that make up the District. Schools from the various Divisions were sampled through simple random sampling technique. 35 teachers from each of the divisions made up the research respondents.

### **3.5 Research instruments**

The researcher used a survey questionnaire for the teachers and an interview guide for the headteachers. This questionnaire helped the respondents in giving answers in a free and independent way. One questionnaire was used in collecting data from the teachers on factors influencing their job satisfaction. This questionnaire contained closed ended questions. It was divided into three sections. Section A solicited demographic information. Section B sought information related to some variables influencing job satisfaction. Section C enquired on aspects of leadership. An interview schedule for headteachers was used to source for information on strategies used in enhancing job satisfaction as well as the challenges encountered in Meru Central District.

### **3.6 Instrument validity**

Validity is an important key to effective research as noted by Cohen and Manion (2001). It refers to how well a test measures what it is supposed to. (Kombo & Tromp, 2006); Mugenda & Mugenda, 1999). The validity considered in this study was content validity. The researcher carried out a pilot study to ascertain

content validity. The questionnaire for piloting was administered to three schools randomly sampled. The feedback was discussed with the supervisor who helped in improving the instruments ambiguities and errors.

### **3.7 Instrument reliability**

This refers to the extent to which an item gives the same responses every time it is used (Best and Kahn, 1993; Gay, 1992). The researcher used the pretested instrument piloted and ascertained its reliability. The researcher used the test-retest technique for the questionnaire on teachers' job satisfaction. The outcomes were used in revising and modifying the instrument with the assistance of my supervisors. (Mugenda & Mugenda, 1999) have fixed a reliability evidence value of 0.8 or higher. For the purpose of this study the reliability value of 0.8 and above was accepted. The validity of the research instrument was tested for internal consistency by use of Cronbach's Alpha with a 60% acceptance level. The instrument was presented to an expert in corporate strategies and my supervisors who will ascertain its face validity.

### **3.8 Data collection procedures**

The researcher sought permit to carry out the intended survey from the National Council for Science and Technology (NCST). The researcher paid a courtesy call to the DEO's office in Meru central district for a formal introduction after which the selected schools were visited for familiarization purposes. The researcher

personally administered the instrument then collected the questionnaire from the schools for analysis.

### **3.9 Data analysis techniques**

The data collected from the respondents was compiled, organized and analyzed through the Statistical Package for Social Sciences (SPSS). It was ideal for speed processing as well as accuracy. The data generated was presented by use of frequency tables, percentages, bar graphs and pie charts for easier interpretation of the findings. The researcher presented and discussed findings scientifically and conclusions were drawn.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the results of analysis of the data collected during the study survey. The respondents were headteachers' and teachers in public primary schools in Meru Central District. The findings were analyzed presented and discussed as per objective and research questions of the study. This was facilitated by use of statistical package for social sciences (SPSS)

#### **4.2 Questionnaire Response Rate**

The questionnaires administered to the teachers were 175. The researcher managed to collect a total of 143 copies.

The table 4.1 shows the response rate as 82% of the sampled population which was assumed to be adequate for the representation of the target population. For the headteachers' interview guide 18 out of 19 head teacher were interviewed by the researcher.



**Table 4.1: Response Rate**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Responded	143	82
Non responses	32	18
Total	175	100

### **4.3 Teachers Background information**

In this section the researcher sought the background information of teachers. This included gender, age, academic qualifications and experience. These individual factors have an influence on teachers' job satisfaction.

#### **4.3.1 Years served as a teacher**

A sample of 143 teachers indicated their gender: This information is presented in table 4.2

**Table 4.2: Distribution of teachers by working experience**

Total respondents	143
Mean	21.4196
Std. Deviation	8.99484

The data indicated a mean of 21.4196 and a std. Deviation of 8.99484. it shows that the average years served by teachers were 21 years. It implies that the district commands an experienced teaching force. Experience has a direct link to job

satisfaction due to mastered skills and competencies. This concurs with Reyes (1990) research findings that indicate that work orientation was related to the degree of job satisfaction among teachers. Reyes concluded that teaching experience and organizational tenure were associated with teacher's job satisfaction which increased with experience in teaching

### 4.3. 2 Gender of Respondents

As sample on gender of respondents was sought and presented in table 4.3

**Table 4.3 : Distribution of respondents by gender**

	Frequency	Percent
Male	37	25.9
Female	106	74.1
Total	143	100.0

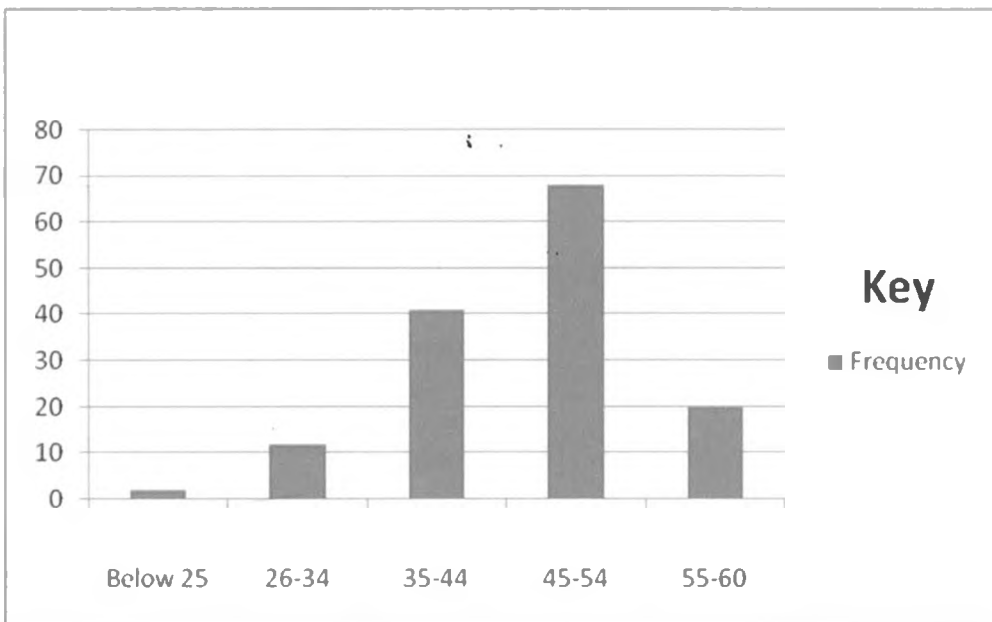
According to table 4.3 gender of respondents was 25.9 (37) were male while 74.1% (106) were female. There was a gender bias, since female gender was most represented compared to the male gender. The above phenomenon could be explained by the fact that initially married female teachers were given of working in stations that were a walking distance from their home a policy that never favoured their male counterpart. This policy has since been revised and married female teachers are posted in any region regardless their marital status. Female

teachers are likely to draw more job satisfaction than male teachers since most of them are working in stations near their homes.

### 4.3.3 Age of teachers

The study sought to establish the age of respondents. The information is presented in figure 4.1

**Figure 4.1 Distribution of teachers by Age.**



The findings on the age variable presents an interesting phenomena. It shows that since the government lifted the freeze on employment of teachers very few have been employed and this confirms reasons the Kenya National Union of teachers (KNUT) is currently agitating for any employment of 150,000 thousand teachers. The number of teacher about to retire at age 60 is more compared to those newly

employed with a age below 25 years. The study also indicates that in the next 15 years more than half of the teachers will be retired.

The factors of age influences job satisfaction. Younger teachers have more conflicting issues and have more diverse aspirations than older teachers who may have settled in their jobs due to age. The older teachers may have a higher job satisfaction than the younger ones. This is in line with Okume’s explanation (1998) that young employees give high expectations and aspirations, which may not be met by the organization. After some time in the working the employees expectations are modified and the job is positively perceived.

#### 4.4.4 Marital Status

The study sought background information of the teachers regarding their marital status. Figure 4.2 present the findings.

**Figure 4.2 Marital Status**

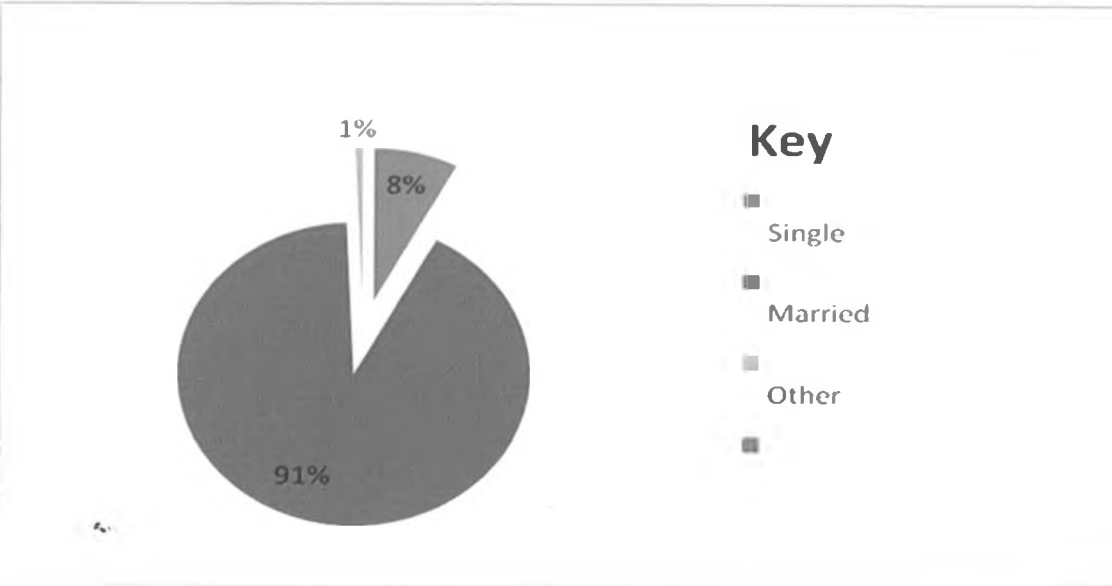


Figure 4.2 is a representation of the marital status of respondents where 7.7% of the respondents were single, 91.6% of the respondents were married while 7% of the respondents were either widowed, engaged etc.

The fact that 91.6 percent of the teachers are married indicates that most teachers in their job are stable because marriage comes with its own responsibilities. The huge number of married teachers could be explained by the fact that the highest number of teachers are in the age bracket of marriage. There is an implication that married teachers are more stable and this could contribute to their enhanced job satisfaction.

#### 4.4.5 Teachers Academic Qualification

This study sought information on teacher Academic qualifications. The findings are represented in table 4.4.

**Table 4.4: Distribution of teachers by Academic Qualification**

	Frequency	Percent
P1	76	53.1
P2	4	2.8
Bachelors	16	11.2
Med	3	2.1
Diploma	44	30.8
<b>Total</b>	<b>143</b>	<b>100.0</b>

From table 4.4 it indicates that 53.1% of the respondents held a P1 as their highest academic qualification, 2.8% held a P11, 1.2% held a Bachelors, 2.1% held a M.ed while 30.8% held a diploma in their highest academic qualification. It indicates that quite a good number of teachers are holding a PI certificated which can be explained by the fact that promotion on merit are no longer practiced as teachers have to upgrade their qualifications through some form of training.

Levels of education of the teachers is imperative for the teachers to embrace the relevant roles reward and recognition, a factor that largely determines job satisfaction of teachers. This is in line with Okumbe's findings (1992) that indicate that professional variable showed some significant influence.

#### **4.4.6 Teachers Cross tabulation of gender and age**

The study sought findings of cross tabulation of teachers gender and their age.

Figure 4.3 presents the tabulated findings.

**Figure 4.3 Teachers cross tabulation of gender and age**

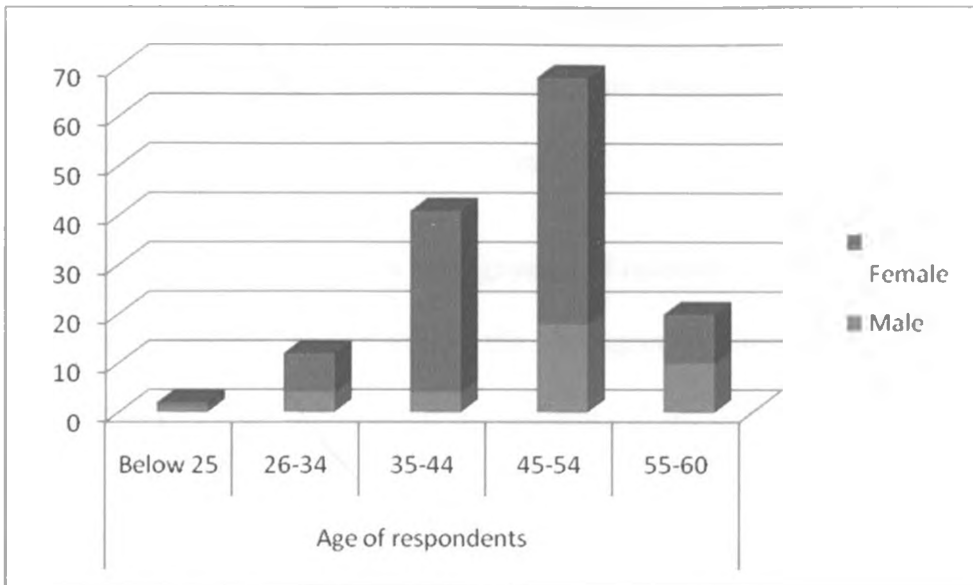


Figure 4.3 shows across tabulation of the age of respondents based on their gender. For the male gender, 1 on them was below 25, 4 were aged between 26-34 years, 4 of them aged between 35 - 44, 18 of them were between 45-54 years while 10 of them aged between 55-60 years. As for the female gender 1 of them aged below 25 years, 8 of them aged between 26-34, 37 of them were between 35-44 years, 50 of them were between 45-54 years of age while 10 of them aged between 55-60. It indicates that in every category of age there are more female teachers than there are male. This is due to the fact that initially, female teachers were posted to stations a walking distance from their homes a policy, that never favoured their male counterpart.

counterparts are known to engage in various business and the fact that culturally they are property owners. Academic qualification has an influence on teachers job satisfaction. Higher academic qualification enhances teachers competences and skills, hence increase job satisfaction.

#### 4.4.8 Descriptive statistics on background of teachers

The study sought to establish the background information of teachers descriptively. Figure 4.5 presents the summary of the descriptive statistics.

**Figure 4.5. Descriptive Statistics on Background of the teachers**

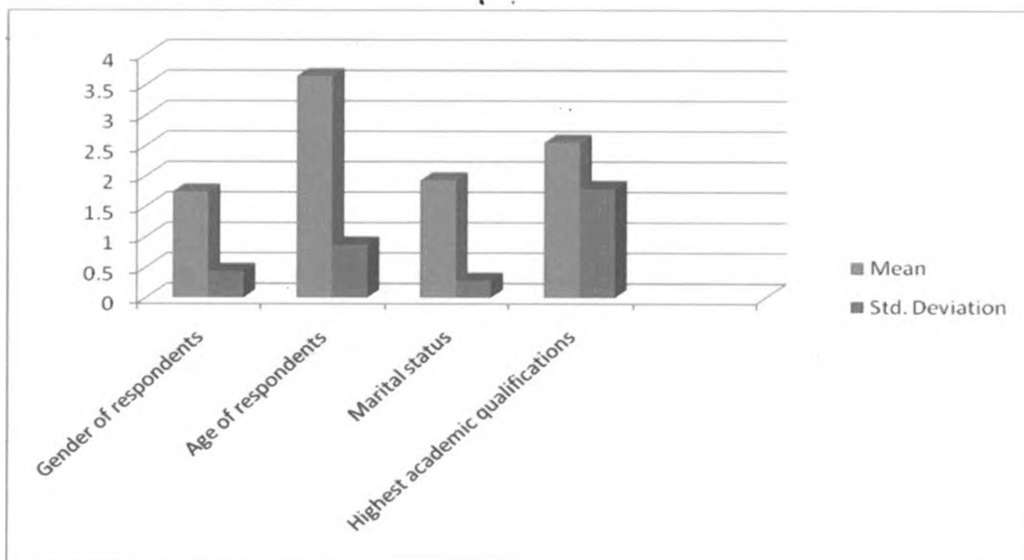


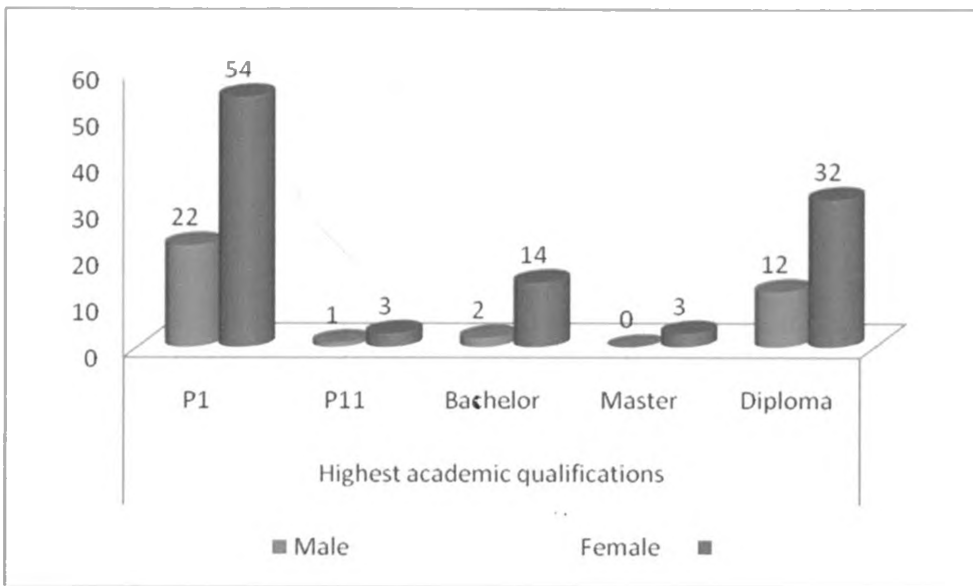
Figure 4.5 presents the descriptive statistics where 1.93 was the mean and 0.439 was the standard deviation for gender of respondents, 3.64 and 0.875 was the mean and standard deviation for age of respondents. Respectively, 2.15 was the



#### 4.4.7 Teachers cross tabulation of gender and academic qualification

The study sought cross tabulation information on gender and academic qualification. The findings are presented in figure 4.4.

**Figure 4.4: Teachers cross tabulation of gender and academic qualification**



It is evident in figure 4.4 that the findings of the highest academic qualification in a cross tabulation to the gender, 22 of the male respondents held P1 certificate, 1 of them held a P2 certificate while 2 of them held Bachelors degree, none of the respondents held a Masters degree but 12 of them had a Diploma certificate. For the female gender 54 of them had a P1 certificate, 3 of them had a P2, 14 of them had a Bachelors degree, and 3 of them had a master’s degree while 32 of the female respondents had a diploma.

This phenomena indicates more female teachers have embraced further education as this is the only way to earn them some financial freedom since the male

mean and 0.282 was the standard deviation for marital status while 2.55 and 1.795 was the mean and standard deviation for academic qualifications respectively.

#### 4.5 Influence of Leadership aspects employed on teachers levels of job satisfaction

In this section the study sought to identify leadership aspects employed and the relationship to teachers job satisfaction. Table 4.5 presents the findings statistics.

**Table 4.5: Descriptive Statistics on aspects in leadership**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Skewness</b>	
	Statistic	Statistic	Statistic	Statistic	Std. Error
	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied	Very Dissatisfied
Let the staff members know what is expected of them?	143	2.01	.900	.574	.203
Allowing members complete freedom in their work?	143	2.12	.960	.871	.203
Friendly and approachable?	143	2.06	1.036	.643	.203
Encouraging initiative by other members of staff?	142	2.11	.913	.470	.203
Giving advance notice of change	143	2.21	1.006	.493	.203
Pushing for	141	2.13	.948	.865	.204
	143	1.9650	.95248	1.062	.203

increased production?	143	2.0280	.92648	.591	.203
Willing to make changes	143	2.0559	.93278	.997	.203
Helping members settle the differences?	143	2.1888	.95645	.591	.203
Encouraging the members to beat their past target	143	2.8601	1.21957	.272	.203
Allowing the group to set its own pace?	136	1.6923	.91337	1.439	.203
Acting without consulting the group?					
Supporting teachers' welfare					
Valid N (listwise)					

Table 4.5 is a presentation of the descriptive statics for question featured in questionnaires 2.01 was the means for letting staff members known their job roles and description, 2.12 was the mean for allowing members complete freedom in their work, 2.06 was the mean for friendliness and approachability. 2.11 was the mean for encouraging initiative by the staff members, 2.21 was the mean for giving of advance notice of change, 2.12 was the mean for push for increased in production, 1.965 was the mean for willing to make changes, 2.028 was the mean for helping members settle their differences, 2.0559 was the mean for

encouraging members beat their past targets, 2.1888 was the mean for the group being allowed to set its own pace, 2.8601 was the mean for the head teacher to act without consulting the group, 1.6923 was the mean for support of teachers welfare and the standard deviation was below 1.0 which not significant deviation statistically and so we find the responses valid to make inference.

In the same table, standard deviation was as follows. According to the findings, 0.900 was for letting the staff members know what is expected of them, 0.960 was for allowing members complete freedom in their work, 1.036 was for friendliness and approachability, 0.913 was for encouraging initiative by others members, 1.006 was for giving advance notice of change, 0.948 was for push for increased production, 0.95248 was for willingness to make changes, 0.92648 was for helping members settle differences, 0.93278 was for encouraging members to beat their past targets, 0.95645 was for allowing group set its own pace, 1.21957 was for acting without consulting the group while 0.91337 was for support of teachers' welfare. The statistics findings indicate that there are different leadership aspects employed by headteachers, which have a statistical significance on teachers' job satisfaction.

#### **4.6 Influence of Individual Factors on Teachers' Job Satisfaction**

This section sought to establish the influence of individuals factors on teachers' job satisfaction. The finding are presented in Table 4.6.

**Table 4.6: Descriptive Statistics on aspect of individual factors influencing teacher job satisfaction.**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Skewness</b>	
	Statistic	Statistic	Statistic	Statistic	Std. Error
	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied	Very Dissatisfied
Your social relationship with teachers	143	1.83	.769	.863	.203
Your teaching competencies	143	1.69	.642	.544	.203
The opportunity to assist other teachers to succeed	143	1.90	.757	.572	.203
The relationship amongst teachers	143	1.80	.688	.418	.203
Teachers self accomplishment	142	2.10	.870	.660	.203
Recognition of teachers work	143	2.29	.997	.519	.203
Achievement of own professional objectives	143	2.17	.867	.508	.203
	143	2.53	1.026	4.09	.203

Advancement opportunities as a teacher	142				
Valid N (listwise)					

According to table 4.6 it is evident that the descriptive statistics for the influence of individual factors on teachers job satisfaction was 1.83 as mean and 0.769 as the standard deviation for personal social relationship with fellow teachers, 1.69 was mean and 0.642 was standard deviation for teaching competencies, 1.9 was mean and 0.757 was the standard deviation for opportunity to assist other teachers to succeed, 1.8 was mean and 0.688 is standard deviation for the relationship amongst teachers, 2.10 was mean and 0.870 was the standard deviation for teachers self accomplishment, 2.29 was mean and 0.997 the standard deviation for recognition of teachers work, 2.17 was mean and 0.867 standard deviation for achievement of professional objectives while 2.53 was the mean and 1.026 was the standard deviation for advancement opportunities as a teacher respectively which was above 1.0 which is significant deviation statistically and so we find the responses not valid to make inference.

#### **4.7 Influence of Institutional Factors**

This section sought information on the influence of institutional factors on teachers job satisfaction. The findings are presented in table 4.7.

**Table 4.7: Influence of Institutional Factors on Teachers' Job Satisfaction**

	<b>N</b>	<b>Mean</b>	<b>Std.</b>	<b>Skewness</b>	
			<b>Deviation</b>		
	Statistic	Statistic	Statistic	Statistic	Std. Error
	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied	Very Dissatisfied
Number of lessons taught per week	143	2.80	.929	.348	.203
Adequacy of number of teachers in your school	143	2.98	1.078	.179	.203
Out of class workload	143	3.14	.976	.038	.203
The students teachers ratio	143	3.04	1.047	.027	.203
Staffroom facilities	143	2.94	1.076	.092	.203
The office facilities	143	2.81	1.027	.309	.203
Classroom facilities	143	2.92	.884	.104	.203
Cleanliness of your school	143	2.59	.850	.629	.203
Condition of school buildings	143	2.70	.972	.170	.203
Provision of tuition materials	143	2.95	.906	.097	.203
Surrounding community	143	3.10	.858	.148	.203
Support extended by parents	143	3.08	.935	.260	.203
Valid N (listwise)					

Table 4.7 is a descriptive statistics presentation for the influence of institutional factors on teachers, job satisfaction. Where according to findings, 2.80 was the mean and 0.929 was the standard deviation for number of lessons taught per week, 2.98 was mean and 1.078 the adequacy of number of teachers in one's school, 3.14 was the mean and 0.976 the standard deviation for out of class workload, 3.04 was the mean and 1.047 the standard deviation for the student teacher ratio, 2.94 was the mean and 1.076 the standard deviation for staffroom facilities, 2.81 is mean and 1.027 the standard deviating for classroom facilities, 2.59 was the mean and 0.85 the standard deviation for cleanliness of schools, 2.78 was mean and 0.972 the standard deviation for condition of buildings, 2.95 was mean and 0.906 the standard deviation for provision of tuition materials, 3.10 was mean and 0.858 was standard deviation for surrounding community, 3.08 was mean and 0.935 was standard deviation for support extended by parents which was below 1.0 which not significant deviation statistically and so we find the responses valid to make inference.

#### **4.8 Influence of the Strategies Used to Enhance Teacher's Job Satisfaction**

The study sought to establish the strategies used to enhance teachers job satisfaction. The findings are presented in Table 4.8.



**Table 4.8: Descriptive Statistics on strategies to enhance teachers job satisfaction**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Skewness</b>	
	Statistic	Statistic	Statistic	Statistic	Std. Error
Teachers reward for academic excellence	142	3.35	1.24	-.320	.203
Appreciation for extra teaching	143	3.26	1.130	-.170	.203
Personal appraisal by head teacher	142	2.25	.991	.818	.203
Recommendation for upward mobility	143	2.70	1.114	.216	.203
Reward systems for out-of-class activities	142	3.51	1.103	-.469	.203
Recognition for work done	143	2.93	1.155	.138	.203
Promotions prospects	143	3.51	1.144	-.212	.203
Valid N (listwise)	140				

Table 4.8 presents the descriptive statistics for influence of the strategies used to enhance teachers' job satisfaction. According to the findings, 3.35 was the mean

and 1.124 the standard deviation for teachers reward for academic excellence, 3.26 was the mean and 1.130 the standard deviation for appreciation for extra teaching, 2.25 was the mean and 0.991 , the standard deviation for personal appraisal by head teacher, 2.70 was the mean and 1.114 the standard deviation for recommendation for upward mobility, 3.51 was the mean and 1.103 the standard deviating for reward systems for out-of-class activities, 2.93 was that mean and 1.155 the standard deviation for recognition of work done, while 3.51 was mean and 1.144 the standard deviation for promotions prospects which was above 1.0 which is significant deviation statistically and so we find the responses not valid to make inference.

#### **4.9 Descriptive Statistics on the Challenges Faced By Public Primary Head Teachers in Enhancing Teachers' Job Satisfaction**

In this section the study sought to establish the challenges faced by public primary school head teachers in enhancing teachers job satisfaction. The findings are presented in Table 4.9.

**Table 4.9: Descriptive Statistics**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Skew ness</b>	
	Statistic	Statistic	Statistic	Statistic	Std. Error
	Very satisfied	Satisfied	Fairly satisfied	Dissatisfied	Very Dissatisfied
Promotion	139	3.72	1.104	-.768	.206
prospects	142	2.75	1.048	.188	.203
Handling of discipline matters	143	4.23	.886	-1.459	.203
Harmonization of teachers salaries	143	2.40	.873	.863	.203
Handling of discipline matters	141	2.56	.812	-.064	.203
Involvement of students academic improvement concern with staff welfare	135		1.098	.419	.204
Valid N (listwise)					

Table 4.9 represents the descriptive statistics for the challenges faced by public primary headteachers in enhancing teachers' job satisfaction were 3.72 for the mean and 1.104 the standard deviation for promotion prospects, 2.75 was mean and 1.048. the standard deviation for handling discipline matters, 4.23 the mean and 0.886 the standard deviation for harmonization of teachers salaries, 2.40 was the mean and 0.873 the standard deviation for handling of discipline matters, 2.56 was mean and 0.812 the standard deviation for academic improvement while 2.56 was mean and 1.098 the standard deviation for concern with staff welfare which was above 1.0 which is significant deviation statistically and so we find the responses not valid to make inference.

**Table 4.10:Chi-Square Test of Association**

		Challenges faced in teacher job satisfaction	Strategies used to improves teachers job satisfaction	Leadership aspects	Individual factors	Institutional factors	
Chi-Square		33.845	39.248	71.091	99.268	88.014	
Df		4	4	4	4	4	
Asymp. Sig.		.000	.000	.000	.000	.000	
Monte Carlo Sig.	Sig.	.000	.000	.000	.000	.000	
	95% Confidence Interval	Lower Bound	.000	.000	.000	.000	.000
		Upper Bound	.000	.000	.000	.000	.000

#### **4.10. Chi-Square Test of Association**

According to table 4.10 the Chi-square test allows the determination of the statistical significance association between two variables. Table 4.10 shows that the relationship between challenges faced in enhancing teachers job satisfaction has a significance level of 0.001 which is less than 0.05 ( $P < 0.05$ ) and therefore informs that there is a significant association between the challenges faced by head teachers in enhancing job satisfaction of the primary school teachers at 95% level of confidence. From the table 4.10 the strategies used to improve teachers job satisfaction indicate a significance level of 0.00 which is lower than 0.0 ( $P < 0.05$ ) and therefore at 95% level of confidence. It can be concluded that there is a statistically significant association between the strategies used and job satisfaction of primary school teachers.

From the table 4.10 the studies established that leadership style has a statistically significant relationship with teachers' job satisfaction. The results indicate that at 95% level of confidence leadership styles has 0.00 level of significance which is less than 0.05 ( $P < 0.05$ ). Observations on table 4.10 indicate that individual factors when evaluated for statistical significance at 95% level of confidence were 0.00 which is less than 0.05 ( $P < 0.05$ ). This indicates that individual factors had a statistically significant association with teachers' satisfaction. It can be reported from the table 4.10 that institutional factors when evaluated for statistical significance in their association with teachers job satisfaction had a significance level of 0.00 which is less than 0.05 ( $P < 0.05$ ) which establishes a statistically

significant. A study by Luthans (1989) confirms these findings as they found that working conditions has a modest effect on job satisfaction and supported this by explaining that clean and attractive surroundings tend to make workers happy. This position was also taken by Hutchenson (1982) who found there was a significant relationship between job satisfaction of teachers and the school environment which would equally apply to

#### **4.11 Qualitative Data Analysis**

The interview schedule revealed that the teachers were over worked due to the under staffing. The teachers were also said to be underpaid and therefore derive little job satisfaction irrespective of the strategies the headteachers use to improve their job satisfaction. The head teachers reported to use co-operation and team work to improve on their job satisfaction. The head teachers use guidance and counseling facilities as well as informal gatherings like tea and lunch meetings to motivate and counsel the teachers and encouraged dialogue to enhance job satisfaction of the teachers. The headteachers reported that they faced difference in their teachers' level of education, parents' attitudes and constant domestic challenges as the main causes of teachers' job dissatisfaction.

#### **4.12 Summary of job satisfaction**

The study revealed that there were more female respondents than male with majority and the female having P1 qualification as their highest level of academic qualification. The age of the respondents was majority between 45-54 years.

The study found the association between the challenges faced in teacher job satisfaction by headteachers and the association between strategies used to improve teacher's job satisfaction had a statistical significance less than 0.05. the study also established that leadership styles and both individual and institutional factors had a statistical significance of less than 0.05 therefore all the independent variables are found herein statistical significance in their association to primary school teachers' job satisfaction. These findings are in line with postonje (1991) recommendations that in order to understand job satisfaction both the job and individual factors should be put into consideration. Sogomo (1993) also suggest that work characteristics for teachers that are associated with job dissatisfaction be identified in order to change the working environment for continuous job satisfaction.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of research findings, interpretations, conclusions and recommendations arising out of the research. The chapter ends by giving suggestions for further research to fill the gaps which the researcher has identified as important and which other researchers can do further research.

#### **5.2 Summary of Findings**

The study looked at individual and institutional factors influencing Teachers' Job satisfaction in public primary school in Meru Central District, Kenya. The study was guided by the need to establish the relationship between leadership styles, institutional factors like working conditions, and individual factors like recognition, promotion and supervision as well as interpersonal relations

The study found the association between the challenges faced in teacher job satisfaction by head teachers and the association between strategies used to improve teacher's job satisfaction had a statistical significance less than 0.05. the study also established that leadership styles and both individual and institutional factors had a statistical significance of less than 0.05 therefore all the independent



variables are found herein statistical significance in their association to primary school teachers job satisfaction.

The response rate was 82% and this was found as representative of the sample population and the teachers length of teaching was a mean age of 21 years, which was found to be a very informed age on the issues that the study was establishing.

The study established that there were more female respondents than male and that the majority of the respondents were between 45 years and 54 years of age. The study found the majority of the respondents were married with a majority being P1 as their highest level of qualification.

### **5.3 Conclusion on findings**

#### **5.3.1 Influencing Leadership Aspect on Teacher Job Satisfaction**

The study concludes that leadership aspect used by head teachers has a statistical significance on the primary school teachers job satisfaction. According to Filipino (1984) good leadership aspects ensures that psychological and security need for workers are adequately met. This is supported by Nzuve (1999) who postulated that the effectiveness of a leader's behaviour is measured by the degree to which the manager meets both organizational goals and satisfies the employees needs. Therefore the leadership aspect of primary school head teachers has influence on the teachers' job satisfaction.

### **5.3. 2 Influence of Institutional Factor on Teachers Job Satisfaction**

From the study findings it was concluded that institutional factors like working conditions, physical facilities and the level of work load has significant influence on the teachers' job satisfaction. A study by Luthans (1989) confirms these findings as they found that working conditions has a modest effect on job satisfaction and supported this by explaining that clean and attractive surroundings tend to make workers happy. This position was also taken by Hutchenson (1982) who found there was a significant relationship between job satisfaction of teachers and the school environment which would equally apply to the primary school teachers who participated in this study.

### **5.3.3 Influence on Individual Factors on Teachers Job Satisfaction**

The study found that there is a significant relationship between individual factors like recognition and self aspirations and job satisfaction. These findings agree with Okumbe (1992) who found out that recognition at work ranked among the factors that influence job satisfaction. This is also in line with findings by Postonje (1991), Berder (1990) who found that recognition could prevent staff frustration and low job satisfaction.

### **5.3.4 Influence of Strategies used On Job Satisfaction of Teachers**

The study found that the strategies used to influence primary school teachers' job satisfaction has a statistically significant association. This agrees with Owen (1980) who found out that organizational climate is important in eliciting and

shaping the behaviour of the employees and leading to acceptance of a level of job satisfaction that commensurate with the environment. This was supported by Cherrington (1989) who found out that organizational practices influence job satisfaction of employees. Teachers are also seen from the findings to be influenced in their job expectations by the available strategies to the head teacher.

### **5.3 Recommendations**

#### **5.3.1 Leadership Aspects**

The study recommend that the head teachers should be given extensive and intensive training on the most appropriate leadership aspects to manage the dynamic environment that they find themselves in managing teachers job satisfaction.

#### **5.3.2 Institutional Factors**

While it may not be directly possible to improve all the factors the teachers work load can be reduced through rational staffing and observing the CBE of the primary schools.

#### **5.3.3 Individual Factors**

The teachers need to be encouraged to develop themselves through continued professional education so that they may be promoted to higher job grades and earn better pay which will improve their job satisfaction.

### **5.3.4 Strategies Used On Job Satisfaction of Teachers**

The study encourages use of more intrinsic motivational methods to improve teacher's job satisfaction. These are the non monetary methods that would improve their role in the management of the education institutions. The head teachers need to be sponsored to attain the latest soft skills they can use to manage their teachers job satisfaction.

### **5.4 Areas for Further Studies**

Base on the findings and the scope of this study, the research and suggests the following areas for the study.

- i. Since the study has addressed itself to the effect of individual institutional, leadership aspect and the strategies used to improve teachers job satisfaction. There is therefore room to undertake a study to investigate the role of the government in addressing primary school teachers' job satisfaction.
- ii. Secondly, a study to investigate the reason as to why there are so many teachers still holding P1 qualifications while the opportunities for higher education are now at the county level in every part of the country.

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**APPENDIX I: LETTER OF INTRODUCTION.**

**UNIVERSITY OF NAIROBI,  
DEPARTMENT OF EDUCATIONAL  
ADMINISTRATIONAL PLANNING,  
P.O BOX 92,  
KIKUYU.**

**The Head Teacher/ Teacher**

\_\_\_\_\_ **School**

Dear Sir/ Madam,

**REF: INDIVIDUAL AND INSTITUTIONAL FACTORS INFLUENCING  
TEACHERS' JOB SATISFACTION IN PUBLIC PRIMARY  
SCHOOLS IN MERU CENTRAL DISTRICT KENYA.**

I am a post graduate student pursuing a master of education degree in Education Administration at the University of Nairobi. Am conducting a research on the above topic. This is to kindly request your participation in the research by completing the questionnaire. The information obtained will be used for the purpose of this research. Any personal details will be treated with utmost confidentiality.

Thank you in advance for your cooperation and assistance.

Yours Sincerely,

**Christine Nkirote Armi.**



**APPENDIX II: HEADTEACHERS' INTERVIEW GUIDE**

1. What is your age .....years
2. What is your teaching experience in years.....
3. How long have you been a head teacher in this school----- years?
4. How is the staffing in the school in terms of adequacy?
5. Please explain if there is a possible relationship between the staffing levels and teachers' job satisfaction.
6. Please indicate the strategies you have put in place to enhance teachers' levels of job Satisfaction.
7. In what ways do you involve teachers in school leadership/management?  
-----  
-----
8. In what ways do you ensure improved working conditions for the teachers  
-----  
-----
9. How do you identify teachers efforts that deserve promotion ?  
-----  
-----
10. . In what ways do you recognise your teacher's efforts?  
-----  
-----

11. How do you ensure your teachers are working in harmony with each other?

---

---

Thanks you very much

### APPENDIX III:

#### TEACHERS' JOB SATISFACTION QUESTIONNAIRE

The aim of this questionnaire is to enable the researcher study personal issues of teachers in relation to the working station please answer all questions correctly

#### SECTION A

1) Please tick (✓) your gender: Male [ ] Female [ ]

2) Please indicate your age category:

≤ 25 years [ ] 26 – 34 years [ ]

35 – 44 years [ ] 45 – 54 years [ ]

55 – 60 years [ ]

3) Please indicate your marital status: single [ ] Married [ ] Any other, please specify

.....

4) What is your highest academic qualification – please tick (✓)

P I [ ] P II [ ]

Bachelors [ ] Masters [ ]

Others. Please specify .....

5) What other responsibility or responsibilities do you have in the school apart from teaching? (i) .....

(ii)..... (iii).....

6) How many years have you served as a teacher?.....years

## SECTION B

Please assess your level of satisfaction with the following aspects using the scale shown: Put the number in brackets in the corresponding boxes provided.

Extent to which you are satisfied with:	<b>Very satisfied (1)</b>	<b>Satisfied (2)</b>	<b>Fairly satisfied (3)</b>	<b>Dissatisfied (4)</b>	<b>Very dissatisfied (5)</b>
7) Promotion prospects					
8) Handling of discipline matters of teachers by employer					
9) Harmonisation of teachers' salaries and allowances with those of Civil Servants					
<b>10) Extent to which you are satisfied with SMC'S</b>	<b>Very satisfied (1)</b>	<b>Satisfied (2)</b>	<b>Fairly satisfied (3)</b>	<b>Dissatisfied (4)</b>	<b>Very dissatisfied (5)</b>
i) Teachers' rewards for academic excellence					
ii) Appreciation for extra teaching					
iii) Handling of discipline matters for pupils					
iv) Involvement in students' academic improvement					
v) concern with staff welfare					

<b>11) Extent to which you are satisfied with:</b>	<b>Very satisfied (1)</b>	<b>Satisfied (2)</b>	<b>Fairly satisfied (3)</b>	<b>Dissatisfied (4)</b>	<b>Very dissatisfied (5)</b>
i) Personal appraisal by the head teacher					
ii) Recommendation for upward mobility					
iii) Reward systems for out-of-class activities					
iv) Recognition for work done					
v) Promotion prospects					
vi) Involvement in decision making					
vii) Communication on aspects that affect you					
viii) Adequacy of teaching learning facilities					
ix) Style of supervision by the head teacher					
<b>12) Extent to which you are satisfied with your working conditions:</b>	<b>Very satisfied (1)</b>	<b>Satisfied (2)</b>	<b>Fairly satisfied (3)</b>	<b>Dissatisfied (4)</b>	<b>Very dissatisfied (5)</b>
i) The number of lessons taught per week					
ii) Adequacy of teachers in your school					
iii) Out of class workload					
iv) The student-teacher ratio					
v) Staffroom facilities					
vi) The office facilities					
vii) Classroom facilities					
viii) Cleanliness of your school					
ix) Condition of school building					
x) Provision of tuition materials					
xi) Surrounding community/society					

13) Extent to which you are satisfied with:	Very satisfied (1)	Satisfied (2)	Fairly satisfied (3)	Dissatisfied (4)	Very dissatisfied (5)
i) Your social relationship with teachers					
ii) Your teaching competence					
iii) The opportunity to assist other teachers to succeed					
iv) The relationships amongst teachers					
v) Teachers self accomplishment					
vi) Recognition of teachers work					
vii) Achievement of your own professional objectives					
viii) Advancement opportunities as a teacher					

## SECTION C

Please indicate your level of satisfaction with the headteachers' performance of the following

	Very satisfied (1)	Satisfied (2)	Fairly satisfied (3)	Dissatisfied (4)	Very dissatisfied (5)
Letting the staff members know what is expected of them?					
Allowing members complete freedom in their work?					
Friendly and approachable?					
Encouraging initiative by other members of staff?					
Allowing the staff members to act on their own judgments?					
Sharing the responsibilities among members of staff?					
Waiting patiently for the results of a decision?					
Allowing members to do their work the way they think best.					
Deciding what shall be done and how it shall be done?					
Giving advance notice of change					
Pushing for increased production?					
Willing to make changes					
Helping members settle their differences?					
Not allowing members to have freedom of action?					
Encouraging the members to beat their past target					
Allowing the group to set its own pace?					
Acting without consulting the group?					
Supporting teachers' welfare.					



# NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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NAIROBI-KENYA

Website: www.ncst.go.ke

NCST/RCD/14/012/982

Our Ref:

3<sup>rd</sup> July 2012

Date:

Christine Arimi Nkirote  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Individual and institutional factors influencing teachers' job satisfaction in public primary schools in Meru Central District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Meru Central District** for a period ending **31<sup>st</sup> August, 2012.**

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

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

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

Copy to:

The District Commissioner  
The District Education Officer  
Meru Central District.



Research Permit No. NCST/RCD/14/012/982

Date of issue

3<sup>rd</sup> July, 2012

Fee received

KSH. 1,000

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Christine Arimi Nkirote**  
**of (Address) University of Nairobi**  
**P.O.Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**

<b>Meru Central</b>	<b>Location</b>
<b>Eastern</b>	<b>District</b>
	<b>Province</b>



**on the topic: Individual and institutional**  
**factors influencing teachers' job satisfaction**  
**in public primary schools in Meru Central**  
**District, Kenya.**

**for a period ending: 31<sup>st</sup> August, 2012.**

<b>Applicant's</b>	<b>Secretary</b>
<b>Signature</b>	<b>National Council for</b>
	<b>Science &amp; Technology</b>