

**FACTORS INFLUENCING JOB SATISFACTION AMONG DEPUTY
HEADTEACHERS IN PUBLIC PRIMARY SCHOOLS IN KIENI-EAST
DISTRICT, KENYA.**

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

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DECLARATION

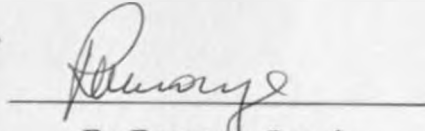
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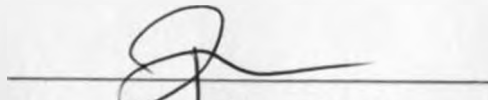


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DEDICATION

I dedicate this work to my dear wife Lydiah Wamuyu together with our sons Abraham Njamura, Peter Mwangi, Stephen Gikunju and Clement Macharia and my parents Mr. Ibrahim Njamura and Anne Nyaruai.

ACKNOWLEDGEMENTS

First and foremost I thank God Almighty for seeing me through this course and study. His blessings, protection, sustenance and faithfulness in the cause of the study cannot be overlooked.

Heartfelt gratitude goes to my beloved wife Lydia and our sons Abraham, Peter, Stephen and Clement for their encouragement, concern and support in this study. May this work be an inspiration to them to strive to excel in whatever they undertake in their lives.

Deep heartfelt appreciation is also expressed to my parents Ibrahim Njamura and Anne Nyaruai for their concern, support, encouragement and understanding throughout the period of the study.

I also wish to express my sincere gratitude to my respondents (the deputy head teachers Kieni - East district) whose co-operation and information made this study possible.

My special appreciation goes to my supervisors Dr. Rosemary Imonje and Dr. Phylisters Matula for their relentless support, constructive criticism and guidance right from the onset to completion of this study.

I also express my gratitude to the officers in Kieni-East District Education office who volunteered to give the required information which contributed to the success of this study.

Lastly, I owe a lot gratitude to the entire family of Githinji ('Mambo') who saw to it that I was comfortable by accommodating me during my period of the study.

ABSTRACT

The purpose of this study was to determine factors influencing job satisfaction among deputy head teachers in public primary schools in Kiieni East District. The specific research objectives forming the basis of this study included:- to determine the extent to which motivators influenced job satisfaction among deputy head teachers in public primary schools in Kiieni East District; to determine the extent to which hygiene factors influenced job satisfaction among deputy head teachers in public primary schools in Kiieni East District and to suggest possible ways of improving job satisfaction among deputy head teachers.

The literature review relevant to this study laid the background for the study. Herzberg's two factor theory was looked into. The study targeted deputy head teachers posted in public primary schools in Kiieni East District. Survey design was selected for this study because it was not possible to control independent variables in the study. 46 respondents were selected from a population of 52 deputy head teachers. Stratified random sampling technique was used to select six pilot schools to represent the three zones in Kiieni-East District.

To gather the required data a questionnaire for deputy head teachers was administered to the respondents. The questionnaire was divided into three parts which were tested for validity and reliability. All the respondents returned their questionnaires duly completed hence 100% return rate. After the questionnaires were returned, all responses were assembled for completion, organization and analysis. The data was analyzed using Statistical Package for Social Sciences (SPSS) version 19.0. After the data analysis the following research findings were established.

Among the motivator factors, findings revealed that the head teachers were satisfied with the recognition they received from the different stake holders in the school. Similarly on job experience, the head teachers had a high satisfaction with the elements of job experience investigated by the study. Overall, the respondents were satisfied with the task areas of their work. However on job promotions, 47.8% of them were not satisfied with the current promotion policies for deputy head teachers.

Among the hygiene factors, findings revealed that the deputy head teachers were satisfied with the leadership styles of their immediate supervisors. However, the deputy head teachers were dissatisfied with the working conditions related to their jobs. The head teachers were also not satisfied with the remuneration package offered to them: On the issue of personal relations, the head teachers were

satisfied. When asked to rate their overall job satisfaction, 65.2% of the respondents were satisfied with their job.

Better remuneration, increased responsibility allowance, fair and well defined promotion policies, improvement of working conditions and more and proper in-service training were the five major possible solutions required to improve job satisfaction as suggested by the deputy head teachers. The researcher also concluded that recognition, respect, personal relations, job experience and the leadership styles of their immediate supervisors were the factors that contributed to the job satisfaction of the deputy head teachers. From the findings of the study, the researcher recommended that the ministry of education, the TSC and the school management committee improve the remuneration of deputy head teachers, improve their working conditions and review the promotion policies of deputy head teachers in a bid to improve overall job satisfaction of the Deputy Headteachers.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DC	District Commissioner
DICECE	District Centers for Early Childhood Education
FPE	Free Primary Education
KNUT	Kenya National Union of Teachers
TACs	Teacher Advisor Centers
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Job satisfaction is a very important attribute which is frequently measured by organizations since employers benefit from satisfied employees; as they are more likely to profit from lower staff turnover and higher productivity if their employees experience high level of job satisfaction. However, employees should also be happy in their work, given the amount of time they have to devote to it through out their working lives. Deputy Head teachers play a pivotal role both as educational administrators as well as professionally qualified teachers hence their job satisfaction consideration is very crucial.

A research conducted in Canada and published in Moose Jaw Time Herald (2010) indicated that employees who are satisfied with their jobs are more likely to stay with their employers. 86 percent of employees indicated overall satisfaction with their current positions, 41 percent of them reported that they were satisfied. Twenty aspects of employees' job description were considered which includes; career development, relationship with management, compensation and benefits and work environment. Job security was selected by majority as the most important aspect of job satisfaction while benefits, compensation, pay,

opportunity to use skills and abilities and feelings safe in the work environment rounded off their top five ranking job satisfaction contributors.

A study conducted in Canada by the United States education department in 1997 as cited by (Bogglor, 1999) found out that teachers' job satisfaction is strongly associated with participation in decision making and influence over school policies. Significant indicators of job satisfaction which emerged from a study done by Mwamwenda (1995) in Transkei included positive relationship between teachers, principals, learners and parents as contributors of job satisfaction among the interactive elements. Rodger's and Chapman (1990) noted that the school working conditions and interpersonal relations contributed to teachers' job satisfaction in Jamaica, with the most satisfied teachers being those that received appreciation and support from the parents and the community.

Omolayo (2007) identified three leadership styles which are autocratic, democratic and *laisser-faire*. Autocratic leadership style involved the leader making all the decisions, wielding absolute power, assigning tasks to members of the group and maintaining a master-servant relationship with members of the group. If head teachers exercise autocratic style of leadership they are likely to cause job dissatisfaction among the teachers. On the other hand, democratic style involves the use of the consultative approach, encouraging group participation in decision making and maintaining a master-master relationship with group

members. Democratic leadership style, if practiced by head teachers, could lead to job satisfaction among teachers since they would feel valued by the leadership. The laissez –faire leadership style involves non–interference policy, allows complete freedom to all workers and has no particular way of attaining goals. This leadership style could eventually lead to low levels of job satisfaction as it would mean that teachers do what they want, and some may loose direction.

Deputy head teachers in public primary schools are usually appointed from the main stream of regular teachers, heads of departments and senior teachers in Kenya. Interviewing is the most common method used to vet and select the deputy heads and it is usually conducted by educational officers at the district education offices country-wide. A number of factors are usually considered ranging from teaching experience, academic and professional qualifications and experience in the related field.

Deputy headteachers are second in command structure of schools. They are professionally qualified teachers deployed to a school in order to assist the head teachers in managing the schools besides undertaking normal teaching duties (Republic of Kenya 1998). Williams (2004) observes that for any work to be done efficiently and effectively, it needs to be done under favorable conditions. An enabling environment is therefore important if desired results are to be realized. Deputy headteachers in public primary schools sometimes seem to be burdened

by heavy workload. Apart from the normal teaching duties, the deputy headteachers are also charged with the responsibility of maintaining discipline, keeping and maintaining stores, making the time table and routine duty rosters among other administrative tasks. The deputy headteachers also seem to be poorly compensated for the assortment of duties that they perform (Kamau,1986). They are for example paid Ksh 200 per month as responsibility allowance for a single streamed school, an amount that is further exposed to taxation. Responsibility allowance is paid to graduate teacher II/Approved teacher II on job Group 'K' and below deployed on administrative duties. Comparative figures in table 1.1 below indicate a great disparity between the headteachers and their deputies in terms of responsibility allowance.

Table 1.1: Responsibility allowance for day primary Schools

Streams	Head teacher	Deputy head teacher
	Kshs per month	Kshs per month
Single	750	200
Double	1500	400
Triple	2250	600
Four	3000	800
Five	3750	1000
Six	4500	1200
Seven	5250	1400
Eight	6000	1600
Nine	6750	1800
Ten	7500	2000

Adopted from KNUT Circular (June 2009)

Transfers seem to have risen over the last three years since the inception of Kieni East district in 2009. Table 1.2 shows the number of transfers of teachers, deputy head teachers and head teachers within Kieni – East District since 2009.

Table 1.2: Transfer of teachers, deputy headteachers and headteachers

Year	2009	2010	2011
Number of schools	44	51	52
Number of teachers	504	576	607
Number of transfers within the district	49	65	83
Percentage cases	9.72	11.28	13.67

Source: Kieni-East district DEO's office

From table 1.2, the establishment of seven schools- commonly referred to as 'Solio schools'- translated to a 16 percent increase in the numbers of schools in Kieni- East district in the year 2010/2011. This substantial increase in the number of schools directly influenced the transfer and promotion of not only the teachers and headteachers but deputy headteachers as well. The move was taken in a bid to fill key positions in schools established in the new settlement and to fill vacant positions left in pre-existing schools.

Kieni- East district is a gazette hardship area. This study seeks to assess the extent to which deputy headteachers are satisfied in their jobs in relation to transfers and promotions in the region. The study will also seek to establish job satisfaction

levels of the deputy headteachers in the midst of inadequate physical facilities, together with the harsh climatic conditions experienced in the region.

This study is therefore considered timely in examining issues that relate to job satisfaction among deputy headteachers in public primary schools in Kieni-East district. Factors which contribute to job satisfaction need to be discovered and their influences assessed. Obstacles which cause friction and hinder efforts should be removed. Practices likely to stimulate interest, loyalty and commitment to work need to be encouraged and effected.

1.2 Statement of the problem

Job satisfaction is a very important attribute which is frequently measured by organizations since employers benefit from satisfied employees; as they are more likely to profit from lower staff turnover and higher productivity if their employees experience high level of job satisfaction. Promotion and transfers of teachers, deputy headteachers and head teachers have risen since the inception of Kieni – East District in 2009. This was largely brought about by the increase of schools due to the new settlements. In addition there has been complaints from the deputy head teachers that they are not well compensated for the assortment of duties that they perform; especially on responsibility allowances which is given at the rate of ksh 200 for a single streamed school and only available to deputy headteachers who are on job group ‘K’ and below.

Several studies on job satisfaction have been done on teachers and headteachers. These include scholars like Karugu (1980), Kamau (1986), Okumbe (1992), Mbugua (1998), Karuga (2004), Kariguh (2005) and Wathituni (2006). However, these studies have not adequately addressed the plight of deputy headteachers in public primary schools in terms of assessing their levels of job satisfaction. The researchers are concerned whether the identified factors have any influence on deputy headteachers job satisfaction in public primary schools or not.

1.3 Purpose of the study

The purpose of this study was to investigate factors influencing job satisfaction among deputy headteachers in public primary schools in Kieni-East District, Kenya.

1.4 The Objectives of the study

The study was guided by the following objectives:

- i. To determine the extent to which Herzberg's motivator factors influence job satisfaction among deputy headteachers in public primary schools in Kieni - East district.

- ii. To determine the extent to which hygiene factors influence job satisfaction among deputy headteachers in public primary schools in Kieni -East district.
- iii. To suggest possible ways of improving job satisfaction among deputy headteachers in public primary schools in Kieni –East District, Kenya.

1.5 Research questions

Research questions for the study were:

- i. To what extent do Herzberg's motivator factors influence job satisfaction among deputy head teachers in public primary schools in Kieni East District?
- ii. To what extent do hygiene factors influence job satisfaction among deputy headteachers in the public primary schools in Kieni East - District, Kenya?
- iii. What are the possible solutions to the problems of job satisfaction of public primary schools' deputy headteachers?

1.6 Significance of the study

The results of this study might assist educational managers in taking appropriate strategies and measures to promote job satisfaction and curb or minimize job dissatisfaction. This was expected to enhance effectiveness and efficiency of deputy head teachers in their work. Job satisfaction was expected to lead to high job performance, high intrinsic motivation, low turnover and absenteeism as well

as improved interpersonal relationships. The TSC, together with the Ministry of Education, could use the findings of the study to promote deputy headteachers, increase their allowances, develop their skills and improve their working conditions. The findings from this study would also sensitize behavioral scientists in educational administration to carry out further research in the teaching profession. In addition, the study was expected to equip aspiring deputy heads with information and insights related to the office of the deputy headteachers so that they would make informed decisions.

1.7 Limitations of the study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of a study and its applications to other situations. A major limitation of this study was that the findings of this study were district specific and involved a target population of fifty two deputy head teachers in the fifty two public primary schools in Kieni-East district. Therefore, the findings of the study can only be generalized to the rest of the country with caution.

1.8 Delimitations of the study

Orodho (2005) defines delimitation of the study as the boundary limits of the areas of study. The study was carried out only in public primary schools in Kieni-East District, Kenya. The study did not dwell itself on private primary schools'

deputy head teachers. The study neither dwelled on head teachers' nor the teachers' job satisfaction. Schools used during piloting assessment would also not feature in the main research study.

1.9 Assumptions of the study

The study was based on the assumption that:

- i. The respondents were willing to respond to all the questions in the questionnaire.
- ii. All the public primary schools in Kieni –East district were mixed day schools.

1.10 Definition of significant terms

Influencing Means to impose ones views, perceptions and feelings on actions and events.

Job satisfaction refers to workers perception of how well a job satisfies their needs.

Job dissatisfaction refers to a set of negative emotional feelings with which employees view their work.

Public primary schools refer to categories of state run primary schools.

Deputy head teacher is a teacher immediately below the headteacher, who works as an assistant to the headteacher in the running of the school.

Motivators are job factors that create satisfaction by fulfilling individuals' needs for meaningful personal growth.

Hygiene factors are job attributes that can cause dissatisfaction if missing but do not necessarily motivate employees if increased.

Job factors: refers to the aspects concerning the work of deputy head teacher that they may express their feelings about.

1.11 Organization of study

The study is organized into five chapters. Chapter one comprises of introduction to the study and included; the background information, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two dwells on literature review and expounds on Herzberg's theory of motivation while relating it to job satisfaction among deputy head teachers in public primary schools in Kieni- East district, Kenya. Chapter three outlines the research methodologies which were used in the study. Research methodology includes research design, target population, sample size and sampling procedures, validity and reliability of instruments, data collection procedures as well as data analysis techniques. Chapter four involves data presentation and interpretation of findings while chapter five provides summary of research findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter dwells on literature review related to the study of job satisfaction among deputy head teachers and the two factor theory of motivation. Literature review was subdivided into the concept of job satisfaction, the two factor theory of motivation and the relationship between job satisfaction and some selected attributes.

2.2 An Overview on Job Satisfaction

Spector (1997) defines job satisfaction as the extent to which people like or dislike their jobs. Job satisfaction is therefore a term used to describe how well a job satisfies the workers needs and hence make them contented with their work. Job satisfaction results from employees perception of how well a specific job gives what is important and desirable to them and the organization as a whole (Okumbe, 1998). Genevieve (2002), warns that no plan of an organization, however good, is a substitute for poor morale. The scholar notes that no scheme of control can move an unwilling and dissatisfied employee to work effectively and efficiently. In order to raise productive cadres who are at the same time effective and efficient, organizations must strive to devise effective ways of satisfying the workers as well as treating them with dignity and respect. It is imperative also that organizations need to see the workers as whole persons with

unique needs, aspirations, interest and abilities which need to be fulfilled and developed. If organizations fail to address the mentioned aspects, the work place would be clogged with disagreements, mistrust and lack of satisfaction. Lack of satisfaction can be registered by such indicators as: resistance to change, destructive behavior, slacking on the job, wastage of resources and materials, and resentment of supervision.

Hoy and Miskel (1996) adds that job satisfaction is crucial not only to individual employees but also to the entire organizations. The notion of their ideology is attributed to the realization that there may be a close connection between job satisfaction and unproductive behavior commonly manifested among individual employees. Such behavior may amount to absenteeism, high staff turnover, low productivity and poor work relationships.

Omamo (2004)' notes that job satisfaction is the net result of desirable attitude held by an individual employee at a given period of time. The satisfaction experienced is liable to swing from one extreme end to another. This swing, however, occasionally reverts to fairly stable levels overtime.

Spector (1997) indicates that individual capacity for interest in their work varies considerably just as it is with their intelligence. Certain amount of interests emanates from inborn traits and though they may not be altered like most abilities,

the traits can be stimulated, stunted, developed or depressed. One can make either the most or the least of man's nature. The essential feature of job interest is that the individual wants to do the job. Thus, managers ought to find ways and means of getting employees to want to work rather than being made to do so. This in effect will enhance job satisfaction and this will ultimately lead to loyalty and commitment of employees to work, high job productivity, low absenteeism and turnover as well as improved human relationships.

Promotion prospects of deputy headteachers seem to be compromised with the announcement of Education Minister, Sam Onger, that all primary school headteachers will have to be degree holders in order to be in the position of headship while referring to a circular posted by the Teachers Service Commission's (TSC) Secretary on 3rd July 2011 (Nation Correspondence, 2011. July 4). While the order did not affect serving headteachers, it inevitably locked out about 70,000 PI teachers from ever rising to the helm of the country's 18,000 primary schools available unless they return to class. The same rule would affect appointment of officers to the Teacher Advisory Centres (TACs) and District Centres for Early Childhood Education (DICECE). However, the TSC boss (Gabriel Lengoiboni) advised teachers in administrative positions to pursue further studies in order to improve their academic status and job prospects. This would ensure that they remained relevant and competitive.

Earlier, the government had announced that it would phase out PI teachers training courses in all the 18 primary teachers training colleges where the colleges would be upgraded to offer diploma courses, with the graduates being posted to Primary schools. In the meantime however, the TSC boss said that the teachers at all levels should be retained in the classroom to plug the acute shortage of instructors.

Wathituni (2006) carried out an investigation into job satisfaction of deputy headteachers in public secondary schools in Mathira Division, Nyeri District. Wathituni (2006) found out that the deputy head teachers were dissatisfied with a number of attributes. However, while Wathituni recommended similar studies for deputy headteachers in other geographical locations in the country, he had an oversight of a similar research in other levels of the education sector hence the reason for this study in Kieni East district, Kenya.

2.3 Herzberg's two factor theory of motivation

The two factor theory was developed by Herzberg (1959). By studying the work-motivation of people, Herzberg came up with two categories of factors which are motivators and hygiene. Motivators factors include: achievement, recognition, work itself, responsibility and advancement. When workers felt good about their jobs, they became satisfied and this was felt in performance of their work. Hygiene factors, on the other hand are those factors that describe people's

environment. Herzberg (1959) argued that when people feel dissatisfied about their jobs, they get concerned about the environment in which they work. The environment in this case includes factors such as: organizational policies, working conditions, supervision, interpersonal relations with co-workers and salary. These factors are important means of keeping workers from being dissatisfied but cannot resort to job satisfaction and motivation of workers (Bartol and Martin, 1991). However, their presence temporarily provides relief from dissatisfaction (Okumbe, 1998).

2.4 Influence of motivators on job satisfaction

i) Recognition and job satisfaction

McCormick and Ilgen (1987), defines recognition as the praise and credit for work done. Workers would like to be respected and appreciated in whatever task they undertake in their jobs. Randolph and Blackburn (1989) adds that employees like to feel that their supervisors respect them as competent and mature people. This greatly enhances job satisfaction among the workers leading to better performance and productivity in the jobs. Karuga (2004), in his study on the level of job satisfaction among secondary school science teachers in Mathira division, established that although teachers were dissatisfied with their jobs, they were satisfied with recognition accorded to them by their colleagues and students.

ii) Job experience and job satisfaction

Schultz and Schultz (1986) indicated that experience on the job usually brought greater competence, confidence, self-esteem and high levels of responsibility among employees. Such workers would be confident and sure of the performance process. The workers are likely to reduce time wastage while increasing job satisfaction as well as quality performance. Okumbe (1992), in his study on levels of job satisfaction among graduate teachers in secondary schools in Siaya district and Kisumu town, noted that graduate teachers in private secondary schools had a higher job satisfaction than those in public secondary schools in all factors except security. However, this study focused on deputy head teachers in public primary schools where job security was not considered as a great threat to the deputies who enjoyed security of tenure by the virtue of them being on permanent and pensionable employment terms.

iii) Work itself and job satisfaction

Luthans (1992, notes that feedback from the job itself, autonomy, interesting and challenging work are important tools for job satisfaction among employees. Imber and Reye's (1989), however argue that heavy workload is an antithesis to job satisfaction. The two scholars argue that heavy workload may make employees lower the quality of their inputs. Mbugua (1998), in his study on motivational needs and job satisfaction of secondary Business Studies teachers in Nairobi province, noted that most business education teachers left the teaching job due to

lack of satisfaction in their job. However, Mbugua (1998) study is subject specific.

iv) Promotion policies and job satisfaction

Luthans (1989) noted that employees want promotion policies that they see as just, clear and measurable to their expectations. Promotion takes people to higher levels of their occupation which in turn yields better remuneration for the workers. Higher occupation levels together with better remuneration package eventually spurs the workers to be satisfied in their jobs. Mbugua (1998) noted that teachers ranked promotion first as a factor of job satisfaction in terms of value. Karugu (1980), in an investigation of job dissatisfaction among elementary secondary school teachers and education officers in Kenya, established that teachers were unhappy with the method of promotion used. However the study only focused on job dissatisfaction among elementary secondary school teachers and education officers.

i. Leadership styles and job satisfaction

According to Davis (1981), autocratic leaders centralize power and decision-making in them and structure the complete work situation for their employees who have to do what they are told. Davis (1981) explained that this makes employees to develop fear, dissatisfaction, frustration and conflict. Democratic leaders, however, decentralize authority while informing employees about

conditions affecting their jobs. Other workers regard the Laissez faire leader more positively than the autocratic leader. As a result, workers under democratic or laissez-faire leaders were found to have had a higher job satisfaction since the leadership styles allow autonomy and flexibility in the job.

Muchina (2009), in his study on effect of head teachers leadership styles on motivation of secondary schools in Kirinyaga district, established that democratic leadership style was mostly used by head teachers in the district. Democratic leadership style was also the most preferred style compared to others.

While Muchina (2009) study dwelt only on headteachers leadership styles and motivation in particular, this study generally dealt with various job factors in relation to job satisfaction; including and not limited to leadership styles in particular.

ii. The working conditions and job satisfaction

Working conditions include equipment, ventilation, working hours, rest pauses, temperature and quality of work place (McCormick and Ilgen, 1987). Workers are always concerned with their working environment in regard to their comfort and ease of performing their jobs efficiently. Luthans (1989) argued that environmental factors such as temperature, humidity, ventilation, lighting, noise and cleanliness affect an individual's job satisfaction. Hellriegel (1986) notes that a worker's job satisfaction depends on the match between working conditions and

the physical needs. Hellriegel (1986) observes that working conditions that are satisfying facilitate goal attainment.

iii. Remuneration and job satisfaction

Kreitner and Kinnicks (1989) warn that absenteeism, turnover, long breaks, lack of hard work and salary agitation are some of the methods dissatisfied workers adopt in order to reduce inequality thereby increasing their outcomes.

Okumbe (1998), argues that employees would want pay systems and promotion policies that are just, unambiguous and in line with their expectations. Job satisfaction is enhanced when workers see their pay as being fair based on job demands, individuals skills level and the overall national pay standards. Murage (2003) noted that 97.8% of deputy headteachers were dissatisfied with pay. Although Herzberg (1959) viewed motivators as the only factors that produce satisfaction and that only hygiene factors produced dissatisfaction, critics like Karugu (1980) and Macharia (1984), in his study on job satisfaction among secondary school teachers in Nairobi Province, suggested some hygiene factors like pay could also act as motivators. However the study only investigated job satisfaction among secondary school teachers, hence the need for this study on factors influencing job satisfaction among deputy head teachers in public primary schools in Kieni-East district, with a view of capturing different categories, sector of education and setting.

iv. Interpersonal relations and job satisfaction

Luthans (1992) notes that friendly and co-operative co-workers are a moderate source of job satisfaction to individual employees and that a cohesive work-group makes the job more enjoyable. Hellriegel (1986) adds that individuals are satisfied with colleagues who help them attain rewards and those who see things the same way they do. Randolph and Blackburn (1989) observed that employees are more satisfied if they feel that their co-workers are co-operative and that they have a sense of kinship with their co-workers. Couslon (1976) noted that conflict and poor relationships between teachers, headteachers and deputy headteachers were mostly as a result of role ambiguity. Bush (1980) observed that much of role ambiguity, frustration and conflict underlying the position of a deputy headteacher would be resolved if there was a realization that the duties falling under the deputies docket are not as a result of delegation but the right of differentiation within the organization.

2.6 Summary of Literature Review

Reviewed literature revolves around the concept of job satisfaction in relation to Herzberg's Two-factor theory of motivation. The reviewed literature has revealed that there are a number of attributes which influence job satisfaction among employees. However, reviewed literature has been mainly done in urban, well developed and easily accessible areas. In addition, reviewed literature has not adequately addressed the plight of deputy headteachers in public primary schools

in terms of assessing their levels of job satisfaction. The deputy headteachers in public primary schools hold distinctive and important positions in the education sector. Problems inhibiting their job satisfaction need to be identified and addressed in an attempt aimed at enhancing positive outcomes. In this notion, therefore, this study sought to seal the identified gaps by conducting a study on factors influencing deputy headteachers job satisfaction in public primary schools in Kieni-East district, Kenya.

2.7 Theoretical framework

This study was based on Herzberg's (1959) two factor theory. The theory is also referred to as motivator – hygiene theory (Bennet, 1997). Hygiene factors were dissatisfiers which should be removed by managers. Hygiene theory is linked to the analogy that hygiene does not improve health but only prevent illness. According to Herzberg (1959), hygiene factors cannot motivate employees but they can minimize employee's dissatisfaction if catered for. This implies that workers can only be dissatisfied if hygiene factors are absent or mishandled. Since these hygiene factors are key in minimizing or increasing dissatisfaction among employees, it is essential to examine their influence on employees' job satisfaction in order to make the necessary improvements aimed at minimizing dissatisfaction among workers.

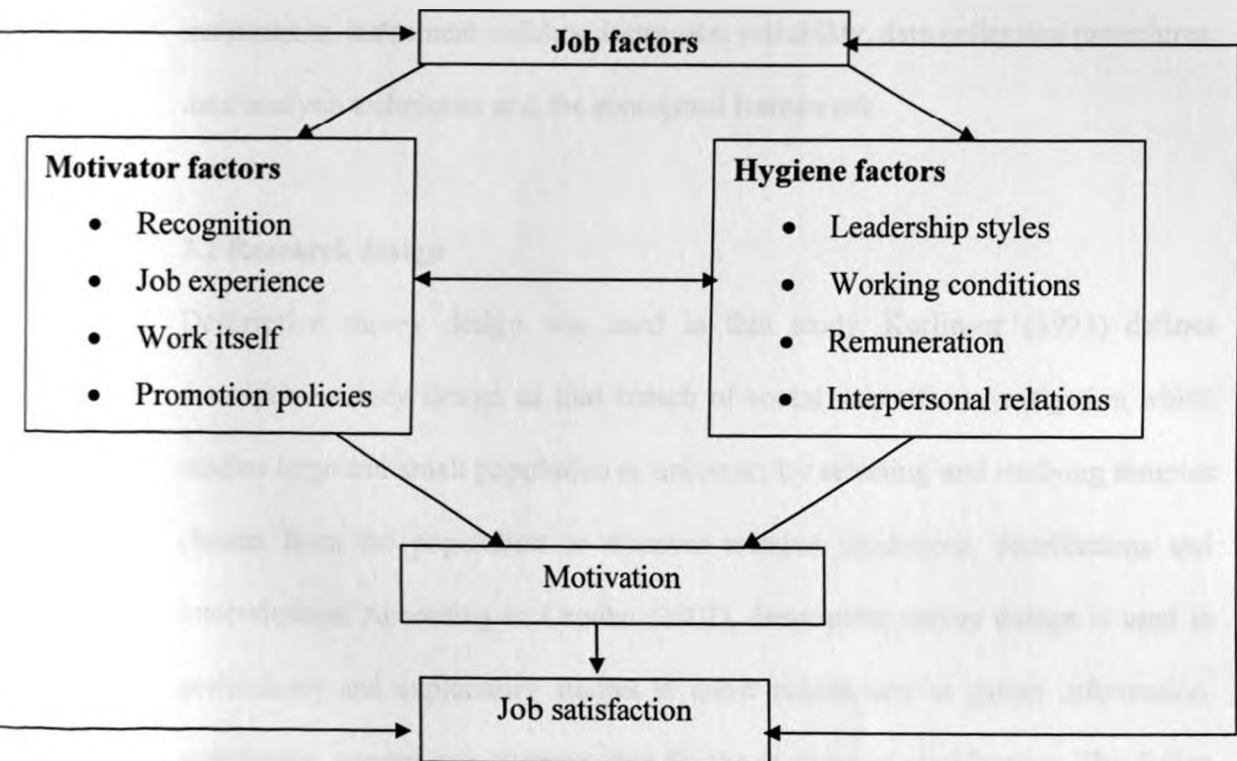
On the other hand, motivators are those factors that create satisfaction by fulfilling individuals' needs for meaningful personal growth. Herzberg (1959) asserts that once the hygiene factors are addressed, motivators will promote job satisfaction and encourage productivity.

According to Herzberg (1959), most individuals would want to do a good job. There is need, therefore, to place such individuals in positions where they will use their talents to the fullest. Setting clear standards of performance and goals to be achieved is therefore of paramount importance. Herzberg's (1959) theory of job satisfaction suggests that both hygiene and motivational factors have to be considered in an attempt aimed at enhancing worker's job satisfaction in a bid to acquire desirable outcomes. It is in this light, therefore, that Herzberg's theory of motivation became directly applicable to this study on factors influencing job satisfaction among deputy headteachers in Kieni –East district, Kenya.

2.8 Conceptual framework

The conceptual framework shows how the various variables interrelate to affect job satisfaction among employees in the process of job performance.

Figure 2.1: Conceptual framework on factors influencing job satisfaction among public primary schools' deputy head teachers



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter looked at the procedures and strategies that were used in the study. Research methodology was presented under the following headings: research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and the conceptual framework.

3.2 Research design

Descriptive survey design was used in this study. Kerlinger (1973) defines descriptive survey design as that branch of social scientific investigation which studies large and small population or universe; by selecting and studying samples chosen from the population to discover relative incidences, distributions and interrelations. According to Orodho (2002), descriptive survey design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret data for the purpose of clarification. The design can be used to collect information about people's attitudes, opinions, habits, views, perceptions, beliefs or any of the variety of educational or social issues. Kerlinger (1973) adds that descriptive survey does not only find out facts but that the design often results in formulation of important principles of knowledge and solutions to significant problems. Mugenda and Mugenda (1999) give the purpose

of descriptive survey as determining and reporting the way things are without manipulating the variables. Descriptive survey is considered relevant for this research since it is adequate in gathering opinions, perception, views and beliefs of deputy head teachers in Kieni - East District in relation to factors influencing their job satisfaction. The variables of this study could not be manipulated experimentally. Information gathered in this study could be used to provoke solutions to problems arising from its findings.

3.3 Target population

Borg and Gall (1989) define target population as the number of real or hypothetical set of people, events or objects to which a researcher wishes to generalize the findings. There were 52 public primary schools in Kieni-East district.. Each of the primary schools had a deputy headteacher. The target population was fifty two deputy headteachers in all the fifty two public schools in Kieni-East- district, Kenya.

3.4 Sample Size and Sampling Procedures

To determine the sample size, a table designed by Krejcie and Morgan (1970), as cited by Mulusa (1988) was used. According to this table, a sample of 46 cases was selected from a population of 52 public primary schools. Stratified random sampling technique was used to select the 6 public schools that were used during the pilot study. All the remaining 46 schools participated in the main study.

3.5 Research Instruments

According to Best and Kahn (1998) a questionnaire is easy to administer and also reduces bias since the researchers' own opinions will not influence the respondents to answer questions in a certain manner unlike if it were telephone or face to face surveys. A questionnaire for deputy head teachers was administered to 46 deputy head teachers for the purpose of this study. The questionnaire was divided into three sections A, B and C and contained both open-ended and close-ended questions. Section A contained five (5) items aimed at gathering the deputy headteachers demographic and background information. Section B contained eight (8) items aimed at establishing headteachers satisfaction with the given job aspects in the study. Likert scale was used to assess the extent to which the deputy head teachers are satisfied with the job factors under the following guidelines: (5) Extremely satisfied, (4) Very satisfied, (3) Satisfied, (2) Slightly satisfied and (1) Not satisfied. Section C contained four (4) open-ended probing questions aimed at gaining insight into other factors influencing deputy headteachers satisfaction which might not have been captured in earlier sections of the questionnaire. This made a total of 17 main items.

3.6 Instrument validity

Orodho (2005) defines validity as the degree to which empirical measures or several measures of a concept accurately represent that concept. Content validity was ensured by conducting a pilot study in order to identify any vague,

ambiguous or difficult items in the instruments. The pilot study included 6 respondents who were selected using stratified random sampling. This ensured that each school had an equal chance of being selected. Vague, ambiguous or difficult items were modified in order to improve them and ensure validity. The researcher sought the counsel of the supervisors in the Department of Educational Administration and Planning, University of Nairobi, who were experts in the field of research to ensure instrument validity. Ary (2006) notes that a supervisor's ratings might be used as a criterion in the validation of a test designed to predict success in data entry positions at a corporation.

3.7 Instrument reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results after repeated trials. The instrument was pretested in six schools. Test-retest technique of reliability testing was then employed whereby the pilot questionnaire was administered to the respondents twice with a two weeks interval.

After analyzing and scoring the two tests, the researcher then used the Pearson's Correlation Coefficient formula shown below:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{[(N\sum X^2 - (\sum x)^2) [N\sum y^2 - (\sum y)^2]}$$

where, r = the degree of reliability
 x = scores obtained during the first test
 y = scores obtained during the second test
 \sum = summation sign and
 N = the number of observations or subjects of x and y

After analysis, the correlation coefficient was found to be 0.75 which was accepted as reliable enough (Ingule, 1996).

3.8 Data Collection Procedures

The researcher sought for a research permit from the National Council for Science and Technology before embarking on data collection exercise. The permit of the study was presented to the DC and DEO, Kieni-East district, Kenya before commencing research. The researcher then made appointment with the deputy head teachers of the schools. On arriving at the schools, the researcher explained

the purpose of the study to the respondents. Deputy head teacher's questionnaire was administered personally, completed and collected immediately.

3.9 Data analysis techniques

Kombo and Tromp (2006) define data analysis as the interpretation of collected raw data into useful information. After the questionnaires were returned, all responses were edited, organized and analyzed. Quantitative analysis was applied for closed ended questions that provided respondents with alternative responses from which to choose. The researcher presented the data in tables, bar graphs and pie charts together with their corresponding percentages and frequencies.

Qualitative analysis was used for open ended questions and questions requiring the respondents to use the Likert scale. The questions required the respondents to give their own opinions on a number of job related issues. Qualitative data was processed by first categorizing and discussing responses for each item according to themes then edited and coded. Data was processed using a computer software, Statistical Package for Social Sciences (SPSS) version 19.0 for speed and accuracy. Descriptive analysis was used to analyze qualitative data. Frequency distributions and percentages were calculated and entered into tables, bar graphs and pie charts. Conclusions were then made from the results obtained.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and interpretation of data obtained from 46 schools in Kieni East District. The study sought to examine factors influencing job satisfaction among Deputy headteachers in Kieni East District. The chapter presents an analysis of the questionnaires return rate; information on demographic data; the influence of motivators on job satisfaction; the influence of hygiene factors on job satisfaction; over all job satisfaction of deputy headteachers and possible solutions to the problems of job satisfaction among the deputy headteachers.

4.2 Questionnaire return rate

The researcher administered 46 questionnaires to the respondents. All the questionnaires were personally administered, completed and collected immediately. The questionnaires return rate was therefore 100%.

4.3 Demographic Information

The following is the distribution of the deputy head teachers by age and gender. This would assist the researcher in establishing whether age and gender influenced job satisfaction

Table 4.1 Demographic information

Variable	Category	N	%
Gender	Male	32	69.6
	Female	14	30.4
	Total	46	100
Age (Years)	41-50	29	63
	Over 50	13	28.3
	21-30	2	4.3
	31-40	2	4.3
	Total	46	100

According to table 4.1, the males accounted for 69.6% of the head teachers, a factor can be attributed to the social factor of most women refusal to vie for leadership positions. On age, majority of the headteachers were aged between 41 and 50 years. This shows that most deputy head teachers stayed in one position for a long time before being promoted to the headship position.

4.4 Academic and professional Qualifications

The researcher assessed the respondents' academic and professional qualifications. This would assist the study in establishing whether the two variables influenced job satisfaction.

Table 4.2 Academic and Professional Qualifications

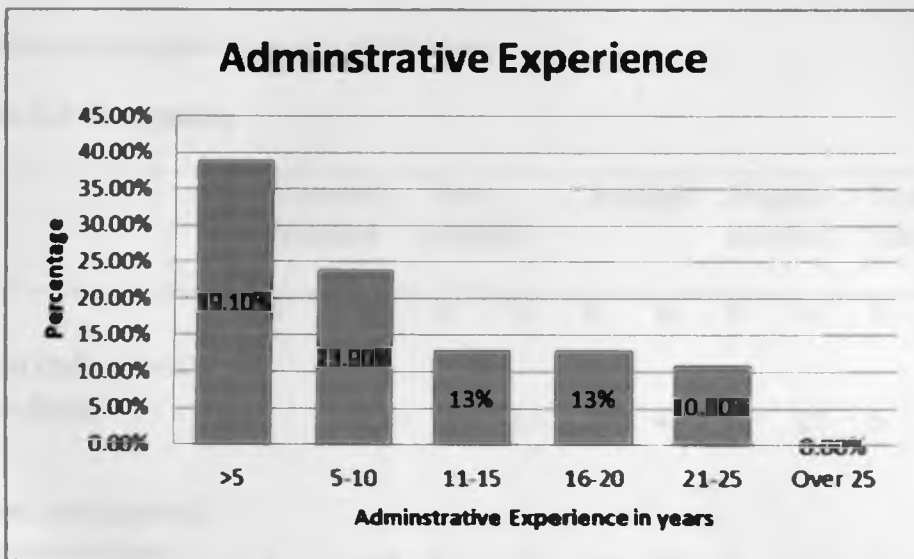
Variable	Category	N	%
Highest Academic Qualification	Certificate	20	43.5
	Diploma	20	43.5
	Undergraduate Degree	6	13
	Master's Degree	0	0
	Total	46	100
Highest Professional Qualification	Approved Teacher III	20	43.5
	Approved Teacher IV	16	34.8
	Graduate Teacher II	6	13.0
	Approved Teacher II	3	6.5
	P1 Teacher	1	2.2
	Approved Teacher I	0	0
	Graduate Teacher I	0	0
Total		46	100

Table 4.2 reveals that most of the deputy headteachers had a certificate and a diploma in education. However, none had attained a Masters Degree. This could be explained by the fact that the TSC does not give better remuneration for this level. On professional qualification, most of the deputy headteachers had a ATS III. For one to be promoted to headship position, one is required to have attained an ATS II or a graduate teacher status. From the findings of the study, the researcher concluded that education served as an avenue to acquiring high grades and promotion.

4.5 Administrative experience

The researcher sought to find out the experience in number of years gained by the deputy head teachers. This would assist the researcher to establishing the influence of experience on job satisfaction.

Figure 4.1 Administrative experience



Despite the majority of the head teachers being of considerable old age (Table 4.2), the study found that majority of them had relatively small number of years in terms of experience in the post. As can be seen in figure 4.4, most of the respondents had only been deputy head teachers for five or less years. The researcher attributed this to the large number of years required for a teacher to be promoted to the post of a deputy head teacher.

4.6 Influence of Motivators on job satisfaction

The researcher assessed the motivator factors (recognition, job experience, work itself and promotion policies) and their influence on job satisfaction.

4.6.1 Recognition

The researcher requested the respondents to rate their satisfaction with the following issues that relate to recognition to enable the researcher assess the influence of recognition on job satisfaction.

Table 4.3 Recognition

Statement	Extremely Satisfied		Very satisfied		Satisfied		Slightly satisfied		Not satisfied	
	N	%	N	%	N	%	N	%	N	%
Respect, appreciation and approval from officers at your district education office	3	7	7	15	22	48	9	20	5	11
Respect, appreciation, and approval from your immediate supervisor	3	6.5	17	37	23	50	1	2	2	4
Respect, appreciation and approval from pupils who are your clients	15	33	18	39	8	17	3	7	2	4
Respect, appreciation and approval from parents and the school community	1	2	8	17	23	50	12	27	2	4
Respect, appreciation and approval from fellow teachers you work with	3	6.5	15	33	22	48	6	13	0	0

According to table 4.3, findings revealed that the deputy head teachers were largely satisfied with issues to do with recognition which was measured by respect, appreciation and approval from the people they interacted with. This corresponds to Karuga (2004) who established that although teachers were dissatisfied with their jobs, they were satisfied with recognition accorded to them by their colleagues and students.

4.6.2 Job Experience

The researcher sought out to find the extent to which the deputy head teachers were satisfied with the elements of job experience stated below. This would assist the researcher to assess the influence of job experience on job satisfaction.

Table 4.4 Job experience

Statement	Extremely Satisfied		Very satisfied		Satisfied		Slightly satisfied		Not satisfied	
	N	%	N	%	N	%	N	%	N	%
Increased levels of responsibility	6	13	17	37	17	37	4	8.7	2	4.3
Job competence enhancement	6	13	13	28.3	24	52.2	2	4.3	1	2.2
Self-esteem enhancement	8	17.4	16	34.8	16	34.8	5	10.9	1	2.2
Job confidence enhancement	6	13	21	45.7	16	34.8	3	6.5	0	0
Ease of handling administrative issues	4	8.7	13	28.3	23	50	6	13	0	0

From table 4.4, the study found that most of the respondents were satisfied with the above elements of job experience. This was in spite of the fact that most of the deputy headteachers had been in the post for a period of less than 5 years. This is in agreement with Schultz and Schultz (1986) who observed that experiences on the job usually brought greater competence, confidence, self esteem and high levels of responsibilities among employees.

4.6.3 Work itself

The deputy head teachers were requested to rate their satisfaction with the task areas that defined their roles. This would assist the researcher in evaluating the influence of work elements on job satisfaction.

Table 4.5 Work elements

Task area	Extremely Satisfied		Very satisfied		Satisfied		Slightly satisfied		Not satisfied	
	N	%	N	%	N	%	N	%	N	%
Challenging work	2	4.3	9	19.6	20	43.5	9	19.6	6	13
Role clarity	2	4.3	9	19.6	15	32.6	13	28.3	6	13
Work autonomy	3	6.5	7	15.2	22	47.8	10	21.7	4	8.7
Work feedback	1	2.2	10	21.7	22	47.8	9	19.6	4	8.7
Interesting work	4	8.7	13	28.3	15	32.6	11	23.9	3	6.5
Tasks Significance	3	6.5	7	15.2	26	56.5	8	17.4	2	4.3
Meaningful work	10	21.7	7	15.2	24	52.2	4	8.7	1	2.2
Work load	2	4.3	7	15.2	24	52.2	4	8.7	1	2.2
Skills variety	1	2.2	18	39.1	15	32.6	11	23.9	1	2.2

Overall, the deputy headteachers were satisfied with the task elements of their work. Notably, 52.2% said they were satisfied with the meaningful work while an equal number said they were satisfied with the work load. 56.5% of the respondents were also satisfied with task significance. The researcher agrees with

Luthans (1992) who noted that feedback from the job itself, autonomy, interesting and challenging work are important tools for job satisfaction among employees.

3.6.4 Promotion

The researcher requested the deputy head teachers to rate their job satisfaction with the current trends in teacher promotions. This would assist him in identifying whether promotion as a motivator influenced job satisfaction

Table 4.6 Promotions

Statement	Extremely Satisfied		Very satisfied		Satisfied		Slightly satisfied		Not satisfied	
	N	%	N	%	N	%	N	%	N	%
The current scheme of service for deputy head teachers	1	2.2	2	4.3	2	4.3	12	26.1	29	63
Current promotion policies for deputy head teachers	2	4.3	5	10.9	5	10.9	12	26.1	22	47.8
Promotion to higher positions in future	4	8.7	6	13	4	8.7	17	37	15	32.6
Fairness in promotions methods currently used	3	6.5	4	8.7	7	15.2	18	39.1	14	30.4

Table 4.6, reveals that deputy head teachers were not satisfied with the current trend of promotions in the education sector. This agrees with Karugu (1980) who noted the same. Current promotion policies require a deputy head teacher to be at job group “K” or a graduate in order to rise to headship position. The deputy head teachers were also dissatisfied with the fairness in promotion methods

currently used as well as the prospect of promotions to higher positions in the future. The majority of the deputies were also dissatisfied with the current scheme of service for deputy head teachers.

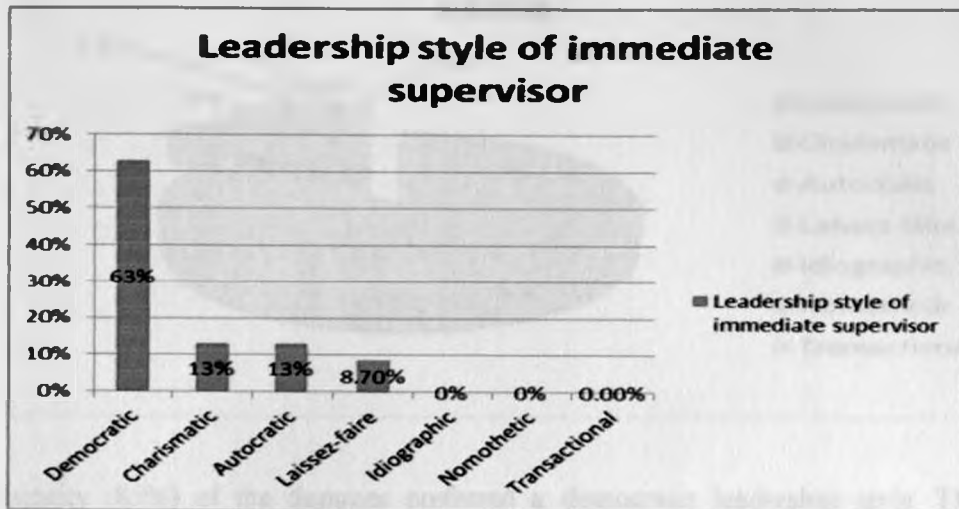
4.7 Influence of Hygiene factors on job satisfaction

The researcher assessed the influence of the hygiene factors on job satisfaction. These were: leadership styles, working conditions, remuneration and interpersonal relations.

4.7.1 Leadership styles

The researcher sought to find out from the deputies what they thought of their immediate supervisor's style of leadership and what their preferred leadership style was. This was to enable the researcher assess the influence of leadership styles on job satisfaction.

Figure 4.2 Leadership styles of immediate supervisor



According to figure 4.2, majority of the headteachers in Kieni-East district are therefore credited as democratic.

Figure 4.3 Preferred type of leadership



Majority (85%) of the deputies preferred a democratic leadership style. This agrees with Omolayo (2007) who noted that democratic leadership style, if practiced by head teachers could lead to job satisfaction among head teachers since they would feel valued by the leadership.

4.7.2 Supervisor's leadership

The sought to find out from the deputy head teacher the extent of their satisfaction with the following elements of leadership styles. This would further assist the researcher to assess the influence of leadership on job satisfaction.

Table 4.7 Supervisor's leadership

Statement	Extremely Satisfied		Very satisfied		Satisfied		Slightly satisfied		Not satisfied	
	N	%	N	%	N	%	N	%	N	%
Decentralization of authority by your supervisor	5	10.9	12	26.1	15	32.6	9	19.6	5	10.9
Conflict management strategies of your immediate supervisor	5	10.9	15	32.6	11	23.9	10	21.7	5	10.9
Decision - making involvement by your immediate supervisor	4	8.7	21	45.7	11	23.9	5	10.9	5	10.9
Delegation of responsibilities by the supervisor	9	19.6	15	32.6	14	30.4	5	10.9	3	6.5
Leadership style of your supervisor	3	6.5	16	34.8	18	39.1	7	15.2	2	4.3

Table 4.7 reveals that the deputy head teachers were satisfied with the leadership styles of their supervisors. The researcher concluded that democratic leadership styles corresponds well with decentralization of authority, focused conflict management, proper delegation of task as well as involving others in decision making.

4.7.3 Working Conditions

The researcher sought to find out the satisfaction of the deputy head teachers with the working conditions. This would assist him in evaluating the influence of working conditions on job satisfaction.

Table 4.8 Working Conditions

Item	Extremely Satisfied		Very satisfied		Satisfied		Slightly satisfied		Not satisfied	
	Satisfied		satisfied				satisfied		satisfied	
	N	%	N	%	N	%	N	%	N	%
Your office	1	2.2	4	8.7	9	19.6	16	34.8	16	34.8
School's staffroom	1	2.2	6	13	10	21.7	16	34.8	13	28.3
School's classrooms	8	17.4	3	6.5	12	26.1	12	26.1	11	23.9
School administration block	1	2.2	13	28.3	7	15.2	15	32.6	10	21.7
School's surroundings										
➤ Weather	3	6.5	10	21.7	7	15.2	17	37	9	19.6
➤ Cleanliness	1	2.2	9	19.6	28	60.9	4	8.7	4	8.7
➤ Noise	14	30.4	9	19.6	13	28.3	7	15.2	3	6.5
Communication										
➤ Fax and email	1	2.2	0		0		2	4.3	42	91.3
➤ Computers	0		1	2.2	2	4.3	0		42	91.3
➤ Telephone	6	13	10	21.7	12	26.1	1	2.2	17	37
➤ Letters	8	17.4	7	15.2	10	21.7	15	32.6	6	13
Availability and condition	1	2.2	0		6	13	3	6.5	36	78.3
Transport facilities	1	2.2	5	10.9	12	26.1	5	10.9	23	50
Distance covered to school	3	6.5	6	13	7	15.2	8	17.4	21	45.7
Fairness in transfer of	2	4.3	7	15.2	8	17.4	14	30.4	14	30.4
Rest pauses	3	6.5	7	15.2	13	28.3	11	23.9	11	23.9
Sanitary facilities	6	13	5	10.9	15	32.6	11	23.9	9	19.6
General security	1	2.2	3	6.5	13	28.3	20	43.5	9	19.6
School working hours	5	10.9	12	26.1	21	45.7	7	15.2	1	2.2

Table 4.8 indicates that the deputy head teachers were generally dissatisfied with most of the working conditions in which they operated. The findings can be attributed to the nature of the physical environment the deputy headteachers work in as well as lack of adequate facilities and equipment. The findings are in agreement with Hellriegel (1986) who noted that a workers job satisfaction depends on the match between working conditions and physical needs.

4.7.4 Remuneration

The researcher sought to find out the satisfaction of the deputy head teachers with the elements regarding remuneration. This would enable the researcher assess the influence of remuneration on job satisfaction.

Table 4.9 Remuneration

Statement	Extremely Satisfied		Very satisfied		Satisfied		Slightly satisfied		Not satisfied	
	N	%	N	%	N	%	N	%	N	%
Disturbance allowance	1	2.2	0	0	7	15.2	0	0	38	82.6
Present salary as a measure of your responsibilities	0	0	0	0	0	0	9	19.6	37	80.4
Fringe benefits	0	0	0	0	3	6.5	11	23.9	32	69.6
House allowance	0	0	1	2.2	3	6.5	12	26.1	30	65.2
Present salary as compared to salary received by other	0	0	0	0	4	8.7	14	30.4	28	60.9
Medical scheme	0	0	0	0	6	13	12	26.1	28	60.9
Present salary in helping you meet life expenses	0	0	0	0	2	4.3	18	39.1	26	56.5
Pension scheme	0	0	1	2.2	4	8.7	15	32.6	26	56.5
Present salary as a measure of your qualification	0	0	1	2.2	4	8.7	20	43.5	21	45.7
Hardship allowance	0	0	1	2.2	14	30.4	17	37	14	30.4

From the table, it appeared that the deputy head teachers were dissatisfied with their remuneration. This corresponds with Okumbe (1998) who noted that employees would want pay systems that are just and in line with their expectations.

4.7.5 Interpersonal relations

The researcher assessed the satisfaction of the deputy head teachers with the head teachers, teaching staff, pupils and parents. This would enable the researcher assess the influence of interpersonal relations on job satisfaction.

Table 4.10 Interpersonal relations

Person/Institution	Extremely Satisfied		Very satisfied		Satisfied		Slightly satisfied		Not satisfied	
	N	%	N	%	N	%	N	%	N	%
Head teacher	11	23.90	17	37	8	17.40	4	8.70	6	13
Teaching staff	7	15.20	23	50	14	30.40	2	4.30	0	0
Your pupils	12	26.10	19	41.30	11	23.90	3	6.50	1	2.20
The parents	3	6.50	12	26.10	19	41.30	11	23.90	1	2.20

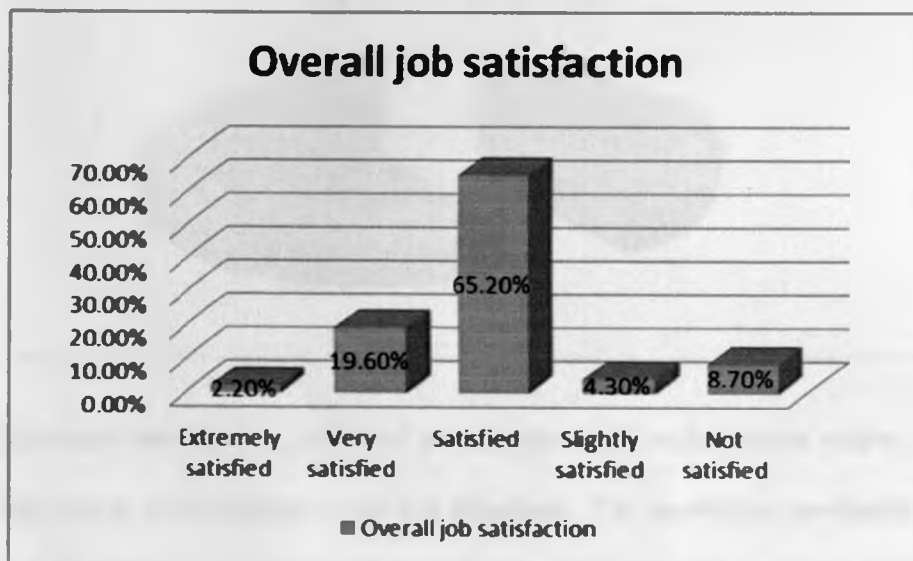
Table 4.10, indicates that the deputy head teachers enjoyed good interpersonal relations with the people around them. The post of deputy head teacher also calls for respect and obedience to norms by the subordinates and especially the pupils, owing to the fact that the deputy headteachers are charged with maintaining discipline in schools. The findings agree with Luthans (1992) who noted that

friendly and cooperative co-workers are a moderate source of job satisfaction to individual employees and that a cohesive work-group makes the job more enjoyable.

4.7.6 Overall job satisfaction

The researcher requested the respondents to rate their overall satisfaction with their job.

Figure 4.4 Overall job satisfaction

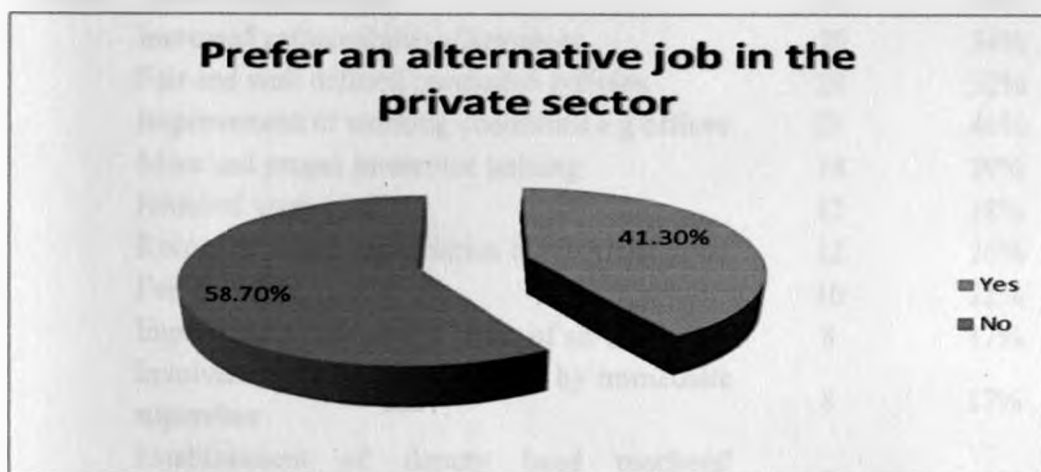


According to figure 4.4 the majority of the deputy head teachers were satisfied with their job. This may be attributed to high levels of job satisfaction among the deputy head teachers with such factors as recognition, job experience, work itself, leadership styles and interpersonal relations. The researcher concluded that it was unlikely to witness turnover among the deputy head teachers

4.7.7 Job in the private sector

The researcher sought to find out from the deputy head teachers whether they would prefer an alternative job in the private sector. This would further enable the researcher assess the job satisfaction of the deputy head teachers

Figure 4.5 Working in the private sector



When asked whether they preferred an alternative job in the private sector, most of the deputy head teachers were not interested. The researcher concluded that jobs in the private sector are well paying and they come with attractive packages such as good working conditions. However, it is not all rosy in the private sector since job security is not always assured.

4.8 Possible solutions to improve job satisfaction

The researcher required the deputy headteachers to suggest possible solutions that could be used to improve job satisfaction. The findings are presented in the table below:

Table 4.11 Possible solutions to improve job satisfaction

Item	Category	Frequency N=46	Percentage
Factor	Better remuneration	27	59%
	Increased responsibility allowances	25	54%
	Fair and well defined promotion policies	24	52%
	Improvement of working conditions c.g offices	21	46%
	More and proper in-service training	18	39%
	Reduced work load	13	28%
	Recognition and appreciation for services given	12	26%
	Fair transfers	10	22%
	Improved conditions and terms of service	8	17%
	Involvement in decision making by immediate supervisor	8	17%
	Establishment of deputy head teachers' association	7	15%
	Proper delegation of duties	7	15%
	Hiring of more teachers	3	7%
	Provision of ICT facilities	1	2%

According to the table 4.11, better remuneration, increased responsibility allowance, fair and well defined promotion policies, improvement of working conditions and more and proper in-service training were the five major possible solutions to improve job satisfaction. This shows that remuneration is an important factor of job satisfaction among deputy head teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings from the results of the study and the conclusions made from them. It also presents the recommendations made by the researcher. This was done in respect to the stipulated objectives in a bid to answer the research questions.

5.2 Summary of the findings

The purpose of this study was to determine factors influencing job satisfaction among deputy head teachers in public primary schools in Kieni East District. The study sought to achieve the following objectives: to determine the extent to which motivators influence job satisfaction among deputy head teachers in public primary schools in Kieni-East district; to determine the extent to which hygiene factor influence job satisfaction among deputy head teachers in Kieni East districts and to suggest possible ways of improving job satisfaction among deputy head teachers in public primary school in Kieni-East district, Kenya. The literature review relevant to this study laid the background for the study. Herzberg's two factor theory was looked into. Survey design was selected for this study because it was not possible to control independent variables in the study.

The sample size was 46 respondents. To gather the required data a questionnaire for deputy head teachers was administered to the respondents. All the respondents returned their questionnaires duly completed hence 100% return rate. The data was analyzed using statistical package for social sciences (SPSS) version 19. After data analysis the following research findings were established.

Among the motivator factors, findings revealed that the head teachers were satisfied with the recognition they received from the different stake holders in the school. Similarly on job experience, the head teachers had a high satisfaction with the elements of job experience investigated by the study. Overall, the respondents were satisfied with the task areas of their work. However on job promotions, 47.8% of them were not satisfied with the current promotion policies for deputy head teachers.

Among the hygiene factors, findings revealed that the deputy head teachers were satisfied with the leadership styles of their immediate supervisors. However, the deputy head teachers were dissatisfied with the working conditions related to their jobs. The head teachers were also not satisfied with the remuneration package offered to them: On the issue of personal relations, the head teachers were satisfied. When asked to rate their overall job satisfaction, 65.2% of the respondents were satisfied with their job.

On the question as to possible solutions needed in order to improve their job satisfaction, deputy head teachers had various views. Possible solutions floated to improve job satisfaction included: Better remuneration, increased responsibility allowance and fair and well defined promotion policies, improvement of working conditions and more and proper in-service training were the five major possible solutions required to improve job satisfaction as suggested by the deputy head teachers.

5.3 Conclusions

Several conclusions were drawn from the findings of the study. On the extent to which the motivators influenced job satisfaction among the deputy head teachers; the researcher concluded that the motivator factors had a strong positive influence on job satisfaction. This is because the deputy head teachers were satisfied with all the other motivator factors apart from promotion.

On the extent to which hygiene factors influenced job satisfaction among the deputy head teachers, the researcher concluded that the hygiene factors had a moderate positive influence on job satisfaction among the deputy head teachers. For instance, the deputy headteachers were satisfied with the leadership styles of their immediate supervisor as well as interpersonal relations with the head teacher, staff, pupils and parents. However, the deputy head teachers were dissatisfied with their working conditions as well as their remuneration.

Overall job satisfaction among the deputy head teachers was found to be high. The researcher concluded that recognition, work itself, interpersonal relations, job experience and the leadership styles of their immediate supervisors were the factors that contributed to the overall job satisfaction of the deputy head teachers. This is because these factors were rated highly when the teachers were asked to rate their satisfaction.

Better remuneration, increased responsibility allowance and fair and well defined promotion policies, improvement of working conditions and more and proper in-service training were the five major possible solutions to improve job satisfaction as suggested by the deputy head teachers

5.4 Recommendations

Research findings indicate that the deputy head teachers were dissatisfied with their remuneration, allowance and scheme of service. It is therefore recommended that the Ministry of Education and the TSC should look into improving the remuneration and the scheme of service of the deputy head teachers so as to enhance the deputy head teacher levels of job satisfaction. Notably, all deputy headteachers should be paid an attractive responsibility allowance irrespective of the grade they are in.

Research findings also indicate that the deputy head teachers were not satisfied with the job factor of promotion. It is therefore recommended that policies governing promotions of deputy head teachers should be reviewed by the TSC. For instance, promotion should be carried out fairly and transparently on clearly defined criteria. The researcher recommends that the promotions be effected automatically after working for a number of years such as three years.

To further improve overall job satisfaction among the deputy head teachers it was recommended that the working conditions of the deputy head teachers need to be improved by the Ministry of Education and the parents through the School Management Committee (SMC) in areas such as physical facilities, infrastructure and general security. For instance, deputies should have better and well equipped offices. Specifically, the Ministry of Education should ensure increased funding towards this end.

The transfer of teachers should be fairly done by the TSC personnel in order to reduce job dissatisfaction. For example, regional educational officers should ensure fairness in transfer of teachers who include the deputy head teachers so as to reduce job dissatisfaction emanating from unfair transfers.

It is also recommended that the Ministry of Education and the TSC should provide proper on- the- job training to the deputy head teachers especially on the area of management for them to be well equipped with the task falling within their jurisdiction hence increasing their job satisfaction.

The TSC should also embark on employment of more teachers to reduce workload on the teaching staff. This will create more time for the deputy head teachers to attend to administrative issues without feeling being stressed by heavy workload that emanates from inadequate teaching personnel.

5.5 Suggestions for further research

1. The researcher recommends that a similar study be carried out on deputy headteachers in private primary schools.
2. A similar study on head teachers' job satisfaction in public primary schools in the same district should also be carried out.
3. The researcher recommends that the study be replicated in other districts in Kenya in a bid to generate findings that may be essential to make generalization, hence acquiring a National picture on deputy head teachers' job satisfaction.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi
Department of Education,
Administration and Planning
P.O. Box 92
Kikuyu

The Deputy Headteacher,
-----School.

Dear Sir/Madam,

Re: Factors Influencing Job Satisfaction Among Deputy Headteachers In Public Primary Schools In Kieni –East District, Kenya.

I am a post – graduate student pursuing a Master of Education Degree in Educational Administration at the University of Nairobi.

I am conducting a research on the above stated topic. This is to kindly request your participation in the research by completing the questionnaire for me. The information obtained will only be used for the purpose of this research. However, your identity will be treated with utmost confidentiality. It is thus essential that you do not write your name or the name of your school on this questionnaire.

Thank you in advance for your cooperation and assistance.

Yours sincerely,

James Muchemi Njamura

APPENDIX II:

QUESTIONNAIRE FOR THE DEPUTY HEADTEACHERS

The purpose of this questionnaire is to get views on some of the factors that affect you as a deputy head teacher. Please read each statement carefully and tick the response that best represent your opinion. This questionnaire has three sections: A, B and C. please indicate by a tick (✓) the correct response or fill in the blanks where appropriate

Section A: Demographic Information

1. What is your gender? Male ()
Female ()
2. Age Bracket? 21-30 years ()
31-40 years ()
41-50 years ()
Over 50 years ()
3. What is your present highest academic qualification?
Certificate in Education ()
Diploma in Education ()
Degree in Education ()
Masters degree in Education ()

Section B: Job Related Factors

Section B presents the aspects (job factors) that you experience in your job. Kindly show your level of satisfaction with each particular aspect using the scale provided below.

Satisfaction level	Column Number
--------------------	---------------

- | | |
|-----------------------|---|
| • Extremely satisfied | 5 |
| • Very satisfied | 4 |
| • Satisfied | 3 |
| • Slightly satisfied | 2 |
| • Not satisfied | 1 |

1. Recognition

To what extent are you satisfied with:

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| a. Respect, appreciation, and approval from your immediate supervisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Respect, appreciation and approval from fellow teachers you work with | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Respect, appreciation and approval from pupils who are your clients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Respect, appreciation and approval from parents and the school community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Respect, appreciation and approval from officers at your district education office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Others (please specify)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Job Experience

To what extent are you satisfied with your administrative experience in relation to:-

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Job competence enhancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Job confidence enhancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Self-esteem enhancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Increased levels of responsibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Ease of handling administrative issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Work itself

How satisfied are you in your overall task areas in terms of:

- | | | | | | |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5 | 4 | 3 | 2 | 1 |
| a) Meaningful work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Work load | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Work autonomy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Skills variety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Work feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Interesting work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Challenging work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Tasks significance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Role clarity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Promotion

To what extent are you satisfied in your job in relation to:

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5 | 4 | 3 | 2 | 1 |
| a) Current promotion policies for deputy head teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Fairness in promotions methods currently used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Promotion to higher positions in future | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) The current scheme of service for deputy head teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Leadership styles

How do you rate the leadership styles of your immediate supervisor?

1. Democratic ()
2. Charismatic ()
3. Autocratic ()
4. Laissez-faire ()
5. Idiographic ()
6. Nomothetic ()
7. Transactional ()

What would be your most preferred type of leadership style? _____

To what extent are you satisfied with:

- a) Leadership style of your supervisor
- b) Decentralization of authority by your supervisor
- c) Conflict management strategies of your immediate supervisor
- d) Delegation of responsibilities by the supervisor
- e) Decision - making involvement by your immediate supervisor

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Working conditions

To what extent are you satisfied with:

- a. School's Administration block
- b. Your office (e.g. stationery, furniture and physical appearance
- c. School's staffroom
- d. School's classrooms
- e. School's surroundings in relation to;

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- i. Noise
- ii. Weather fluctuations
- iii. Cleanliness
- iv. Others (specify)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. General communication facilities in relation to:

5	4	3	2	1
---	---	---	---	---

- i. Telephone
- ii. Letters
- iii. Fax and email
- iv. Computers
- v. Others (please specify).....

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Distance covered to the school

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

h. Transport facilities

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

i. Availability and condition of staff houses

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

j. Sanitary facilities (e.g. staff latrines)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

k. School working hours

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

l. Rest pauses

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

m. General security (e.g. against robbery)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

n. Fairness in transfer of teachers

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

o. Others (please specify).....

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

7. Remuneration

To what extent are you satisfied in relation to:-

- a) Present salary as a measure of your qualification
- b) Present salary as a measure of your responsibilities
- c) Present salary in helping you meet life expenses
- d) Present salary as compared to salary received by other people in similar qualifications in other professions.

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- e) Fringe benefits
- f) Pension scheme
- g) Medical scheme
- h) House allowance
- i) Hardship allowance
- j) Disturbance allowance (e.g. transfer)
- k) Others (please specify).....

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Interpersonal Relations

How satisfied are you in terms of your relations with:

- a) Immediate supervisor (head teacher)
- b) Teaching staff
- c) Your pupils
- d) The parents
- e) Others (please specify).....

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall job satisfaction

In your opinion how do you rate your overall job satisfaction?

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Open Ended Questions

You are required to write your answers in the space provided in the following items according to your opinion:

1. State any other two dissatisfying factors relating to your job that were not captured in this questionnaire.

i.

ii.

2. Would you prefer an alternative job with the private sector?

Yes ()

No ()

Give a reason for your response.....

3. Suggest four possible solutions that can be used to improve job satisfaction among deputy head teachers

i.

ii.

iii.

iv.

4. Give any other comment in relation to your job

.....

Thank you very much for your cooperation and assistance.

APPENDIX III:

LIST OF PUBLIC PRIMARY SCHOOLS IN KIENI –EAST DISTRICT

1. Wathituga
2. Ndiriti
3. Mucwiri
4. Karicheni
5. Kambi
6. Gitinga
7. Irigithathi
8. Ndathi
9. Kahuhu
10. Aguthi
11. Gatwamba
12. Naromoru Township
13. Burguret
14. Gatuanyaga
15. Guara
16. Katheri
17. Airstrip
18. Rongai
19. Manyatta
20. Karundas
21. Kirinyaga
22. Gatei
23. Kimbo
24. Kamburaini
25. Milimani
26. Chaka
27. Munyu
28. Mureru
29. Mere
30. Tigithi
31. Kabaruu
32. Karichuta
33. Kiboya
34. Maragima
35. Nanyuki CCM
36. Mathingira Solio
37. Warazo
38. Furaha DEB
39. Mbiriri
40. Nyange
41. Lusoi
42. Kimahuri
43. Mapema
44. Mlima Kenya
45. Macharia
46. Mukandamia
47. Baraka
48. Tetu DEB Solio
49. DEB Solio
50. Bahati Solio
51. Githungo
52. Gitero

APPENDIX IV
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 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

NCST/RCD/14/012/684

8th June 2012

Our Ref:

Date:

James Muchemi Njamura
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing job satisfaction among deputy headteachers in public primary schools in Kiini East District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kiini East District** for a period ending 30th September, 2012.

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

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

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

Approved for the period specified

**DISTRICT COMMISSIONER
KIINI EAST**
11/6/2012

Copy to:

The District Commissioner
The District Education Officer
Kiini East District.
District Education Officer
KIINI EAST

12 JUN 2012 *Approved.*

P.O. Box 205, Kigali
Tel 020-8080086

APPENDIX V
RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. NC-ST/RGD/14/012/684

Date of Issue 8th June 2012

Fee received KSh 1,000

IS TO CERTIFY THAT

Mr/Mrs/Miss/Institution

Mr. Moheem Njirua

Address: University of Nairobi

P.O. Box 30197-00100, Nairobi

has been permitted to conduct research in

Location

Kieni East District

Kieni East Province

on the topic: Factors influencing job satisfaction

among deputy headteachers in public primary

schools in Kieni East District, Kenya

for a period ending 30 September 2014



Applicant's

Signature
Secretary
National Council for
Science & Technology