

**INFLUENCE OF WORK-FAMILY CONFLICTS ON SECONDARY  
SCHOOL TEACHERS' LEVEL OF JOB SATISFACTION IN  
MACHAKOS DISTRICT, KENYA**

**Makau Naomih Nginah**

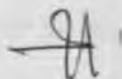
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**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education in Educational Administration  
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## DECLARATION

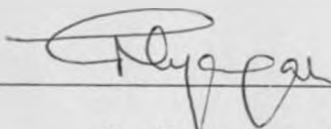
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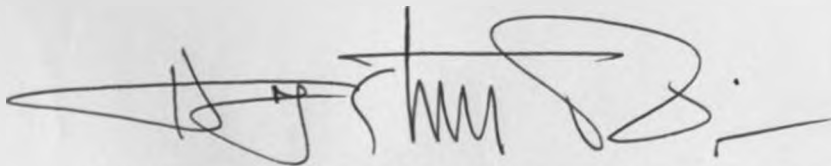
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## **DEDICATION**

This work is dedicated to my parents Mr. David Makau Musyimi and Agnes Mwikali Makau who despite their limitations took me to school. Special dedication goes to my beloved daughter Shilba Blessings who has been of great inspiration and encouragement giving value to my study.

## ACKNOWLEDGEMENT

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## ABBREVIATIONS AND ACRONYMS

<b>MOE</b>	Ministry of Education
<b>NBRI</b>	National Business Research Institute
<b>PDE</b>	Provincial Director of Education
<b>SPSS</b>	Statistical package for social sciences
<b>TFC</b>	Teacher Follow-up Survey
<b>TSC</b>	Teachers Service Commission

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## ABSTRACT

The purpose of this study was to establish the influence of work-family conflicts on secondary school teachers' levels of job satisfaction in Machakos district, Kenya. The study was guided by five objectives that revolved on the work-family conflicts experienced by secondary school, the extent to which school type, and personal characteristics such as age, level of education, gender and marital status and areas of specialization influence work-family conflict. The other objective focused on the influence of work-family conflicts on teacher's level of job satisfaction and finally to suggest strategies used by secondary school principals in management of work-family. The study adopted descriptive survey and the target population included all the principals and secondary schools teachers in Machakos district. Data was analysed by use of SPSS programme and presented by use of frequency tables, means, bar graphs and pie charts. Through data analysis the study established that; all the teachers 100 percent experienced work family conflict however at varying levels. The study also established that that there are several causes of work family conflict in Machakos district. Among them include head teachers poor communications. Poor defined responsibility, work overload, Lateness in duty, child care or care for the old age. The study also revealed 90 percent of the teachers experienced work family conflict regardless of the type of the school where they work, however, those in mixed day and boarding schools experience more work family conflict compared to the ones in other types of schools, the teachers working in other type of schools like boys boarding, mixed day and girls boarding experience work family conflict in that order the study also established that age, level of education, gender and marital status influences work family conflict with the youthful teachers experiencing more work family conflict compared to the elderly teachers, on gender more female teachers experience more work family conflict compared to the male teachers. However, on the level of education, the study established that the higher the level of education the more the work family conflict, 75 percent of married teachers experienced more work family conflict than single, divorced and separated teachers The area of specialization also influences work family conflict, the study established that 80 percent of the teachers who have specialized in languages experience more work family conflict compared to other teachers who have specialised in sciences and humanities. Based in the findings the study recommended that, the headteachers should undertake management courses to enable them be able to handle teachers well, there is also need to encourage teachers to attend guidance and counselling sessions to enable them be able to handle family conflict. The Teachers Service Commission need to employ more teachers to minimize work load that creates work family conflict among the teachers, there is also need to encourage dialogue in school, where teachers can freely share their views; this is based on the findings of the study which indicated that poor communication among the teachers on the cause of work family conflict. The results of this study indicate that teachers' job satisfaction is affected by family conflict in that teachers experiencing family conflict are not able to execute their duties effectively.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Conflicts are integral part of human organizations world over. In daily life conflicts are inevitable. A large amount of energy and resources are expended by organizations to prevent and resolve conflicts. Flippo (1980) attempted an explanation by remarking that total absence of conflict would be unbelievable, boring and a strong indication of conflict suppression. Kerzner (1998) asserted that conflict is part of change and therefore necessary. Working individuals face the problem of harmonizing the responsibilities of work and family on daily basis (Williams & Alliger, 1992). Work-family conflict has widely been explored during last few decades, considering and dealing with work and family roles being of one construct (Netemeyer, 1996). Though delivering simultaneously at one hand, benefits psychologically in terms of status, ego, gratification and increased self-esteem, yet it outlays in terms of role strain, psychological distress and somatic complaints, on the other hand (Frone, Russel & Cooper 1992).

According to Williams & Alliger (1992) work which is more demanding but the return are disappointing, may augment the prospects of work-family strain and while work that is compensatory may lessen the probability of strain. Further experiencing both the role may have mutual effects affecting the perceptions and behavioral in one to a certain degree by understanding in the

other. Work-family conflict is defined as an inter-role conflict where the role stresses from work and family spheres of influence are reciprocally irreconcilable, making it difficult to participate in one role owing to demands of the other (Aryee S, Lukv 1998). Experiencing added conflict between the roles, reduces the intensity of job and life contentment. Work-family conflict influences the psychological interest of individuals and also impact upon their work-related mind set; for example departmental loyalty, bindings and work-related conduct such as absenteeism, lateness, duty desertion and turnover (Carsor and Perrewe, 1999). Work-family conflict is classified as role conflict between employees work and family roles (Greenhaus and Beutell, 1985).

Ndungu (1991) and Cardno (2003) respectively examined potential role conflict between headteachers and teaching staff in Kenya and New Zealand. Ndungu (1991) asserts that the staff imposes expectations on how the headteacher should behave as a leader. Cardno (2003) uses the term "curriculum leadership" to emphasize on leadership and teaching and he says that in fulfilling the role of a principal, role conflict is likely to arise during interaction with members of staff. Belsky & Crouter (1984) observes that excess work may have an effect on family and experiences gained from family domain may have effects on work hence negative spillover where difficulties and depression in work may affect the job satisfaction and achievement.

Ostroff, (1992) asserts that teachers heavily influence the school community morale among staff and students, and the overall school climate. Teachers who

experience high level of work-family conflicts are more likely to miss days of work, which could potentially lead to falling behind in the curriculum. Teachers who are dissatisfied with their job could negatively affect the morale of their students and fellow teachers leading to decreased motivation of both student and staff. Teachers who experience high levels of work-family conflict end up with prolonged periods of stress, become detached from their responsibilities and role and have negatively job satisfaction (Maslach, Schaufeli, & Leiter, 2001).

However, negative school climate, poor administrative leadership, school type and quality of building have each been associated with increased rates of teachers' job dissatisfaction (Buckley, Scheider, & Shang 2005). Zembrylas & Papanastasiou (2006) observe that factors that contribute to teachers job dissatisfaction as important to understand due to increased emphasis on education, the increasing demands on teachers and the current costs of replacing teachers'. Liu & Ramsey (2008) examined 2000/2001 version of the Teacher Follow-up Survey (TFP) to determine teachers' satisfaction with different aspects of their jobs. It was found that gender, age and years of teaching experience were related to job satisfaction among teachers. Teachers with more years of teaching were satisfied with their job than newly employed and young female teachers dissatisfied with teaching while male counterparts satisfied Panastasiou & Zembylas (2008) conducted a study among school teachers in cypress and found out that primary school teachers were more satisfied than secondary school teachers'.

Gorton (1992) outlined three ways of preventing work-family conflict which is a role conflict in institutions. These included, developing of comprehensive and clear job descriptions for all positions in the organization; being clear in personnel selection to be filled and that the administrators' behavior should employ less stressful management style. Kingangi (2009) and Ramani & Zhimin (2010) studied conflict resolution in Kenyan public secondary Schools in Nairobi. They agreed on the main styles of conflict management as being; regular meetings with aggrieved parties, inviting resource persons from the PDE and embracing open systems where everyone is let to air their view as well areas of conflict being discussed openly. In addition, principals should encourage democratic representation in the choice of leaders, departments and responsibilities, regular consultation with stakeholders, suspension and dismissals.

### **1.2 Statement of the problem**

Fuller (1985) asserts that the nature of teaching-learning atmosphere is a key determinant of whether a school will realize its mission and vision hence achieving its educational goals and objectives. When this atmosphere is interfered with a strife sets in inform of conflicts which interfere with every activity of the school. Ostroff (1992), Maslach and Leiter (2001), Buckley (2005) and Zembylas (2006) have looked at factors leading to teachers job dissatisfaction. Further Gorton (1992) also looked at ways of preventing work-family has had its share of job dissatisfaction among secondary school teachers (Machakos District Annual Newsletter 2011). Its against this backdrop that this



study will attempt to investigate the influence of work-family conflict on secondary school teachers' level of job satisfaction in Machakos District.

### **1.3 Purpose of the study**

The purpose of this study is to analyse the influence of work-family conflicts on secondary school teachers' levels of job satisfaction in Machakos district, Kenya.

### **1.4 Objectives of the study**

- i. To identify work-family conflicts experienced by Secondary school teachers in Machakos District.
- ii. To determine the influence of school type and category on Secondary school teachers' level of job satisfaction
- iii. To examine the influence of teachers' workload on their level of job satisfaction.
- iv. To establish the influence of secondary school teachers' characteristics on their level of job satisfaction.
- v. To establish how secondary school teachers' salary influences their level of Job satisfaction.
- vi. To analyze the strategies used by school principals in managing work-family conflict.

### **1.5 Research questions**

- i. What are the work-family conflicts experienced by secondary school teachers in Machakos District?
- ii. To what extent does the school type and category influence secondary school teachers' level of Job satisfaction?
- iii. To what extent does secondary school teachers workload on their level of job satisfaction?
- iv. What is the influence of secondary school teachers' characteristics on their level of Job satisfaction?
- v. What is the effect of secondary school teachers' on their level of job satisfaction?
- vi. What strategies do school principals employ in managing work family conflict?

### **1.6 Significance of the study**

The study may provide useful information to the District education office and education policy makers on ways in which they can come up with strategies of managing work-family conflict, improving the working condition to boost work self-concept and job satisfaction, and minimize job stress for better job performance of the teachers. The study may also go a long way in assisting headteachers to guide against causative factors that could negatively influence job satisfaction on secondary school teachers. The research is likely to be important to universities and institutions that undertake management for secondary school principals and job training satisfaction among workers.

### **1.7 Limitations of the study**

The research depended on cooperation in data gathering procedures and therefore would have been inaccurate responses hence flawing of the whole study. However, to avoid this researcher created rapport with target respondents. These respondents could have been the cause of these work-family conflicts; hence they would not offer responses to expose themselves. This was addressed by the researcher giving assurance of confidentiality to the respondents thus minimizing incorrect responses.

### **1.8 Delimitations of the study**

This study investigated the influence of work-family conflicts on secondary school teachers' level of job satisfaction in Machakos district in Machakos County. The study focused on public secondary school, school head teachers and teachers. The data used was collected by the research instruments involved sample head teachers and teachers only of public secondary school

### **1.9 Basic assumptions of the study**

In this study it was assumed that all public secondary schools teachers in Machakos district had experienced situations which require interventions of administrators and their experience of work-family conflicts resolutions and job satisfaction. It was also assumed that the developed questionnaires could be valid and measured the desired constructs. It was also presumed that the target respondents would respond individually to the questions in the questionnaires.

### **1.10 Definitions of significance terms**

**Administration** refers to the implementation of policy procedures, rules and regulations set out.

**Education** refers to process by which society transmits knowledge, skills values from one generation to another.

**Head teacher** refers to the officially designated head of a school in Kenya by Teachers Service Commission or internally appointed by Board of Governors with the overall day to day administrative responsibility of running a secondary school and to whom members of the school are answerable.

**Job enrichment** refers to employees having increased freedom and independence, increased job responsibility, organised tasks to allow workers do more job, come up with a complete activity and giving feedback so as to allow individual to correct their own performance.

**Job satisfaction** refers to how well a job provides fulfillment of a need or want or how it serves a source or means of enjoyment to a secondary school teachers.

**Public secondary** refers to school a secondary school that is financially supported by MOE and receives teachers from TSC.

**Work-family conflict** refers to a situation which occurs when cumulative demands of work and family roles are incompatible in some respect so that participation in one role is made more difficult by participation in other role.

**Work stress** refers to pressures from work place which produces negative changes in an individual.

### **1.11 Organization of the study**

This study is organized into five chapters. Chapter one deals with the background to the problem, statement of the problem and the purpose of the study. The chapter also sets the objectives and corresponding research questions and also provide significance of the study. It also dealt with the limitations, delimitations and the basic assumptions of this study. Significant terms in this study are defined as used in the study. Chapter two deals with review of related literature on definition of work-family conflicts in organizations, teachers' characteristics influencing work family conflicts, prevalence of school type on work family conflicts, workload on teachers' job satisfaction, teachers' salary and remunerations on Job satisfaction and management strategies of work family conflicts. Chapter three contains research methodology outlining the research design, target population, sampling procedures data collection procedures and data analysis techniques. Chapter four focuses on data analysis, presentation and interpretation of findings. Chapter five contains the summary of the findings, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter consists of review of related literature on definition of work-family conflict in organizations, demographic variables influencing of work-family conflict among secondary school teachers, influence of school type on work-family conflict, workload on teachers' job satisfaction, teachers salary and remunerations on Job satisfaction and management strategies of work-family conflicts among secondary school teachers. It also discusses theoretical framework and conceptual framework of the study.

#### **2.2 Work-family conflict in organization**

Definition of work-family conflicts vary and at times become confusing Carmeli (2003) defines work-family conflicts as an inter-role conflict in which domains are mutually incompatible. In some respect, that is the participation in the work-family role is affected by participation in the family-work role. Work-family conflict is a common problem among employees. According to Nicole(2003)work-family conflict is seen as an undesirable situation and it negatively affects a number of other areas within and outside the family, hence may lead to increase in prolonged fatigue, high level of absenteeism at work, poor health, broken homes at times, polygamy aim decreased job and life satisfaction.

Willis O' Connerr and Smith (2008) cited that work-family conflict exists when the expectations related to a certain role do not meet the requirements of the other role preventing the efficient performance of that role.

Grandey and Cropanzano (1999) proposes the conservation of resources theory in defining work-family conflict which proposes that people strive to protect and build resources such as objects(e.g. money, house)conditions(e.g. quality of one's roles external support)energies (e.g. time and level of energy) and personal characteristics(e.g. beliefs such positive outlook). Work-family conflict is an inter-role conflict and as viewed by Ramani and Zhimin (2010) who pointed out aspects such as communication breakdown, ambiguity or roles tight deadlines, unmet goals and expectations, personal interest among others.

Greenhaus and Beutell (1985) identified three sources of work-family conflict, which are time based conflict, stress-based conflict and behavioral-based conflict. Time-based conflict can take two forms. The first is time pressure associated with membership in one role may make it physically impossible to comply with expectations arising from another role. The second is that pressure also may produce a preoccupation with one role even when one is physically attempting to meet the demands of another role. Strain-based performance conflict exists when strain in one role affects one's performance in another role. For example the strain in work will affect family role. The roles are incompatible in the sense that the strain created by one makes it difficult to comply with the demands of another role. Behavior-based conflict happens when the behavioral styles that one exhibit at work (impersonality, logic

power, authority) may be incompatible with behaviors desired by their children within the family domains.

According to Achoka (1990) work-family conflicts can result to frustration, tension, stress, impact on emotional and physical health leading to decreased work outputs of the institution, impaired effectiveness among teachers, disillusionment and to some extreme cases dismissal of the individual.

### **2.3 Demographic variables influencing work-family conflicts**

Byron (2005) asserts that balancing work and family is a challenge in an adult's life due to the increase in dual-career couples and single-parent households and decrease in traditional gender roles. He further observes that excessive pressure and scarcity of free time among employees may adversely affect their ability to cope. The excessive pressure on both work and family roles among employees can lead to job dissatisfaction, absenteeism, poor personal relations and decreased work performance (Davidson & Cooper 1992). However empirical evidence shows that individuals with high level of education are unable to balance family interference with work life and work life with family life, due to their high commitment to careers leaving very little time for family life. (Higgins 2003).

Green-Reese, Johnson and Campbell (1991) conducted a study with physical education teachers in public secondary school to determine how age, teaching experiences and school type were related to job satisfaction and work stress.



They found out that work stress severely affected teachers job satisfaction while age and years of teaching were significant to job satisfaction. Teachers with less years of teaching experiences low job satisfaction while the aged and with many years of teaching were satisfied with teaching and had less work stress and could balance work demands with family life.

According to Machakos District Education Office, Annual report 2011 a number of head teachers have been deployed others transferred and even resigning. This may have been due to the imbalance between work life and family life. However female teachers have shown increased absenteeism and especially young teachers who are at the age of child bearing and this may have been due to high demands of life having little time for work life. Teachers undergoing masters and PHD programmes have reported high levels of absenteeism, lateness to duty and un-restfulness at place of work. This may be due to commitment in time to achieve their education goals and at the same time to attend to their work.

#### **2.4 The concept of job satisfaction**

Job satisfaction refers to all those feelings that are considered pleasant by teachers in relation to their work as teachers. According to Mullins (1999), job satisfaction is an attitude towards a job. Ingolo (1991) further notes that job satisfaction refers to the degree to which an individual feels positive about various factors of the job tasks that when provided makes the employee feel they are getting what they value in their work. Kasinga cites Weiss (2002) who

postulates that job satisfaction is an attitude but points that researchers should clearly distinguish the objective of cognitive evaluation which are affective emotions, beliefs and behaviours. This implies that we form attitudes towards our jobs by taking into account our feelings, beliefs and behaviours. Mullins (1999) notes that job satisfaction is an effective reaction to an individual work situation and could be associated with a feeling of achievement Njuguna (2010) cites Pastor and Erlandson (1982) that noted that teachers measure their job satisfaction by factors such as freedom in decision making, use of valued skills, freedom and independence, expression of creativity and opportunity to learn. Teachers' job satisfaction is important because it has strong implications for students' learning.

Scholars have identified three important dimensions to job satisfaction (Okumbe 1998). The first dimension is that job satisfaction is an emotional response to a job situation; in this sense, job satisfaction can only be inferred but not seen. The second dimension of job satisfaction is that it is usually determined by how well job outcomes meet or exceed expectations, for example if teachers feel they are working harder than others, with similar or comparable qualifications in other sectors of the economy but are receiving fewer rewards, they will most likely feel dissatisfied with their job. By the same token if teachers perceive their rewards as equitable then they will feel satisfied with their teaching job (Okumbe, 1992).

Although countries recognize the important role played by educators, a number of aspects regarding their well-being remain largely neglected and hence acting as sources of dissatisfaction as well as creating low levels of motivation and job satisfaction. According to a survey carried out by National Business Research Institute (NBRI, 2009), employees with higher job satisfaction typically believe that their organization will be satisfying in the long run. They care about the quality of their work; they are more committed to their organization, have higher retention rates and are rated as more productive in their work. The feelings were attributed from fairness and prudent management of the organization. According to International Labour Organization-UNESCO study (1982), the low prestige associated with teaching could be associated with low salaries, poor terms of service and poor career prospects.

Chivore (1988) carried out a study on job satisfaction among teachers in Zimbabwe that established that salaries, opportunities for advancement, adequate and decent accommodation, school facilities and working conditions had the greatest influence on teachers' job satisfaction. On the basis of the study, Chivore's study suggested improvement of teachers' remuneration as a way of attracting and retaining qualified personnel in teaching profession. Desster (2004) refers to the job satisfaction as the intensity of a person to engage in an activity. The Mayo Clinic (2010) identifies factors that lead to loss of job satisfaction. These include bickering co-workers, conflicts with supervisors, mismatch between work and pay, not having necessary resources to successfully perform the tasks given, lack of promotion opportunities, fear

of losing a job, boring work and overall routine work that does not tap one's education and potential.

### **2.5 School type, on teachers' level of job satisfaction**

Influence of school type on work-family conflict in Canada, time in employment increased for many as did the non-work demands resulting from the continued change in family structures and continue rise in the percentage of employees with childcare, elder care or both (Duxbury & Higgins 2003). Higgins said that employees or professionals face almost the same stressors at job no matter what kind of job they undertake.

Secondary school teachers in this case experience work-family conflicts just like other employees. However, Buck & Smith (2000) asserts that secondary school teachers experience the same level of work-family conflict, no matter the school structure they work as they are all professionals and the head teachers' managers of the school.

### **2.6 Workload and teachers' job satisfaction**

According to Jian-Xin (2007), in their qualitative research and field work methods on four middle schools in the country on the burnout phenomenon of teachers under various conflicts in China. He found out that teachers experienced burnouts due to the way the timetable was structured; it did not create room for flexibility and relaxation even for few hours. The respondents felt suffocated when they finished their weekly instruction and had to make up

lessons on weekends and even worse on Mondays when they get up early to attend the national flag ceremony. As a teacher put it, "My energy is running out. I just walk between school and home, numb, don't know what I am doing." The research found that this phenomenon was more common in senior department than in junior as the senior had to be prepared for major exams. The research indicated that among all high school teachers the senior teachers experienced acute exhaustion as they had a number of students to tutor in spare time and their tutoring progress was to be recorded in a notebook and handed in. The teachers therefore on the contrary of producing good results found them unable to produce report and thus engage in teaching for teaching sake hence affecting their level of Job satisfaction and students performance.

#### **2.6.1 Teachers' personal characteristics and job satisfaction**

Studies have been carried on teachers' personal characteristics and job satisfaction, some of the teachers characteristics that have been studied include, the age of the teachers, working experience, and marital status.

#### **2.6.2 Teachers' age and levels of job satisfaction**

According to Okumbe (2001), professionals go through different stages in relation to being established in their careers. Those in the early 20s are usually in what is referred to as exploratory stages while those in their mid-30s are seeking establishment in their careers. He noted that older teachers tend to be more satisfied than younger ones who are still seeking to establish themselves and determine career suitability.

Similarly, Njuguna (2010) cites Griffin (1984) found a relationship between levels of job satisfaction and age in that the higher the age, the higher the level of job satisfaction. It is evident that people's levels of job satisfaction differ based on one's age. The more advanced in age tend to be more satisfied than the younger. The underlying implication could be that the aged have acquired more capital, have been promoted and are in positions where they can make independent decisions on their work and have a lot of influence on matters touching on their day to day work. Similarly, a study by Okumbe (1992) noted that job satisfaction among workers varies with age. Similarly, the study noted that employees' morale is high at the initial stages of employees' career but it decreases in the subsequent years. The level of job satisfaction remains relatively low until in their late 20s and 30s and starts rising for the rest of their career.

Okumbe (1992) observed that the levels of job satisfaction increased with age, a position that was negated by Njuguna (2010) who accepted the null hypothesis that there is no significant relationship between teachers' levels of job satisfaction and their relationship with their supervisors based on their age. Liu (2008) notes that young teachers come with high expectations that are unrealistic, gets disillusioned as years go by and hence may quit more than the elderly. Davidson (1992) notes that teachers as they age tend to be slightly more satisfied due to lower expectations and better adjustments to their teaching position. Young teachers want to be head teachers after only one to

two years of service. When it does not happen they start losing their teaching focus.

Fuller (1985) explains that even as job satisfaction increases with age, head teachers have a notion that older teachers are considered inflexible and are resistant to change, less creative and unable to deal with critical situations when given equal opportunity but older teachers are equal to the task in quantity and quality outputs. According to Albanese and Fluet (1983), older teachers have strong values and favourable job attitudes than young teachers. The young have a lot of energy and enthusiasm when they join teaching. They imagine that promotions are forthcoming and immediate and with this notion they work energetically for the first few years. If their expectations fail, they lose interest in the teaching, reduce productivity and job dissatisfaction creeps in.

### **2.6.3 Working experience and teachers' job satisfaction**

According to Okumbe (1998) Hertzberg studies in 1955 showed considerable trend in job attitudes according to age and length of service. Job satisfaction increases with experience and according to Albanese and Fleet (1983), teachers with greater seniority, better job assignment and opportunities for promotion, social status have high job satisfaction than others. Albanese and Fleet (1983) argue that those who invest more time in an organization are given special consideration and higher rewards. Studies by Keyes (1990) showed that teachers experience is associated with satisfaction. Schultz and Schultz (1986)

indicate in their study that age and experience on the job usually bring great competence, confidence and self-esteem. Nester and Leary (2000) averred that employees' years of experience increase their intrinsic motivation. It is important to note that it is not the years of service per se that increase an employee's motivation but the fact that one is able to tackle work place challenges and one is relatively stable professionally, socially and economically.

#### **2.6.4 Academic qualifications in relation to workers' job satisfaction**

A study by Okumbe (1992) established that secondary school teachers were more satisfied than their counterparts in primary schools. He noted that while secondary school teachers were better remunerated, the primary school teachers' levels of remuneration were relatively low and likely to attract dissatisfaction. The reiterated position from the Teachers' Service Commission to have primary school headteachers being graduates is likely to exert a lot of pressure on teachers who are not graduates. In the same vein, headteachers and teachers who are in secondary schools and do not have a Masters degree are likely to be under increasing pressure to go further education, a threat to their job satisfaction. The diploma head teachers may be lacking in confidence at a time when there are masters holders even in primary schools. In essence, head teachers need to be more learned to be confident in the work.



### **2.6.5 Teachers' job satisfaction and marital status**

Reyes (1990) postulated that married women are more satisfied with their jobs than their single counterparts. It could be necessary to note that the satisfaction could emanate from the focus on one's family, interactions and relationships in the place of work and outside and the support systems both from fellow married women and others. Some of the single women could be very aggressive and trying to enter into relationships some of which could not be working, thus leading to general dissatisfaction with life including their jobs.

Fetsch and Kennington (1997) in Njuguna (2010) noted that both married and divorced women were more satisfied with their jobs than the single female teachers. Okumbe (1992) observed that married graduate teachers were more satisfied than their single counterparts. The married employees exhibited fewer absences and had fewer cases of turnovers due to increased responsibility. Njuguna (2010) also supports the position that married workers exhibited higher levels of job satisfaction.

The female work force has been on the increase and this is attributed to reduced cultural beliefs and norms that have been robbing them of their rights. Reyer (1990) did a study of 150 teachers and found that gender/sex was related to job satisfaction in which more women were satisfied with their jobs than men. Some head teachers hesitate to have ladies within birth giving age on pretext of time wastage while on maternity leave, family issues take a lot of women teachers' time and as not give much to school during this time. Luthans

(2002) notes that many women teachers have a low job satisfaction since they feel are subject of male stereotyping that hinders their chances of promotions.

### **2.7 Teachers' salary on job satisfaction**

A study on Survey of teachers' departure from secondary schools in United Kingdom observed that Secondary schools need a stable staffing and guarantees contractual changes which reduce bureaucratic burdens, introduce work-life balance and guarantees planning (Smithers & Robinson 2001). They argued that unless this happens, teacher retention and supply would continue to be bedeviled by cyclical and long-term weaknesses. According to Income Data Services (IDS). Teachers start at a salary disadvantage relative to other graduate professionals. Despite recent increases for new entrants to teaching, teachers' starting salaries continued to lag behind those of graduate professionals. Relatively low levels of teachers starting salaries continue to hinder recruitment to the profession. This has led to low performance of students and low teachers ratio. However Teachers Review Body have consistently drawn Government's attention to the impact of low salary levels on both teachers retention and recruitment.

Voluntary services Overseas (2009) in a policy report on the motivation and morale of teachers in Cambodia after a survey conducted in the region found that public school teachers perceived themselves to be underpaid, poorly supported and working in under-resourced schools. Teachers appreciated the quality of work they suffered and work to expected standards, they devalues

their own family roles to enforced circumstances. They always felt heavy workload and low salaries.

### **2.8 Work-family conflict management strategies**

According to Gorton (1992) there are three ways of preventing conflict in institutions. These include, developing of comprehensive job description for all positions in the organizations, clear personnel procedures as well as expectations of the positions to be filled and school administrator should employ less stressful management. King'angi (2009) and Ramani and Zhimin (2010) studied conflict resolution in Kenyan public secondary school in Nairobi. They agreed on the management of conflict as being regular meetings with aggrieved parties, involving resource persons from the PDE and embracing open systems where employees are allowed to air their views as well as areas of conflict being discussed. In addition principals who are school administrations should ensure democratic representation in choice of leaders, responsibilities, performance awards, recommendation, regular consultation with stakeholders and fair formulation, punishments and suspensions.

### **2.9 Summary of literature review**

The literature review above outlines the concept of work-family conflict, possible sources of work-family conflict in an organization. Outlines demographic variables influencing work-family, conflict, influence of work-family type on work-family conflict, teachers job satisfaction and work-family

management strategies on secondary school teachers. The level of study, length of service, gender, marital status, area of specialization among secondary school teachers influence their level of work-family conflicts and affect their job satisfactions either positively or negatively. Hobfoll and Freedy (1993) asserts that job demands can threaten one's resources and overtime, long work hours leads to emotional exhaustion. The literature reviewed shows that no research has been made on influence work- family conflicts on secondary school teachers and their level of job satisfaction. This study is indented to fill the information gap left by the preceding studies.

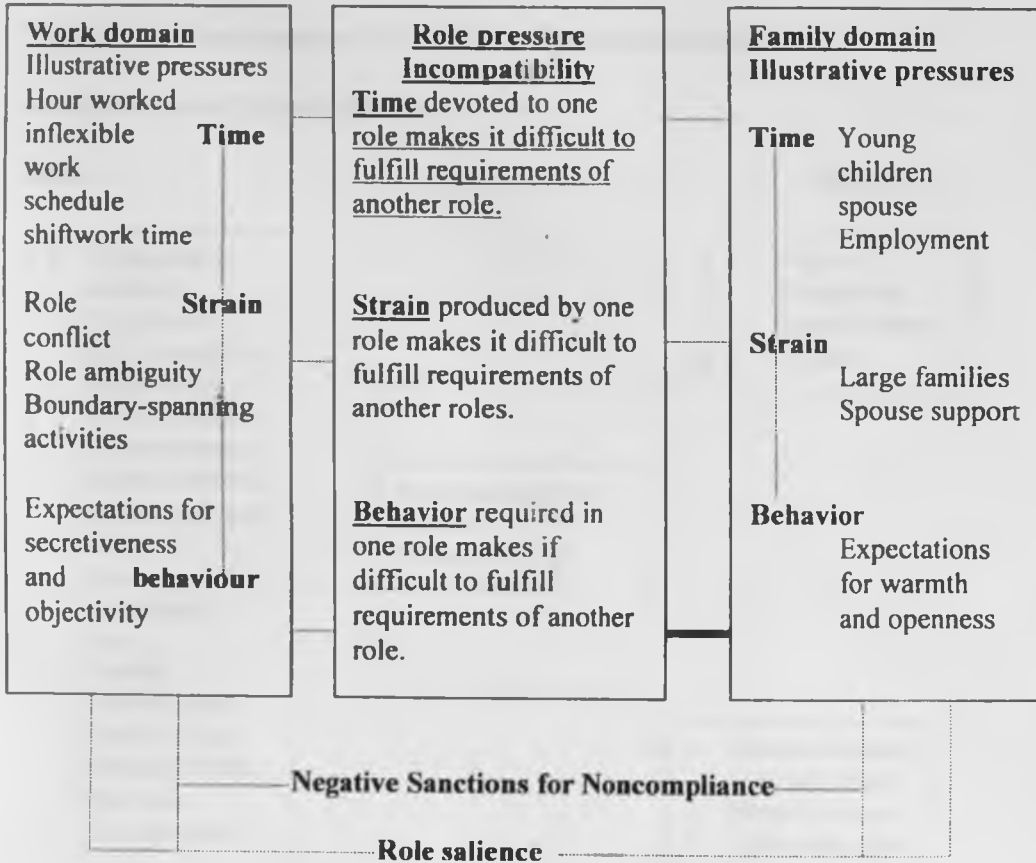
#### **2.10 Theoretical framework**

This study was guided by the multi-dimensional theory of Greenhaus and Beutell (1985) which argues on the basis of source of conflict. They divided work-family conflicts into three types of conflict namely time-based, strain based and behavior based conflicts.

The head teachers and teachers can employ this theory to control and manage the intensity of work-family conflicts. Having the knowledge on the negative impacts for family and teachers struggle to balance work and family roles. This concept calls for balance between family roles and work roles for an individual to be able to be positively satisfied with job. However, balancing work and family roles is a challenge in life (Byron, 2005).

## Theoretical Model

Figure 1.1: Greenhaus Beutell model of work-family conflict



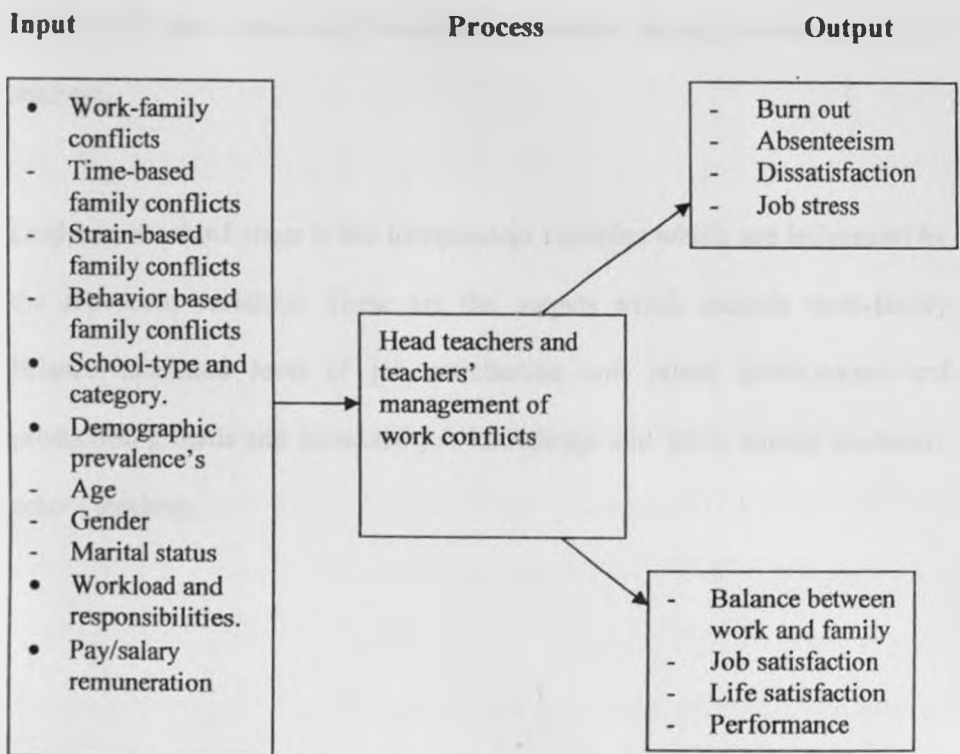
Source: Beutell (1985)

The above model portrays work-family conflict as role pressure incompatibility brought about by the imbalance between work domain and the family domain an individual experiences in an organization. Time, strain and behaviour caused are role pressure in an individual.

## 2.11 Conceptual frame work

Figure 1.2

Conceptual framework on the influence of work-family conflicts on teachers' level of job satisfaction



The above conceptual framework proposes that job satisfaction is a function of work-family conflict among secondary school teachers and there has to be resolution strategies to be adopted by head teachers and teachers to create harmony or balance between work-life and family-life hence attaining high level of job satisfaction. At the first stage is the dependent variables which include time-based conflict whereby time pressures associated with membership in one role may make it physically in possible to comply with

expectations arising from another role. Strain-based conflict which exists in one role affects ones, performance in another role; and the behavior based conflict happens when the behavior styles a teacher habit at work may be incompatible with behavior desired by children within family domain. In the second stage is the process into which there could be harmony or resolution which will slow down the work-family conflict among secondary school teachers.

Lastly, at the third stage is the independent variables which are influenced by the dependent variables. These are the outputs which include work-family balance increased level of job satisfaction unit raised performance and production growth and increased job knowledge and skills among secondary school teachers.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the methodology used in carrying out the research. It focused on the research design, target population, sample size and sampling procedures, research instruments, reliability and validity of the instruments, data collection and data analysis procedures

#### **3.2 Research design**

Different scholars have defined design as a framework of planning and constructing research (Gay, 1992). This study used descriptive survey method which involves specific prediction, with narration of facts and characteristics concerning individual employee performance (MC Millan & Schumacher, 2001). This design was appropriate for this study as it allowed the researcher to make comprehensive inferences about variables which were investigated in the target population.

#### **3.3 Target population**

Best and Kahn (1998) observed that a population is a group of individuals who have one or more characteristics in common that are of interest to a researcher. According to Mugenda and Mugenda (2003), a population is an entire group of individuals, events or objects having common observable characteristics. Lokesh (1984) defines a target population as a large population from which a



sample was to be selected. For the purpose of this research, the target population for this study included all the 32 secondary schools in Machakos district. .Meaning that all the 32 principals and 320 teachers constituted the target population for this study. This is in line with the data of the year 2011 in Machakos District Education Office which indicates that there are 32 principals and 320 teachers in Machakos district.

### **3.4 Sampling size and sampling procedures**

Norman and Frankel (1996) suggest that a sample of 10% of the population is adequate for a large population. Mc Millan and Schumacher (2001) suggest that in determining sample size, the researcher needs to obtain a sufficient number to provide credible results. The population was divided into strata on basis of school type and school category so that sampled school was proportional to schools in each category. To determine the sample size for the schools, the Krejcie and Morgan (1970) table was used. According to the table out of target population of 32 subjects, 28 of them can be used as sample size. Since the school principals were to participate in the study, all the 28 principals of the sampled schools participated in the study. In order to get the sample size for the teachers, the researcher adopted Borg and Gall (1996) method of determining sample size where they recommend the sample size of 30% of the target population. In this case from the target population of 320 teachers 160 were sampled to teachers participate in this study because they make 30% of the target population. Therefore, the entire sample size was 28 principals plus 160 teachers hence making a total sample size of 188 respondents.

Table 1: Target population distribution table

School type category	Head teacher's		Teachers		School		
	N	S	N	S	National	Provincial	District
Mixed day	14	12	140	70	0	0	5
Mixed day &boarding	10	8	100	50	0	2	5
Girls boarding	1	1	10	5	2	8	0
Girl's day & boarding	4	4	40	20	0	0	0
Boys boarding	3	3	30	15	2	6	2
Totals	32	28	320	160	4	16	12

### 3.5 Research instruments

Questionnaires were used as the study is concern with variable that cannot be directly observed such as views ,opinions ,perception and feeling of respondents .The questionnaires are more efficient as they require less time, they are less expensive and permits collection of data from a wide population as suggested by (Gay, 1992).

Two categories of questionnaire were used were one was used for the head teachers and the other for the teachers .The head teachers questionnaire were divided four sections .Sections A will contain items soliciting demographic

information such as age, gender ,marital status ,academic qualification and experience.

Section B contained items seeking information on causes of work family conflict among secondary schools teachers and prevalence of school type on work-family conflict and work family conflict management strategies employed by head teachers and principals section C dealt with head teachers job satisfaction and section D will seek suggestion of managing work-family conflict to have job satisfaction.

Teachers' questionnaire was divided into four sections. Section A contained items soliciting demographic information of the respondents such as age, gender, and marital status. Section B contained questions on work –family conflict management strategies to be employed by heartaches in their schools section C sought information on teachers' level of job satisfaction. Section D sought suggestion on the strategies to employ on minimizing work-family conflict.

### **3.6 Validity of the instrument**

Validity is the accuracy and meaningfulness of influences based on research results. It is ability of an instrument to measure what they are intended to measure (Mugenda & Mugenda 2003). A pilot study was conducted prior to the actual research. Ten teachers were involved in the study and these teachers were not included in the sample of the study. Through this pilot study, the

researcher was able to determine whether there was any ambiguity in any of the items (Borg, Gall 1996). The instrument collected the type of data anticipated to answer the research questions. The items that failed to measure the variable intended were either be modified or discarded. Expert's advice was sought from the supervisors.

### 3.7 Reliability of the instruments

The split-half method was used at the pretest stage to establish the internal constituency of the instrument (McMillan & Schumacher, 2001). This was put in use splitting the instruments into two. One half was even numbered item and the other half was of odd numbered items so as to obtain the reliability of the instrument. The correlated result value provided the internal consistency of one half of the instrument, that is the degree to which the two halves of the tests are equivalent or inconsistency in terms of items. This was done by the use of Pearson's moment's formula which gives the coefficient (r).

To obtain the full reliability of the instrument, the Spearman-Brown Prophecy formula was used.

$$\text{Reliability of entire test (Re)} = \frac{2(\text{reliability of 0.5 test})}{1 + \text{reliability of 0.5 tests}}$$

$$\text{Thus } \frac{2r}{1+r}$$

Where  $2r$  = correlated reliability  
 $r$  = uncorrected reliability  
 $n$  = number of parts = 2

(Tuckman, 2008)

The calculated value  $r$  was 0.6 and that of  $R_e$  0.7. This was the reliability coefficient and based on fact that the closer the value to 1.00 the stronger the congruence of the instrument this instrument was deemed to be reliable.

### **3.8 Data collection procedures**

A research permit was obtained from National Council of Science and Technology, a copy is presented to the District commissioner (DC) and District Educational Officer (DEO) Machakos, where permission and introductory letter to the head teachers and teachers of the participating school to inform them about the study was issued. Researcher then administered the instruments of the study to the head teachers and teachers of sample school. After presenting them a copy of permit and letter from District Education office date of one or two days will be agreed upon when the completed questionnaires were to be collected.

### **3.9 Data analysis techniques**

After the collection of data the questionnaires were checked for completeness, usefulness and accuracy. The answer from the questionnaire items were coded and processed by computer using the statistical package for social sciences (SPSS). Descriptive analysis was conducted to describe the characteristics of respondents; descriptive statistics was also used to identify work-family conflict. According to Mugenda and Mugenda (2003), descriptive statistics describe things as behaviors, attitudes, values and characteristics. Findings were

presented using both statistical techniques (frequency distribution tables and geographical representations (histograms, bars graphs and pie charts)

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings. The presentation is based on the research questions.

#### **4.2 Questionnaire return rate**

Questionnaire return rate is the proportion of the questionnaires returned after administering them to the respondent. For this study, out of the 28 questionnaires administered to the principals and 160 questionnaires administered to the teachers all of them were returned making a questionnaire return rate to be 100 percent.

#### **4.3 Demographic information of respondents**

This section deals with the demographic information like the age, gender, length of service, academic qualification, area of specialization and marital status of the principals and teachers. The demographic information was key to establish whether there is relationship between personal characteristics of the teachers and job motivation.

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#### 4.3.1. Gender of the teachers and principals

The teachers and principals were asked to indicate their gender, this aimed at establishing whether there was gender representation and to establish whether there is any gender which experiences more work family conflict than the other. The results of the teachers gender is as indicated in figure 4.1.

**Figure 4.1 Genders of the teachers**

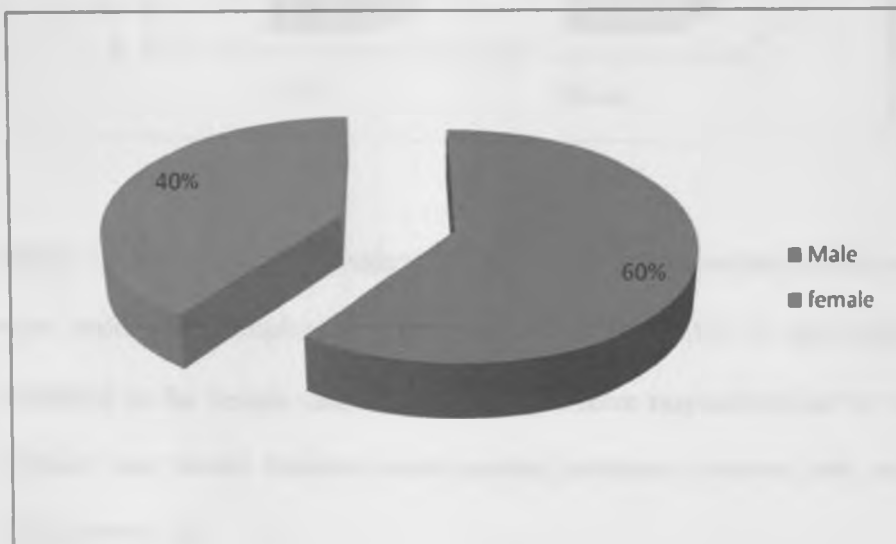


Figure 4.1 shows that there are more male teachers than the female teachers in Machakos district an indication that the proportion of male and female teachers in secondary school in Machakos district is imbalanced with more male to female teachers.

For the principals the trend replicated that of the teachers, however, the proportion of male principals exceeds that of the female counterparts with a big margin. The results are as in figure 4.2



**Figure 4.2 The gender of secondary school principals**

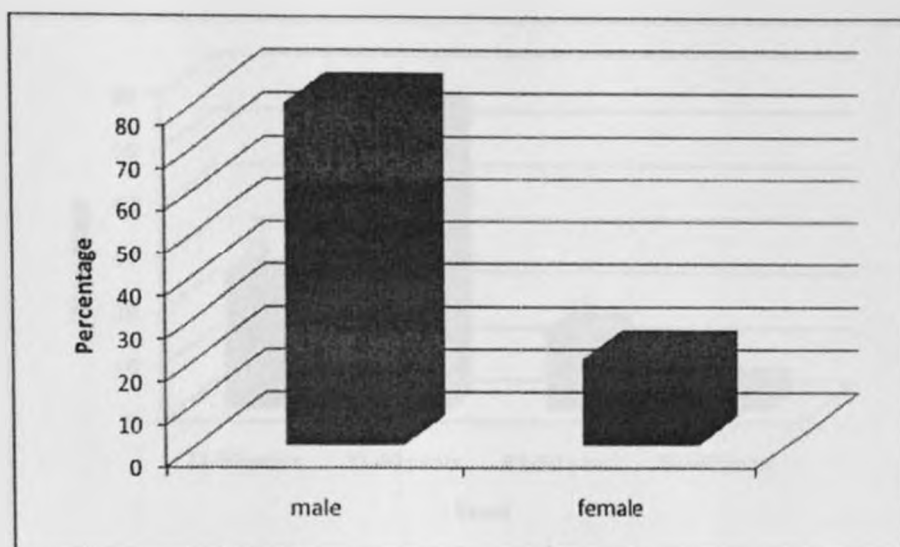


Figure 4.2 indicates that 80 percent of secondary schools in Machakos district were males. This implies that more males are appointed to head schools compared to the female teachers. This lead to more responsibilities for male teachers than female teachers hence causing imbalance between their family life and work life.

#### **4.3.2 Age of the teachers and principals**

The study also sought to establish the age of both teachers and principals. This aimed at establishing whether there is any relationship between the age of the respondents and work-family conflict. The age distribution of the respondents is as in figure 4.3

**Figure 4.3 Age distribution of the teachers**

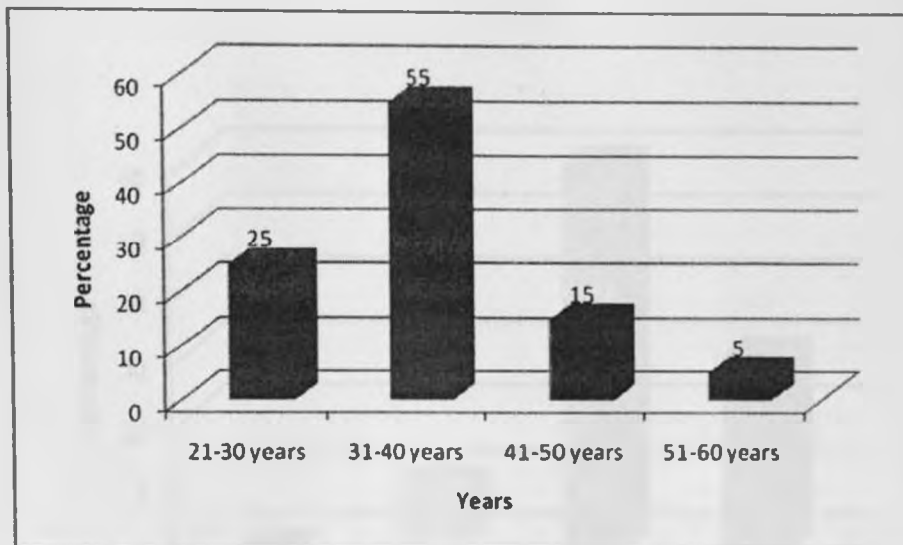


Figure 4.3 shows that more teachers are in age bracket 31-40 years as attested by 55 percent of the respondents. Others are in ages 21-30 years, 41-50 years and 51-60 years at the proportion of 25 percent, 15 percent and 5 percent respectively. For the secondary school principals the age widely varied with that of the teachers. The results are as in figure 4.4

**Figure 4.4 Age distribution of the principals**

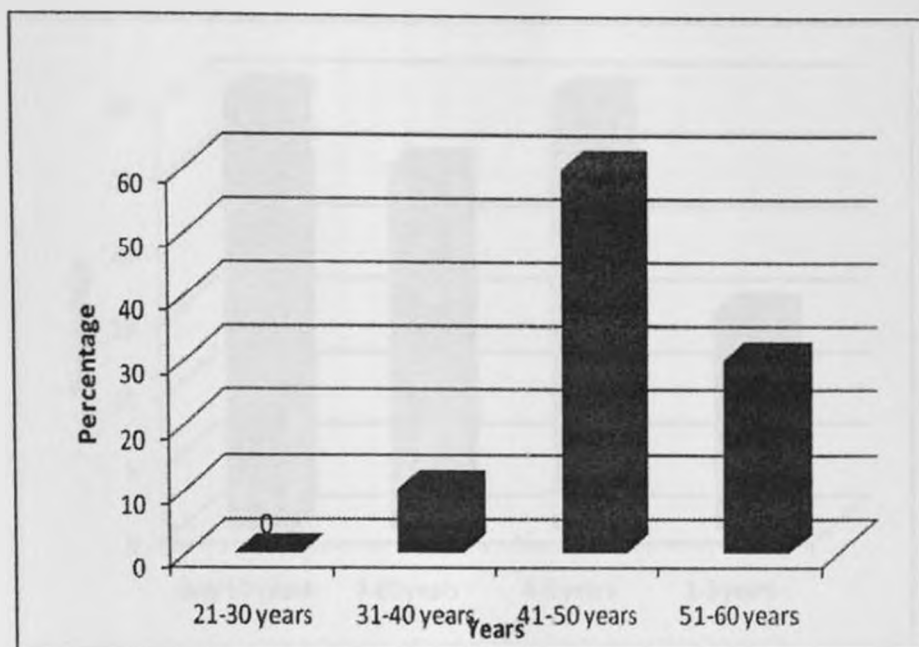


Figure 4.4 shows that majority of the principals 60 percent are in age bracket 41-50 years and the rest are in age bracket 51-60 years and none is less that 30 years. The older teachers who are in job group M and above qualify being school principals according to Teachers Service Commission policy of 2008.

#### **4.3.3 Length of service as a teacher**

The study also sought the relationship between the length of service and work-family conflict. The respondents were therefore asked to indicate their length of service as teachers. Through analysis, the length of service was established as presented in figure 4.5

**Figure 4.5 Length of service for the teachers**

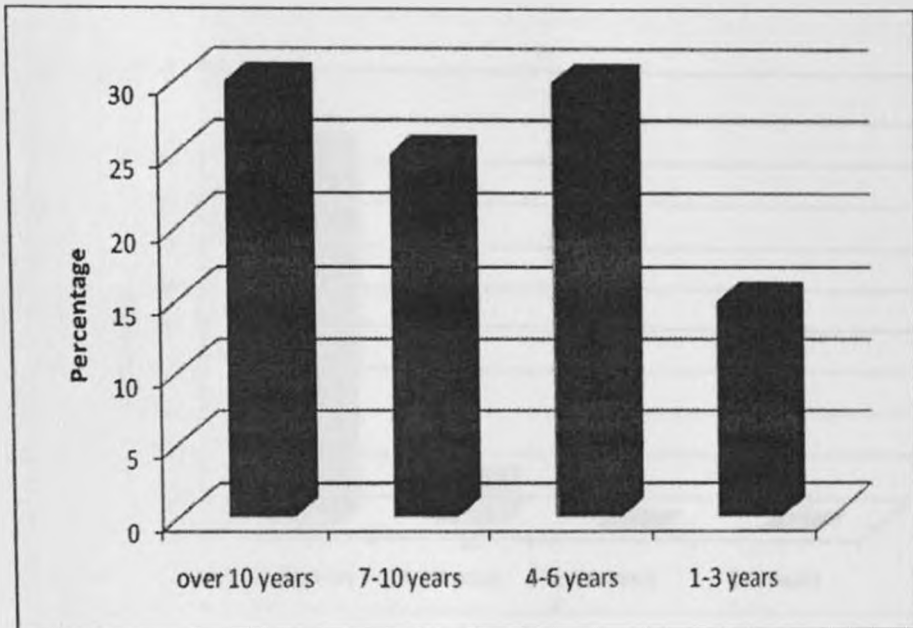


Figure 4.3 indicates that 55 percent of the teachers have been in the teaching profession for more than 7 years while 45 percent have been in the teaching profession for less than 7 years. This made it possible to make comparison on the level at which the length of service for a teacher is affected by work family conflict.

On the other hand the principals were also asked to indicate their length of service as a teacher. The results are as presented in figure 4.6

**Figure 4.6 The length of service for the principals as a teacher**

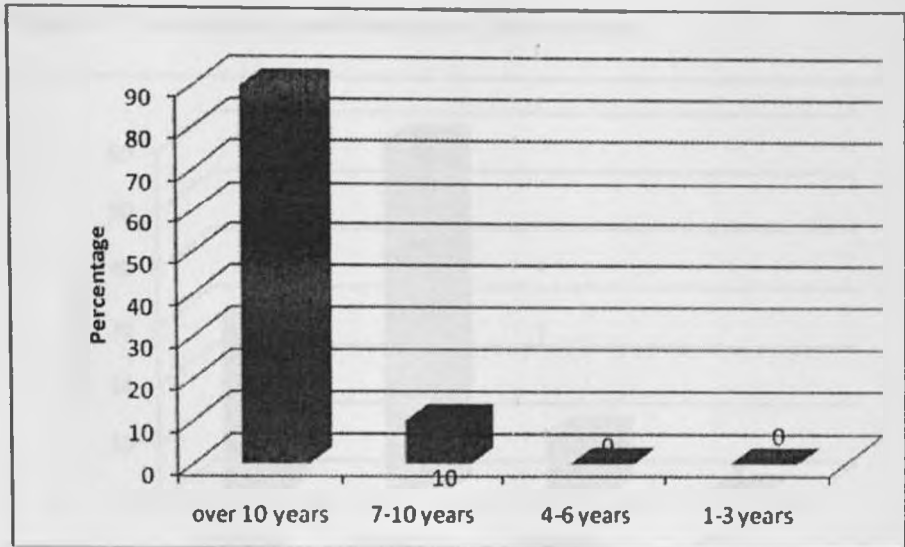


Figure 4.6 shows that unlike teachers who some indicated that they had served for 1-3 and 4-6 years, none of the principals served for less than 6 years before appointed to head the schools. The results from table 4.5 indicate that 90 percent of the head teachers served for more than 10 years before appointment. This implies that work experience is one of the qualifications considered for one to head secondary schools. This was key in the analysis because it helped to establish whether there is relationship between the length of service and work family conflict for the secondary school principals.

#### **4.3.4 Academic qualification of the teachers and principals**

The study also sought to establish whether there is relationship between academic qualification and work conflict and the extent to which it influences

the job satisfaction of the teachers. The respondents were therefore asked to indicate their academic qualification. The results are as presented figure 4.6

**Figure 4.7 Academic qualifications of the teachers**

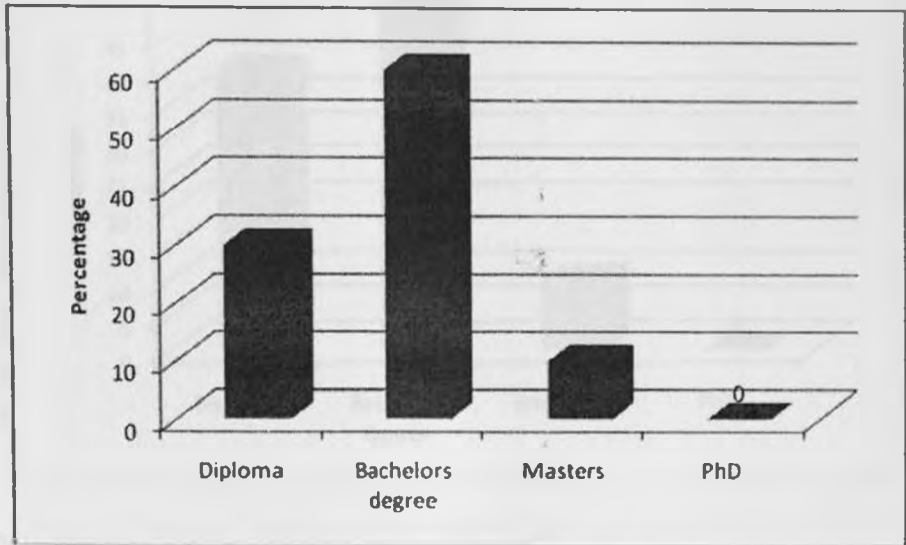


Figure 4.7 show that 60 percent of the teachers have bachelor's degree while 30 percent of them have diploma. The table also indicates that 10 percent of teachers have masters' degree and none has PhD. This might have been due to the low salaries paid to teachers making them being unable to balance education and life.

The academic qualification for the principals is as in figure 4.8

**Figure 4.8 Academic qualifications of the principals**

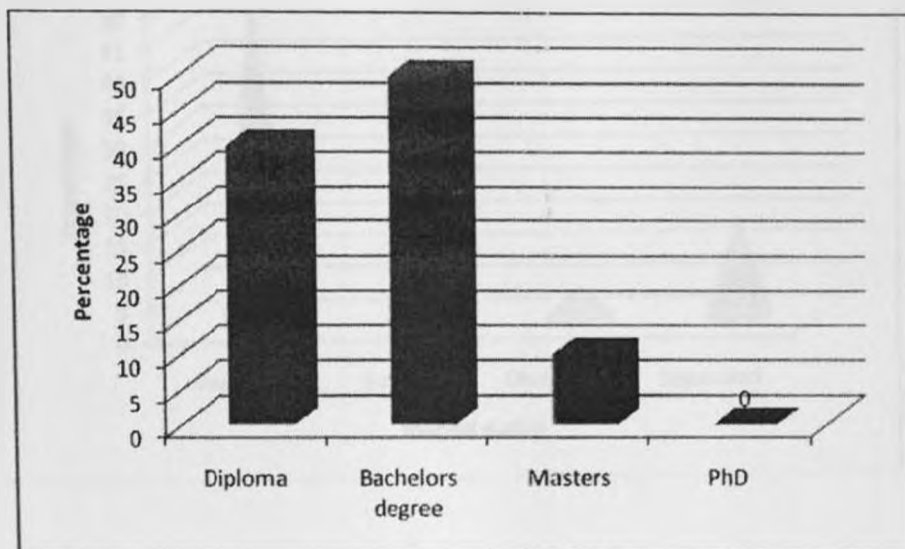


Figure 4.8 indicates that there were principals with diploma as the highest level of education; this is despite the TSC policy of 2008 which indicated that the head of secondary schools should possess a Master's degree. This policy appears not to be effective as attested by 90 percent of the principals who said that they have Bachelors degree and below. The charts shows that 10 percent of the principal had masters degree.

#### **4.3.5 Marital status of the respondents**

The respondents were asked to indicate their marital status. This aimed at establishing whether there is any relationship between marital status and work-family conflict. The results are as shown in figure 4.9

**Figure 4.9 Marital status of the teachers**



Figure 4.9 shows that 50 percent of the respondents of the teachers were married and 30 percent were single. The rest 5 percent and 15 percent were divorced and separated respectively. Those separated and divorced argued that they could not balance marriage life with work life and choose to remain with their families independently.

The secondary school principals were also asked to indicate their marital status, this aimed at establishing whether marital status of the principals contributes to work family conflict which may consequently lead to job dissatisfaction. The results are as in figure 4.10



**Figure 4.10 Marital status of the principals**

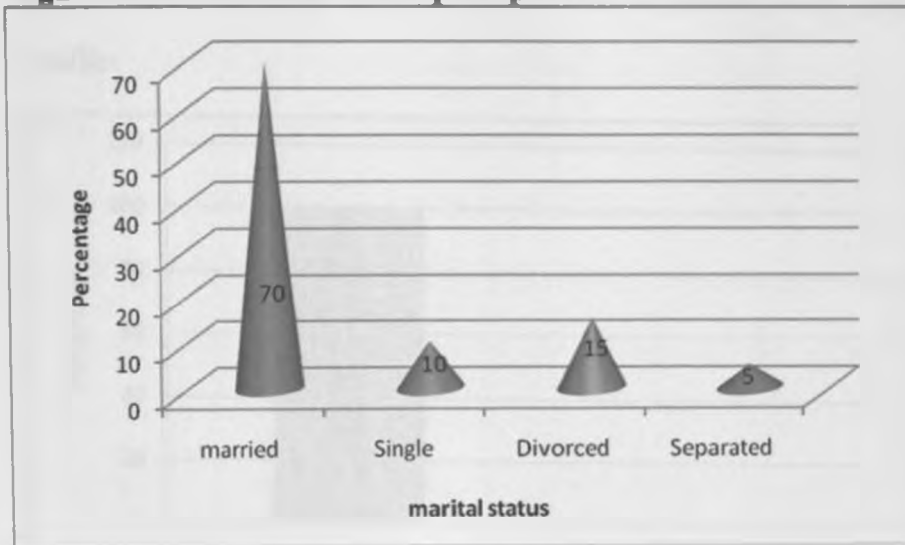


Figure 4.10 indicates that 70 percent of the principals are married and 15 percent are single. The rest 10 percent and 5 percent are separated and divorced respectively.

#### **4.4 The work-family conflicts experienced by secondary school teachers in Machakos District**

One of the objectives of the study was to establish the work-family conflict experienced by secondary school teachers in Machakos district, the respondents were asked to indicate whether they experience work family conflict. The results are as in figure 4.10

**Figure 4.11 Respondent views on whether they experience work family conflict**

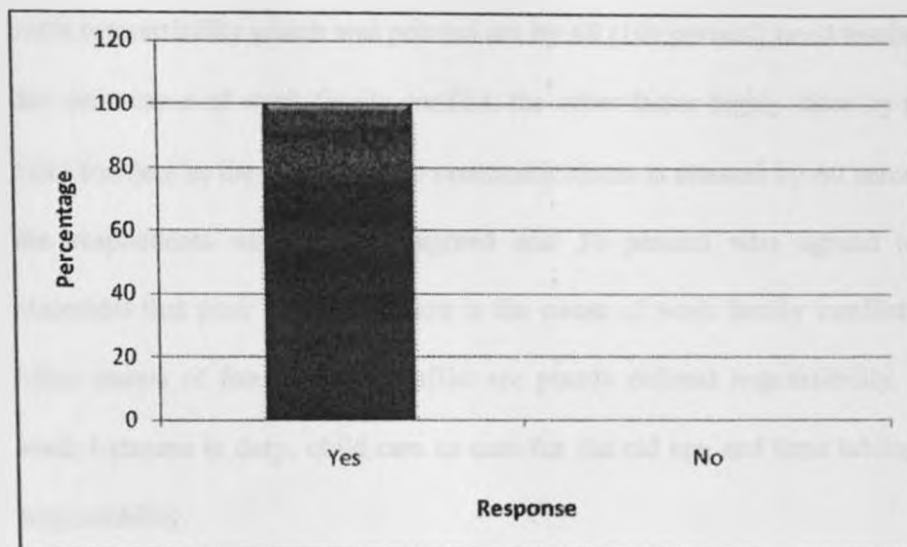


Figure 4.10 shows that all (100 percent) the head teachers experience work family experience, the study further sought to establish the causes of work family conflict for the head teachers. The results are as in table 4.1

**Table 4.1 Causes of work family conflict among head teachers in Machakos district**

<i>Causes of work –family conflicts among secondary school teachers</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Work overload	70	20	0	10	0
Lateness to duty	40	20	0	40	0
Absenteeism	10	20	0	60	10
Time tabling and responsibility	10	40	0	50	0
Child care	40	20	0	40	0
Old age care	20	30	20	20	10
Poorly defined responsibilities	50	20	0	15	5
Poor communication	60	30	0	10	0
Extra responsibility	80	20	0	0	0

Table 4.1 indicates that there are several factors that cause work family conflict among the head teachers in Machakos district. One of the outstanding causes is extra responsibility which was pointed out by all (100 percent) head teachers as the main cause of work family conflict. the other factor highly rated by many head teachers as the cause of poor communications as attested by 60 percent of the respondents who strongly agreed and 30 percent who agreed to the statement that poor communication is the cause of work family conflict. The other causes of family work conflict are poorly defined responsibility, work load, Lateness in duty, child care or care for the old age and time tabling and responsibility.

The finding of this study mirrors the work of Jian-Xin (2007), who found that teachers experiences burnouts due to the way the timetable is structured; it did not create room for flexibility and relaxation even for few hours. The respondents felt suffocated when they finished their weekly instruction and had to make up lessons on weekends and even worse on Mondays when they get up early to attend the national flag ceremony. This finding explains why time table and responsibilities are the causes of work family conflict as it was attested by the teachers who agreed to the statement that time table and responsibilities causes work family conflict among the head teachers in Machakos district.

#### 4.5 The extent to which school type influences work-family conflict among secondary school head teachers and teachers

The study also sought to establish whether the type of school has influence on job satisfaction for the teachers. Through cross tabulation the study established that the type of school where one work determines the level of job satisfaction.

**Table 4.2 Teacher's opinion on whether type of school influences satisfaction**

School type	Yes %	No %
Mixed day	60	40
Mixed day and boarding	30	70
Boys boarding	55	45
Girls boarding	65	35

Table 4.2 indicates that 70% of teachers in mixed day and boarding schools have job dissatisfaction compared to the teachers in other types of school, this can be attributed to workload and the keenness needed when handling the students especially at night when the teachers are supposed be in schools. The study also established that more teachers in other types of schools are satisfied by their job and the minority of the teachers is dissatisfied by the job. A study by Buck and Smith (2000) established that secondary school teachers experience work-family conflicts just like other employees. However, he asserts that secondary school teachers experience the same level of work-family conflict, no matter the school structure they work as they are all

professionals and the head teachers' managers of the school. These findings by Buck & Smith S. M. (2000) are contradicted by this study because the level of work family conflict and job satisfaction has been established to be experienced at varying levels according to the type of the school. The study established that teachers in mixed day and boarding schools are more dissatisfied by job compared to teachers from other schools.

#### **4.4 Teachers' characteristics on job satisfaction**

The other objective of the study was to establish the extent to which personal characteristic such as age, level of education, gender and marital status influence job satisfaction.

##### **4.4.1. Influence of age on teachers job satisfaction**

The study sought to establish whether age of the teachers influences job satisfaction. Since the respondents were asked to indicate their age and whether they are satisfied by their job, cross tabulation was done to establish whether job satisfaction vary with the age of the teacher. The results are as in table 4.3

**Table 4.3 Teachers' opinion on whether age influences job satisfaction**

<i>Age</i>	<i>No</i>	<i>Yes</i>
21-30	45	55
31-40	50	50
41-50	65	35
51-60	90	10

Table 4.3 indicates that 55 percent of the youthful teachers are dissatisfied by the job compared to 45 percent who are satisfied by the job. The table also shows that the middle aged teachers are satisfied and dissatisfied by the job on equal bases. Strikingly, job satisfaction for the teachers' increases with age whereby more elderly teachers are satisfied by the job compared to the youthful teachers. Experience more work conflict than the elderly teachers, the results show that the more the age of the respondents the less work family conflict.

The findings of this study are in line with Okumbe (2001) who asserted that professionals go through different stages in relation to being established in their careers. The study established that elderly teachers are more satisfied with work compared to youthful teachers concurring with Okumbe (2001) who asserted that teachers in early 20s are usually in what is referred to as exploratory stages while those in their mid-30s are seeking establishment in their careers. He noted that older teachers tend to be more satisfied than younger ones who are still seeking to establish themselves and determine career suitability

The study also concurs with Njuguna (2010) who established that there is a relationship between levels of job satisfaction and age in that the higher the age, the higher the level of job satisfaction. It is evident that people's levels of job satisfaction differ based on one's age. The more advanced in age one tend

to be the more satisfied they become compared to younger teachers. The underlying implication could be that the aged have acquired more capital. The level of job satisfaction remains relatively low until in their late 20s and 30s and starts rising for the rest of their career. Okumbe (1992) observed that the levels of job satisfaction increased with age.

#### 4.4.2. Teachers' level of level of education and work family conflict

The study also sought to establish whether the level of education has influence on job satisfaction for the teachers. Table 4.4 presents the results.

**Table 4.4 Teachers opinion on whether level of education influence job satisfaction**

<i>Level of education</i>	<i>Satisfied</i>	<i>Dissatisfied</i>
Diploma	90	10
Bachelors degree	60	40
Masters degree	15	85

Table 4.4 shows that teachers with diploma as the highest level of education are more satisfied by the job compared to the teachers with higher level of education. The level of job satisfaction decreases with the level of education implying that teachers with master's degree have less job satisfaction compared to the teachers with diploma as the highest level of education. This findings support the work of Willimas and Alliger (1992) who established that work which is more demanding but the return are disappointing, may augment the

prospects of work-family strain and while work that is compensatory may lessen the probability of strain this explain why the teachers with masters degree are more dissatisfied by teaching job in secondary school. Higgins (2003) also established that individuals with high level of education are unable to balance family interference with work life and work life with family life hence exhibit job dissatisfaction due to their high commitment to careers leaving very little time for family life.

#### 4.4.3 The influence of gender on job satisfaction

The study also sought to establish whether gender has influence job satisfaction. The results are as in table 4.5

**Table 4.5 Teachers' opinion on whether gender influences job satisfaction**

<i>Gender</i>	<i>Satisfied</i>	<i>Dissatisfied</i>
Male	45	55
Female	60	40

Table 4.5 shows that females are more satisfied with the job than the male teachers. The results shows that 60 percent of the female teachers are satisfied by the job and 45 percent of the male teachers are satisfied by the job. Despite the findings of this study that female teachers exhibit high level of job satisfaction, the Machakos District Education Office, Annual report (2011) had indicated that female teachers have shown increased absenteeism and especially young teachers who are at the age of child bearing and this may have



been due to high demands of life having little time for work life. This therefore implies that work family conflict may not necessarily be the only causes of job dissatisfaction.

The study concurs with Reyer (1990) who established that gender/sex was related to job satisfaction in which more women were satisfied with their jobs than men. However, despite their satisfaction, women face more work family conflict as it was established by Reyes (1990) who asserted that some head teachers hesitate to have ladies within birth giving age on pretext of time wastage while on maternity leave, family issues take a lot of women teachers' time and as not give much to school during this time. Luthans (2002) on the other hand noted that many women teachers have a low job satisfaction since they feel that they are subject of male stereotyping that hinders their chances of promotions hence job satisfaction.

#### **4.4.4 The influence of work experience on job satisfaction**

This study also sought to establish their influence of work experience on job satisfaction, the study established that the teachers who have served for a long time are more satisfied in their job compared to the ones who have served for a short time. This concurs with Okumbe (1998) who indicated that there is a considerable trend in job attitudes according to age and length of service. Job satisfaction increases with experience and according to Albanese and Fleet (1983), teachers with greater seniority, better job assignment and opportunities for promotion, social status have high job satisfaction than others. Albanese

and Fleet (1983) argue that those who invest more time in an organization are given special consideration and higher rewards. Studies by Keyes (1990) showed that teachers experience is associated with satisfaction. Schultz and Schultz (1986) indicate in their study that age and experience on the job usually bring great competence, confidence and self-esteem. Nester and Leary (2000) averred that employees' years of experience increase their intrinsic motivation. It is important to note that it is not the years of service per se that increase an employee's motivation but the fact that one is able to tackle work place challenges and one is relatively stable professionally, socially and economically.

#### 4.4.5 The influence of marital status on job satisfaction

The study also sought to establish whether marital status has influence on job satisfaction for the teachers, the results indicates are as presented in table 4.6

**Table 4.6 Teachers opinion on whether marital status influences job satisfaction**

<i>Marital status</i>	<i>Satisfied</i>	<i>Dissatisfied</i>
Divorced	90	10
Separated	80	20
Single	40	60
Married	70	30

Table 4.6 indicates that marital status has influence on job satisfaction. The divorcees and the separated teachers are more satisfied with the job compared to the single teachers. However, the results also show that more 70 percent of the married teachers are satisfied by the job. This implies that one's marital status influences job satisfaction of the individual

This study contradicts or concurs with similar studies carried earlier. According to Reyes (1990), married women are more satisfied with their jobs than their single counterparts however; this study established that single women are more dissatisfied by job compared to the married counterpart. It could be necessary to note that the satisfaction could emanate from the focus on one's family, interactions and relationships in the place of work and outside and the support systems both from fellow married women and others. Some of the single women could be very aggressive and trying to enter into relationships some of which could not be working, thus leading to general dissatisfaction with life including their jobs.

Fetsch and Kennington (1997) in Njuguna (2010) also noted that that both married and divorced women were more satisfied with their jobs than the single female teachers. Okumbe (1992) observed that married graduate teachers were more satisfied than their single counterparts. The married employees exhibited fewer absences and had fewer cases of turnovers due to increased responsibility. Njuguna (2010) also supports the position that married workers exhibited higher levels of job satisfaction.

The female work force has been on the increase and this is attributed to reduced cultural beliefs and norms that have been robbing them of their rights.

#### 4.5 The influence of work-family conflicts on head teachers teacher's level of job satisfaction.

The respondents were asked to indicate whether they consider the following factors to have influence on their level of job satisfaction. The responses were to indicate the extent to which are very satisfied, satisfied, fairly satisfied, dissatisfied and very dissatisfied by some statement addressing matters of job satisfaction

**Table 4.7 Head teachers' opinion on influence of work family conflict related factors on job satisfaction**

<i>Extent to which you are satisfied with:</i>	<i>Number</i>	<i>Mean</i>	<i>Standard deviation</i>
Working conditions	28	2.5	2.5
Your social relationship with teachers	28	3.5	.94
Achievement of your own professional objectives	28	1.5	3.5
Staffing of teachers	28	4.6	.23
Accommodation plans for teachers	28	4.5	.90
Incentives in the school	28	4.0	1.0
Living or being separate from teachers' spouse	28	4.8	0
Promotion prospects	28	4.2	.80
Job enrichment measures	28	3.5	1.2
Salary remunerations	28	4.3	.90

Table 4.7 there are several work and family related factors that contribute to job dissatisfaction. Top among them is the separation with the spouse due to job. The results show that more teachers are dissatisfied by the job because they are separated from their spouses. Other family and work related factors that contribute to head teachers dissatisfaction includes, staffing for the teachers, accommodation plan for the teachers, incentives in school, job enrichment measures and social relationship with the teachers. However, head teachers said that they are satisfied with working condition and achievement of their own professional objectives. According to one of the finding of this study, salary or remuneration is established to one of the factors that cause job dissatisfaction, these findings are therefore in line with a study carried by Voluntary services Overseas (2009) in Cambodia which established that that public school teachers perceived themselves to be underpaid, poorly supported and working in under-resourced schools. Teachers appreciated the quality of work they suffered and work to expected standards, they devalues their own family roles to enforced circumstances. They always felt tired with heavy workload and low salaries hence exhibiting job dissatisfaction.

The study also sought to establish the factors influencing the work family conflict for the teachers; the teachers were therefore asked to indicate the frequency at which they experience work family conflict due to the following factors at the level of never, seldom, sometimes, often and always. According to the analysis any response close to 5 indicated that they always experience the work family conflict. The results are as in table 4.8

**Table 4.8 The extent to which the following factors influence teachers work family conflict**

<i>Factor</i>	<i>Number</i>	<i>mean</i>	<i>Standard deviation</i>
1. Long working hours (overtime)	69	4.5	.94
2. Tight job deadlines	69	3.5	1.4
3. Child care and aged care	69	4.1	1.7
4. Type of school structure you work.	69	3.0	.95
5. Poor communication	69	4.0	.92
6. Unmet goals and expectations	69	4.5	.71

Table 4.8 indicates that there are several factor that influence teachers work family conflict, such factors include, long working hours. Unmet goals and expectations, child care and aged, poor communication, tight deadlines and type of school structure in that order. The results of this study compares with the work of Perry-Jenkins, Crouter (1984) who observed that excess work may have an effect on family and experiences gained from family domain may have effects on work hence negative spillover where difficulties and depression in work may affect the job satisfaction and achievement.

The teachers were also asked to indicate the extent which they are very satisfied, satisfied, fairly satisfied, dissatisfied and very dissatisfied with the statement related to job satisfaction.

**Table 4.9 Teachers opinion on work family related statement influence on job satisfaction**

<i>Statement</i>	<i>Numbers</i>	<i>Mean</i>	<i>Standard deviation</i>
Promotion prospects	69	4.3	.94
Working environment	69	3.5	1.2
Staff welfare	69	2.5	2.5
Reward system for co-curricular activities	69	4.5	.83
Self accomplishment	69	1.5	3.5
Achievement of your own professional objectives	69	1.2	3.2
Advancement opportunities as a teachers	69	4.0	1.0
Classroom facilities	69	4.5	.70
Accommodation plans for teachers	69	4.8	.90
Job enrichment measures	69	4.3	1.0
Involvement in decision making	69	4.8	.85
Resources for teaching	69	3.8	1.3
Teaching competence	69	1.0	4.0
Fringe benefit	69	4.7	.70

Table 4.9 shows that there are several work family related factor that influence their job satisfaction, among the factor that do not negatively affect teachers

job satisfaction are; Staff welfare, teaching competence, achievement own professional objectives and self accomplishment. These factors were rated below 2.5 meaning teachers are satisfied with them. However, there are several other factors which were rated above 2.5 meaning that teachers are dissatisfied by them, these factors include; Involvement in decision making, accommodation plans for teachers, fringe benefits, classroom facilities, reward system for co-curricular activities, promotion prospects, job enrichment measures, working environment and resources for teaching in that order.

#### **4.6 Measures that can be put in place to ensure that work family conflict in minimized in schools**

Both teachers and head teachers were asked to indicate the measures that can be put in place to curb work family conflict among the secondary school teachers. Among the measures that can be put in place is to ensure that there are adequate teachers to minimize the work load, this would make teachers be flexible in their work place and they can have ample time with their family members, the other measure that can be put in place is to ensure that when making deadlines teachers need to be involved so that they can come up with deadlines which cannot overwork the teachers or which can make teachers carry some work home hence affecting their relationship with their family members, teachers also suggested that there should be proper means communication where every teachers is informed on any urgent matters concerning the school. This would solve the problems of the teachers being



called from their homes on matters they would have handled when at school. The other suggestion was not to force teachers to attend so that they can get time to advance themselves through further studies since study leaves have been minimized in schools by the TSC

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

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

The purpose of this study was to establish the influence of work-family conflicts on secondary school teachers' levels of job satisfaction in Machakos district, Kenya. The study was guided by five objectives that revolved on the work-family conflicts experienced by secondary school, the extent to which school type influences job satisfaction among secondary school head teachers, the influence of personal characteristics such as age, level of education, gender and marital status of the teachers on job satisfaction and to establish the strategies that the school head teachers can employ to manage work family conflict.

The study adopted descriptive survey since the variables were not to be manipulated; the target population included all the 32 secondary schools in Machakos district. Data was analysed by use of Statistical Package for Social Sciences programme and presented by use of frequency tables, means, bar graphs and pie charts. Through data analysis the study established that; all the teachers 100% experienced work family conflict however at varying levels.

The study also established that that there are several causes of work family conflict in Machakos district. Among the head teachers extra responsibilities was rated as the highest cause of work family conflict, other factors include poor communications , poorly defined responsibility, work overload, Lateness in duty, child care or care for the old age in that order.

The study also established that job dissatisfaction is experienced by the teachers regardless of the type of school where they work. However, teachers in mixed day and boarding schools are more dissatisfied compared to teachers in other school such as boys boarding, mixed day and girls boarding experience work family conflict in that order.

On personal characteristics, the study established that age, level of education, gender and marital status influences job satisfaction with the youthful teachers being more dissatisfied compared to the elderly teachers, on gender female teachers are more satisfied with the teaching job compared to male teachers However, on the level of education, the study established that the higher the level of education the higher the level of job dissatisfaction, this was as attested by more holders of masters degree said that they are dissatisfied with the teaching job at secondary education. Finally, on personal characteristics, divorcees and separated teachers are more satisfied by the teaching job than the married and teachers whose marital status is single.

On the other hand the study established that, there are several factor that influence teachers work family conflict, such factors include, long working hours. Unmet goals and expectations, child care and aged, poor communication, tight deadlines and type of school structure in that order.

Other factors that affect teachers job satisfaction include, fridge benefit, promotions, salary increments, working conditions and allocation of responsibilities in that order. This implies that allocation of responsibilities and working conditions least affects teacher's job satisfaction.

### **5.3 Conclusions**

From the foregoing, discussion it is clear that work family conflict is common among the teachers in Machakos district and it influences job satisfaction. However, the level of job satisfaction depends on the type of the school where one teaches, the age of the teachers, the marital status of the teacher, the gender of the teacher and the education level of the teachers. This study therefore concludes that for the teachers to be satisfied by their job, all the causes of work family conflict need to be addressed.

### **5.4 Recommendations**

In the view of the research findings, the research recommends the following:

- i) There is need to engage the head teachers in management courses so as to equip them with skills and knowledge on how to handle teachers welfare.

- ii) The study also recommends that there is need to encourage teachers to attend guidance and counseling sessions to enable them be able to handle family conflicts
- iii) The TSC need to employ more teachers to minimize work load that creates work home conflict among the teachers
- iv) There is also need to encourage dialogue in school, where teachers can freely share their views; this is based on the findings of the study which indicated that poor communication among the teachers is one of the causes of work family conflict
- v) There should be equitable sharing of resources in the school organization to avoid dissatisfaction which may lead to conflicts.

#### **5.5. Suggestions for further research**

Based on the findings of the study the researcher makes the following suggestions for further research;

- i) There is need to replicate this study in many districts to establish whether the work-family conflicts in secondary school teachers are realized.
- ii) A study ought to be carried to establish whether leadership style in schools affects teachers' level of job satisfaction.
- iii) A study should be carried out on training needs analysis of head teachers on work-family conflict management strategies.

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**APPEDICES**

**APPENDIX A**

**LETTER OF INTRODUCTION**

**UNIVERSITY OF NAIROBI**

**P.O BOX 30197**

**NAIROBI.**

Dear Sir / Madam,

**RE: INFLUENCE OF WORK FAMILY CONFLICT ON TEACHERS  
LEVEL OF JOB SATISFACTION, IN MACHAKOS DISTRICT KENYA**

I am a postgraduate student of university of Nairobi, Department of Educational Administration and Planning. I am currently carrying out a research *on influence of work family conflicts on Secondary School teachers' level of Job satisfaction in Machakos District Kenya*. I request you kindly allow me collect data from your school.

This study is purely academic and any information provided by the respondents will be used for the purpose of this study only. The respondents will be treated with utmost confidentiality.

Thank you.

Yours faithfully,

Naomih N. Makau

## APPENDIX B

### QUESTIONNAIRE FOR PRINCIPALS

#### INSTRUCTIONS

This questionnaire is to collect data for purely academic purposes. The study seeks to find out the influence of work-family conflicts on secondary school teachers' level of job satisfaction. All the information will be created with strict confidence. Do not put any names or identification on this questionnaire. Kindly follow the instructions guide through the questionnaire. Please respond to each question by ticking (  ) the appropriate response.

#### Section A: Background of respondents

1. What is your gender?

- a) Male  b) Female

2. What is your age?

- a) 21 – 30  b) 31 – 40   
c) 41 – 50  d) 51 – 60

3. What is the length of your service as a secondary school head teacher in your entire career in years?

- a) Less than 1  b) 1 – 3   
c) 4 – 6  d) 7 – 10  e) Over ten

4. What is your academic qualification?

- a) Diploma in Education  b) Degree   
c) Masters degree  d) PhD degree  e) Others

5. What is your area of specialization?

- a) Sciences       b) Languages       c) Humanities

6. What is your marital status?

- a) Married       b) Single       c) Divorced       d) Widowed

7. What is the type of is your school?

- a) Mixed day       b) Mixed day and boarding       c) Boys day   
d) Girls day       e) Boys boarding       f) Girls boarding

**Section B: Factors influencing work-family conflict**

8. Do you encounter work- family conflict in the course of your managerial duties?

- a) Yes       b) No

9. The following section requires that you tick ( ✓ ) your opinion regarding the cause of work family conflict in your school. Five aggregates are given.

- a) Strongly agree ( SA )      b) Agree ( A )      c) Undecided ( U )  
d) Disagree ( D )      e) Strongly disagree ( SD )

Please tick the correct option for you.

How often are the following factors a cause of work-family conflict	SA	A	U	D	SD
i. Work overload					
ii. Lateness to duty					
iii. Absenteeism					
iv. Time tabling and responsibilities					

v. Old age care					
vi. Poorly defined responsibilities					
vii. Poor communication					
viii. Extra responsibilities					
ix. Child care					

### SECTION C

10. As the school principal, please assess the level of job satisfaction with the following aspects using the scale below.

- a) Very satisfied      b) Satisfied      c) Fairly satisfied  
d) Dissatisfied      e) Very satisfied

Extent to which you are satisfied with:	Very satisfied	satisfied	Fairly satisfied	Dissatisfied	Very dissatisfied
i) Working conditions					
ii) Your social relationship with teachers					
iii) Achievement of your own professional objectives					
iv) Staffing of teachers					
v) Accommodation					

plans for teachers					
vi) Incentives in the school					
vii) Living or being separate from teachers' spouse					
viii) Promotion prospects					
ix) Job enrichment measures					
x) Salary remunerations					

**PART D**

Please suggest strategies you put in place to enhance teacher's level of job satisfaction.-

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## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

This questionnaire is to collect data for purely academic purposes. The study seeks to find out the influence of work-family conflicts on secondary school teachers' level of job satisfaction. All the information will be treated with strict confidence. Do not put any name or identification on this questionnaire

This section requires that you tick (✓) in the blanks provided the response that best suits you.

#### Section A: Background of respondents

1. What is your gender?

- a) Male                       b) Female

2. What is your age?

- a) Less than                       b) 25 – 30                       c) 31 – 35                       d) 36 – 40   
e) 41 – 45                       f) 46 – 50                       d) Above 50

3. What is your level of education?

- a) Diploma                       b) Degree                       c) Masters degree   
d) Ph D. degree                       e) Any other

4. What is your marital status?

- a) Married                       b) Single                       c) Windowed                       d) Divorced

5. What is the length of service as a teacher?

- a) Less than a year                       b) 1 – 3 years                       c) 4 – 6 years   
d) 7 – 10 years                       e) Over ten

6. What type of school structure do you currently teach?

- a) Mixed day and Boarding                       b) Mixed day and boarding

- c) Boys day       d) Girls day       e) Boys boarding   
 f) Girls boarding

7. What is your position in the organization?

Tick (√) appropriately.

- a) Head teachers of department   
 b) Senior teacher   
 c) Class teacher

**Section B: Factors influencing work-family conflicts**

The following are work-family conflict situation that may influence ones job satisfaction. Tick the response that you feel appropriate for you (√) .

8. Use the aggregate 1 Never, 2 Seldom, 3 Sometimes 4 Often, 5 Always.

Tick the most appropriate response.

	1	2	3	4	5
1. Long working hours (overtime)					
2. Tight job deadlines					
3. Child care and aged care					
4. Type of school structure you work.					
5. Poor communication					
6. Unmet goals and expectations					
7. Old age care					



**Section C: Factor influencing job satisfaction**

Below are statement related to salaries that affect job satisfaction

Below are statements related to salaries that affect job satisfaction, tick (✓)

appropriately. Use the scale below

5                      4                      3                      2                      1

**Very satisfied    Satisfied                      Fairly satisfied    Dissatisfied                      Very dissatisfied**

	Statement	Very satisfied	Satisfied	Fairly satisfied	dissatisfied	Very dissatisfied
I	Promotion prospects					
ii	Working environment					
iii	Staff welfare					
iv	Reward system for co-curricula activities					
V	Self accomplishment					
vi	Achievement of your own professional objectives					
vi	Advancement opportunities as a teachers					
vii	Classroom facilities					
viii	Accommodation plans for teachers					
ix	Job enrichment measures					
X	Involvement in decision making					
xii	Resources for teaching					
xiii	Teaching competence					
xiv	Fringe benefits					

**Section D: Strategies to balance work-family conflict and increase job satisfaction**

Please suggest measures that could be employed to balance work life and family life to enhance job satisfaction among teachers.

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## APPENDIX E:

**Table for determining sample size from a given population**

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	60,000	382
210	136	1,100	285	100,000	384

N is population size, S sample size

*Source: Krejcie R.V. and Morgan D. (1970).*

## APPENDIX F

### RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30523-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/796**

Date: **6<sup>th</sup> July 2012**

Naomi Nginah Makau  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of work-family conflicts on secondary school teachers' level of job satisfaction in Machakos District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Machakos District for a period ending 31<sup>st</sup> July, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Machakos 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.

  
SAID HUSSEIN  
FOR: SECRETARY/CEO

Copy to:

The District Commissioner  
The District Education Officer  
Machakos District.

APPENDIX G  
RESEARCH PERMIT

