

**FACTORS INFLUENCING HEAD TEACHERS' LEVELS
OF JOB SATISFACTION IN PUBLIC PRIMARY
SCHOOLS IN KINANGOP DISTRICT, NYANDARUA
COUNTY, KENYA**

Muthui Erastus Waigwa

UNIVERSITY OF NAIROBI
LIBRARY
P. O. BOX 30197
NAIROBI

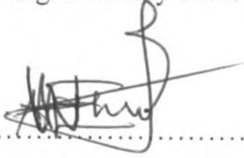
**A Research Project Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Education in
Educational Administration**

University of Nairobi

2012

DECLARATION

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



Muthui Erastus Waigwa

E55/62235/2010

This research project report has been submitted for examination with our approval as the University Supervisors.

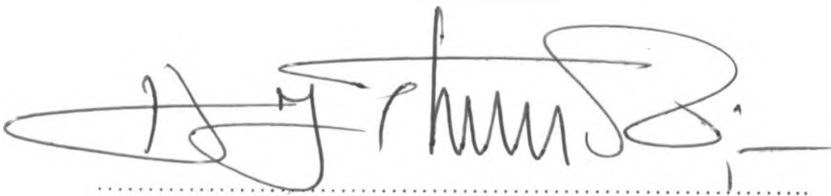


Mr. Edward N. Kanori

Lecturer

Department of Educational Administration and Planning

University of Nairobi.



Dr. Jeremiah M. Kalai

Lecturer

Department of Educational Administration and Planning

University of Nairobi.

DEDICATION

I dedicate this work to my lovely wife, Joyce Muthoni, to my daughters Loise, Jecinta, and Jeniffer to my son Micheal, parents, brothers, sisters and friends.

ACKNOWLEDGEMENTS

I wish to express special appreciation for the scholarly guidance and critical comments provided by my supervisors Mr. Edward Kanori and Dr. Jeremiah M. Kalai who were my advisors and mentors. They endowed me with knowledge and expertise, with which each meeting, shed more and more light to my project path. With persistence, they challenged me to learn, questioned my thinking and paved way forward towards this scholarly work. I owe them a lot of gratitude.

The participation of head teachers, who set their time aside to complete the questionnaire is gratefully acknowledged. I wish also to express my sincere thanks to other lecturers in the Department of Educational Administration and Planning, University of Nairobi for their well researched lectures in the study units and also for their encouragement during the course. Finally, I wish to thank Eunice and James for their commitment in neatly typing and printing this research report. May God bless you all abundantly.

TABLE OF CONTENTS

Content	Page
Title page.....	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of contents	v
List of tables	ix
List of figures	x
List of abbreviations	xi
Abstract	xii

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.....	1
1.2 Statement of the problem.....	11
1.3 Purpose of the study	13
1.4 Objectives of the study	13
1.5 Research questions	14
1.6 Significance of the study	14
1.7 Limitations of the study	15
1.8 Delimitations of the study	16
1.9 Assumptions of the study	16
1.10 Definitions of significant terms.....	16

1.11 Organization of the study 19

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction..... 20

2.2 Studies on motivation and job satisfaction 20

2.3 Theories of job satisfaction 21

2.3.1 Herzberg’s two factor theory 22

2.3.2 Equity theory 23

2.4 Relationship between job satisfaction and some demographic variables. 24

2.4.1 Age and job satisfaction 25

2.4.2 Gender and job satisfaction 26

2.4.3 Marital status and job satisfaction 27

2.5 Head teachers job satisfaction and selected variables 28

2.5.1 The working conditions and job satisfaction 28

2.5.2 Work experience and job satisfaction 29

2.5.3 Job security and job satisfaction 29

2.5.4 Salary and job satisfaction 30

2.6 Summary of the literature review 30

2.7 Conceptual framework 31

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction 34

3.2. Research design 34

3.3. Target population	35
3.4. Sample size and sampling techniques	35
3.5 Research instrument	36
3.6 Instruments validity	37
3.7 Instrument reliability	38
3.8 Data collection procedures	39
3.9 Data analysis techniques.....	39

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	41
4.1.1 Response rate/questionnaire return rate.....	41
4.1.2 Demographic characteristics of respondents	42
4.1.3 Distribution of headteachers by gender	43
4.1.4 Level of academic achievement by head teachers	44
4.1.5 Distribution of head teachers by age	45
4.1.6 Distribution of head teacher on duration in the working experience	47
4.1.7 Distribution of head teachers by highest professional qualification	48
4.1.8 Distribution of schools by type	50
4.1.9 Size of the school	51
4.1.10 Distribution of school enrollment	52
4.2 Level of satisfaction of the head teachers with various sociological factors influencing their job satisfaction	53

4.2.1 Satisfaction with pay /salary	54
4.2.2 Satisfaction with promotion	57
4.2.3 Satisfaction with work content.....	59
4.2.4 Extent of satisfaction with recognition	62
4.2.5 Level of satisfaction with working conditions and working environment.....	64
4.2.6 Distribution with satisfaction of interpersonal relations	66
4.2.7 Satisfaction with job security	70
4.2.8 Satisfaction with school administration and supervisor	72

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction	74
5.2 Summary of the study	74
5.3 Conclusion	76
5.4 Recommendations	77
5.5 Suggestions for further research	79
REFERENCES	81

APPENDICES

Appendix I : Letter of Introduction.....	87
Appendix II : Questionnaire for primary school head teachers.....	89
Appendix III: Public primary schools in Kinangop district	95
Appendix IV: research authorization permit	96
Appendix V: Map of Kinangop district	97

LIST OF TABLES

Tables	Pages
Table 1.1 K.C.P.E performances in the public primary schools in Kinangop District	11
Table 4.1 Questionnaire return rate	42
Table 4.2 Distribution of respondents by gender	43
Table 4.3 Level of academic achievement of head teachers	44
Table 4.4 Number of years as a head teacher	47
Table 4.5 Distribution of head teachers by highest professional qualification.....	47
Table 4.6 Distribution of school by type	50
Table 4.7 Public primary schools enrollment in Kinangop district.	52
Table 4.8 Satisfaction with pay /salary	55
Table 4.9 Satisfaction with promotion	58
Table 4.10 Satisfaction with work content	60
Table 4.11 Extent of satisfaction with recognition	62
Table 4.12 Level of satisfaction with working conditions and working environment.....	65
Table 4.13 Distribution with satisfaction of interpersonal relation	67
Table 4.14 Satisfaction with job security	70
Table 4.15 Satisfaction with school administration and supervisor	72

LIST OF FIGURES

Figure	Page
Figure 2.1: Conceptual framework on individual and institutional characteristics influencing head teachers' level of job satisfaction in public primary school.	32
Figure 4.1 Distribution of head teacher by age	46
Figure 4.2 Distribution of head teachers by highest professional qualification.....	49
Figure 4.3 Distribution of schools in terms of size.....	51

LIST OF ABBREVIATIONS

BOG	Board of Governors
DEO	District Education Officer
FPE	Free Primary Education
KEPSHA	Kenya Primary School Head teachers Association
M.ED	Master of Education
MoE	Ministry of Education
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
DQUASO	District Quality Assurance and Standards Officer

UNIVERSITY OF NAIROBI
SANGHVI LIBRARY
P. O. Box 30197
NAIROBI

ABSTRACT

The purpose of this study was to establish the factors influencing head teachers level of job satisfaction among public primary school in Kinangop district, Nyandarua County. The main objectives of the study were to:- identify the factors that contribute frequently to head teachers overall job satisfaction and job factors that affects Head teachers adversely, determine the degree of satisfaction among public primary schools head teachers, establish the extent of institutional factors like salary, work content, recognition, working environment and interpersonal relationship influence level of job satisfaction among public primary schools head teachers, find out the effect of individual factors like age, gender, marital status, academic qualification, job experience on their level of job satisfaction. Research questions were formulated for each of the objectives of study. Literature was reviewed and subdivided into the concept of job satisfaction, theories of motivation and job satisfaction.

The study adopted the descriptive survey design. Forty one, head teachers of public primary schools were targeted for the study. A sample of 40 head teachers, participated in the main study. The study adopted simple random sampling techniques. The study made the following findings:- The head teachers are dissatisfied with the job factor like remuneration, promotion, recognition and job security. It is apparent that the head teachers are insecure in their jobs. It is recommended that the security of tenure of office for head teachers should be enhanced for the head teachers to satisfactorily perform their duties, to further improve overall job satisfaction among head teachers. It is recommended that the Ministry of Education through Teachers Service Commission (TSC) consider improving head teachers most dissatisfying factors like pay in both salary and allowances, recognize their work, promotions to be done according to merit. In view of the delimitations of the study the researcher suggests further research to be carried out in private schools for comparison purposes, other neighbouring districts, rest of the country, finally other researches should be undertaken to improve on the findings and recommendations arising from this study to facilitate better understanding of the issues that affect head teachers. The success of primary education will depend on how head teachers are motivated to take up their work further investigation should be carried out to explore challenges affecting job satisfaction among public primary school head teachers especially on salary, recognition, promotion e.t.c which have a major issues of dissatisfaction. Data was analyzed using statistical and descriptive survey method together with statistical package for social sciences (SPSS).

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education provides a foundation for alleviating poverty and improving social economic development. The evidence of benefits to education is well established as it improves the quality of life, improves the health and increases productivity in the market and non-market work. It also increases individual access to paid employment, and often facilitates social and political participation. Education also plays a very important role in economic growth and development of a country (Psacharopoulos, 1985)

Education is one of the most important social services that a Government must give to its citizens. It is a fundamental right of everyone in a democratic society. Good leadership is required in schools and head teachers be the ones to spearhead the good work climate by being satisfied with their work. According to Robbins (2005), the role of job satisfaction is to increase the presence of critical psychological states which can occur in employees experienced meaningfulness of work, experienced and knowledge of the results of work activities. According to Hanushek, (2007), when these critical psychological states are experienced, work motivation and job satisfaction will be high. Therefore, job satisfaction to head teacher and teachers is crucial

to enhance efficiency as they deal with human being's minds in management and imparting knowledge.

The most important information to have regarding an employee in an organization is a validated measure of his or her level of job satisfaction. One major reason why people join and work in an organizations is to satisfy their personal needs, thus they are attracted to an organizations that have means of satisfying these needs. Teacher alike from the teaching force in order to satisfy their needs. The teaching profession plays a crucial role in the social economic development of Kenya

The relevance of job satisfaction and motivation are very crucial to the long term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies educational resources and strategies as the veritable determinants of educational success and performance, professional knowledge, skills and centre competencies occur when one feels effective in one's behavior. In other words they can be seen when one is taking on a mastering challenging tasks directed at educational performance and success (Filak & Sheldon, 2003)

According to Robbins (2005), job satisfaction is the process that account for an individual intensity, direction and persistence of effort towards attaining a goal. Well motivated employees are more productive, creative in providing better customer care which may translate to higher profits and customer satisfaction for profit making and non profit making organizations respectively. Wikipedia (2007) sees job satisfaction as how content an individual is with his or her job. The inverse also holds true. McDonough (2007) contends that the greatest employment in teaching comes from seeing students who have achieved success academically, and in seeing the students developing their personal characters and identities.

In many developing countries and particularly in Africa, employment policy in general and specifically the education employment policy have long taken in to account the need to satisfy teachers and other workers (Werner&Desimone,2006).Once ,Madukwe & Agwu (2005) examination of field extension workers in Enugu State Agriculture Dept Prog in Nigeria.

(Chimanikirel. P, Mutandwa Gadziraji. C.T. Muzondo, N., & Mutandwa P. 2007) In study, in Zimbabwe of job satisfaction among academic professionals, found that a greater proportion of them did not like their work in a similar study in South Africa, Schleucher and Watt (2004) found that three quarters of sample were satisfied with their work.

Ololube (2006) assessed the relationship between the different sources of teacher. Job satisfaction and their teaching performance in River State of Nigeria and was able to reveal that teacher related sources of job satisfaction had greater impact on teaching performance in comparison to motivation sourced from policies, administration, pay and fringe benefits, materials, rewards and career advancement. The study emphasized the importance of intrinsic factors of motivation and job satisfaction.

Since independence 1963, the Kenya Government and other stakeholders attached special significance to the provision of education to all children in all parts of the country. This is because education is viewed as a major contributing factor to the economic development of most industrialized countries. Diversified educational programs are aimed at equipping the youth with essential skills and appropriate attitudes in preparation for the world of work in relation to the social and economic development.

Developing countries are said to have a higher increase in education expenditure than their total national expenditure. The high allocation makes the government and members of the public expect high return from the education sector. In Kenya the problem with teachers' motivation has been discussed in many forums such as trade unions meetings, seminar and public commissions. The Ndegwa Commission (1971) which was appointed by the government to review the terms and conditions of service in the civil service

had the following remarks on graduate teachers; '...it is imperative that we do everything possible to make teaching more attractive for local citizens and we hope that our salary recommendations will have the effect of encouraging more university graduates to enter the profession'. These remarks were also applicable to non graduate teachers, head teachers, etc. While workers can be satisfied with some aspects of their job, for instance their relation with immediate supervisor, they may be indifferent to and dissatisfied with the physical surrounding of their work place.

In December 1973, a presidential decree provided free education to children in standard one to four (1-4) in Kenya. The following year, Enrollment in standard one rose by one million above the estimated figure of about 400,000. Since the decree was unexpected and was not in conformity with the projected estimates of the Ministry of Education, there arose numerous problems and the head teachers had a difficult time coping up with the acute problems. Immediately the NARC government took over from the KANU Government in December 2002, it declared free primary education from standard one to eight in all public primary schools in Kenya. The following year the enrollment increased by 1.5million pupils who joined the education system. The resources were outstretched due to increased enrollment. Classrooms were not enough and teachers could not cope with large number of classes. The onset of free primary education therefore heaped a lot of problems to the

work of head teachers. They now have to deal with a much higher student's population that definitely increases the head teachers' responsibilities in terms of discipline and administration. They have also to deal with proper financial management of larger amounts of money they have never handled before yet they have not been trained adequately and many other challenges.

In Kenya, a study on motivation and job satisfaction among teachers in public secondary school in Machakos District indicates the main issues of concern for teachers as; head teachers administrative styles, workload, status and recognition in society, available promotional opportunities and relationship with employer (Matheka, 2005). In this regard, the problem of high turnovers of teachers in Kenyan public schools can largely be attributed to low morale or lack of satisfaction at work and the issue has been debated in numerous forums such as trade union meetings, seminars, conference and public commissions. Ogbuagu (2004) confirmed that of all the educational problems, none is as persistent and agonizing as infrastructural decay, poor teacher quality, lack of equipment, teaching and learning materials, overcrowded classrooms and low teaching motivation.

An individual should be provided with an enabling environment to perform and produce the desired results. The teacher as an instrument for this success needs the physical, psychological, economical and social comfort. Under the Kenyan situation, job satisfaction and good quality work from the employer

and the employee respectively dictates the performance of organizations (Chen and Luo, 2002). Staff movement of either joining or leaving an organization is one of the many indicators or pointers of the employees satisfaction or dissatisfaction which may also mean high or low staff motivation. According to Mani (2002), people leave employment due to many reasons which among them are; Job content, Company culture, Callibre of colleagues, Salary and Environment issues. This leads to strikes, slowdowns, absenteeism and employees turnover if workers are dissatisfied.

A competent head teacher with a clear perception of an efficient school system is needed (Abagi, 1997). A head teacher is at the top structural level in the schools hierarchical structure. Devany & Chenz (2003) identifies the quality of one's relationship with their supervisors, the quality of physical environment in which they work as well as the degree of fulfillment in their work as among the institutional factors affecting jobs satisfaction. Dinham and Scott (2000) have reported institutional factors such as participatory leadership, role ambiguity, monetary rewards and job recognition that affect primary school teachers' job satisfaction.

The head teacher has duties out lined by the Ministry Of Education (Republic of Kenya, 1993). These responsibilities are the basis of Head teacher roles which are broadly referred to as the six administrative task areas. These are: staff personnel task, student personnel task, curriculum and instructional task,

school planned task, school community relationship task, finance and business management task (Okumbe, 1999). If the head teacher is able to carry out these tasks the institution flourishes, if incompetent it fails (Daily nation 2008). Job satisfaction and dissatisfaction are barometers of work adjustment. They may lead to something worse such as job loss, accidents, mental illness, depression, anxiety, worry, tension and interpersonal problems. In fact job satisfaction was found to be the best predictor of how long one can live (Davis, 1992).

School headship, if it has to lead to successful school administration and management, whose ultimate purpose is to enable the effective and efficient attainment of education goals, requires much more than experience as a classroom teacher. There have been unsatisfactory salaries and terms of services in the teaching profession in Kenya, yet nothing drastic has been done to improve them. A scheme proposed by the government did not recognize the enormous tasks and responsibility that the officers deployed as heads of institutions carry (Daily Nation 2008). Primary schools heads need to be equipped with a lively and flexible outlook, ability to work well under pressure and a sense of service to others. This can be acquired through managerial courses such as the ones being offered in Kenya Education staff institute (KESI), degree courses and Master of Education (MED) programmes. This would later culminate into curriculum reconstruction.

Relevance of job satisfaction and motivation are very crucial to the long term growth of any educational system around the world (Salmond, 2006). Much of the studies on job satisfaction, however, have been done in the content of developed countries with few studies in the developing countries. Devany & Chan (2002) conducted a survey of job satisfaction. Salmond (2006) conducted a similar study to find out the level of job satisfaction among nurses. In both studies, work related variables such as whether the job is interesting, good relations with management, job security (permanent or contract jobs), higher pay, a sense of control over one's work were identified as important factor underlying jobs satisfaction.

Teachers occupy such a central and vital position in any education system such that their attitudes and problems have been of paramount importance not only to educational authorities and practitioners but also to many researchers (Okumbe, 1998).

The contribution of teachers to the success of any education system towards achievement of its goals is very significant. A key curriculum implementers, they determine the quality of education offered (Republic of Kenya 2003). Okemwa (2003) noted that teachers have the responsibility of implementing educational policies and programmes. A more efficient and effective teaching force is therefore key to a country's growth and development (Matheka, 2005). The belief that satisfied employees are also productive employees is

naturally appealing. According to Okumbe (2001) teachers form a fundamental resource in an educational organization. Therefore, an elaborate Human Resource Management Programme must be put in place in order to derive their maximum resourcefulness for the enhancement of teaching and learning. As the instrument of action on the ground, teachers are expected to mould all round learners, right from their first day at school, culminating in academic success. So much has been done on secondary schools, while primary head teachers with enormous task have been ignored. Bearing in mind that primary school is the basic foundation of any education system.

There is growing awareness in Kenya of the need for a motivated public sector work force to provide good quality public services. The current public sector reform process recognizes the need to increase the motivation of public sector. Workers, and is committed to reforming human resources management and salary policy (Fullan,2002). The reforms are necessary for all sectors including the education sector, which is the backbone for any economy.

According to Mbiti (2007),K.C.P.E performance for all public primary education was expected to shoot up after the introduction of free primary school because public were no longer sent home for school fees, an assertion that is disapproved by the case of Kinangop District.

Table 1.1

K.C.P.E performances in the public primary schools in Kinangop District

Years	2008	2009	2010	2011
Mean score	263.48	262.74	260.64	256.43

Sources: DEOs office Kinangop District

This clearly indicates that, despite the government effort in subsidized primary education, a number of challenges still persist, much of it being caused by low satisfaction among Head Teachers and teachers and thus poor performance. Olando (2003) further that for many efficient work to take place there's need for favorable conditions. Thus, an individual should be provided with an enabling environment to perform and produce the desired results. The teacher being an instrument of this success requires the physical, psychological, economical and social comfort

1.2 Statement of the problem

Head teachers spend a great deal of time at work place. Events at workplace will therefore have a large influence on their attitude towards work. Various attitudes arise which could affect their level of job satisfaction. It is important that the Government have a thorough understanding of the way in which primary school head teachers perceive work. Such understanding would help formulate better policies for primary head teachers. In many districts, some

head teachers have quit or stepped down to go back to classroom due to being overburdened with responsibilities which they are not conversant with books of accounts, emerging trends in management and yet the payment does not commensurate with the tiring and taxing responsibilities.

Finally, head teachers have become objects of constant ridicule and ribald jokes by the public. The low status, the meager remuneration, the constant ridicule by politicians in public, the overwork, the deplorable working conditions and lack of future prospects have created a lot of despair and low morale among head teachers. According to Orodho (2005), teachers play a very crucial role in achieving the objectives of Kenya's vision 2030. Teaching professional is facing problems related to job satisfaction. This low level of job satisfaction or dissatisfaction has made public primary school Head teachers have low morale or lack of commitment to their work and this can be portrayed by the poor results and downward trends in KCPE examinations and lack adequate skills to handle emerging trends in management and incompetence in some of their tasks or roles. This was ascertained by a conference held by Kenya primary School Head teachers association (KEPSHA) in October 2008 which cited the dissatisfactions head teachers faced. The problem of recognition is apparent within these general concerns: a particular area stands out, the neglect of teacher job satisfaction.

1.3 Purpose of the study

The purpose of the study was to investigate individual and institutional factors influencing job satisfaction levels among Head teachers in public primary schools in Kinangop District of Nyandarua County.

1.4 Objectives of the study

This study sought to achieve the following objectives

- I. To identify the factors that contribute frequently to head teachers overall job satisfaction and job factors that affects Head teachers adversely.
- II. To determine the degree of satisfaction among public primary schools head teachers.
- III. To determine the extent of institutional factors like salary, work content, recognition, job security, promotion, working environment and interpersonal relationship influence level of job satisfaction among public primary schools head teachers.
- IV. To establish the effect of individual factors like age, gender, marital status, academic qualification, teaching experience on their level of job satisfaction.

1.5 Research questions

This study was be guided by the following research questions:

- I. What are the factors that the head teachers list more frequent to contributing to overall job satisfaction?
- II. To what extent are the public primary Head teachers in Kinangop District Nyandarua County satisfied with their jobs?
- III. To what extent does the institutional factors like salary, work content recognition, work environment and interpersonal relationship influence or affect head teachers levels of job satisfactions the level of job satisfaction?
- IV. What are the effects of individual factors like age, gender, marital status, academic qualification, teaching experience on their level of job satisfaction?

1.6 Significance of the study

This study investigated factors that cause job satisfaction and dissatisfaction of head teachers in public primary schools. It may be useful to the Ministry of Education (MoE), the Teachers Service Commission (TSC), the Board of Governors (BOG) and the School Management Committee (SMC) as it was expected to help take appropriate strategies and measure to minimize or prevent any job dissatisfaction, so as to produce an effective and efficient

force of head teachers. In the event the terms of service and working conditions of the head teachers in order to increase motivation and job satisfaction which will make them have high regard to their work, efficient and effective administration will be realized. Teachers, students, parents, government and society at large stand to benefit as a result of teachers improved performance, and enhanced academic standards and will achieve stated educational goals. The findings may also benefit future researchers by providing data on which further studies may be done. The Kenya Educational Staff Institute (KESI), may use the findings in designing training courses suitable in addressing job satisfaction along with coping strategies.

1.7 Limitations of the study

Limitation is an aspect of research that may influence the results negatively, but over which, the researcher has no control (Mugenda & Mugenda, 2003).

The use of survey research design in this study rendered the researcher unable to control the independent variables, otherwise referred to as the cause, since they were genetically fixed culturally ingrained or circumstances allowed no manipulation (Charles 1988). Moreover, the head teachers might have given the researcher socially acceptable answer in order to avoid offending the researcher. (Mulusa 1990)

1.8 Delimitations of the study

The study was confined within Kinangop District which is a rural area. Therefore the findings of this study may be generalized to other areas (region) of the country with caution since conditions in the district may be unique and different from other areas. In addition, the study targeted public primary school head teachers only as the respondents. Hence the findings can not be generalized to urban schools.

1.9 Assumptions of the study

The basic assumptions were:

- I. That the head teachers were truthful and accurate when answering the various questions in the research instrument.
- II. That the responses from the head teachers were genuine indicators of their attitudes towards work.
- III. The head teachers were conversant with the concept of job satisfaction.

1.10 Definitions of significant terms.

Different terms used in this study may have different meanings in different contexts. These terms were therefore defined according to their meaning in this particular study as follows.

Head teacher refers to administrative head of a school who performs executive duties

Job factor refers to aspects concerning the work of teachers and head teachers that they may express their feeling about.

Job satisfaction refers to a positive emotional state resulting from the appraisal of one's job as meeting one's job values.

Job dissatisfaction refers to a negative emotional state resulting from the appraisal of the job as not meeting one's job values.

Level of job satisfaction refers to the extent to which a teacher is satisfied with the teaching job.

Motivation refers to a general class or drives, desires, needs, wishes and related factors which mobilize behavior towards their realization or satisfaction.

Primary education refers to the basic education of classes one to eight.

Public school refers to a school developed and maintained by public funds from the government, parents and community.

Salary refers to all sequences of events in which compensation plays a major role-wage or salary increase, wage compared with others doing a similar job.

Teachers' service commission refers to the national body that deals with the employment of teachers for public schools in Kenya as defined in CAP 212 of the laws of Kenya. It is responsible for registration, recruitment, deployment,

remuneration, discipline and other matters related to the teachers service in Kenya. TSC is an arm of the Ministry of Education (M.O.E).

Institutional characteristics refer to the factors generated from within the school institution.

Individual characteristics refer to personal aspects, intrinsic behavior which one possesses, generated from oneself.

Intrinsic factors refer to internal factors in an individual that affect his/her performance in an institution.

Extrinsic factors refer to motivation that comes from outside the individual.

Overall job satisfaction –refers to the perceived overall job satisfaction as rated by each respondent. This indicates a “person’s effective reactions to his/her total work role”.

Nature of job satisfaction refers to the extrinsic and intrinsic factors that influence a person’s job satisfaction .

Job facet – each aspect or dimensions of a job.

Facet satisfaction may be viewed as “people’s affective reactions to particular aspects of their job.

Conditioning refers to reluctantly adjusting to the more unpleasant aspects of one’s job such as daily schedules.

1.11 Organization of the study

The study was be organized into five chapters:

Chapter one highlights the background and statement of the problem, purpose, objectives, significance, limitations, delimitations, basis assumptions and definitions of significant terms of the study.

Chapter two dwelt on literature review which was organized into the following themes: concept of job satisfaction, theories of motivation and job satisfaction, relationship job satisfaction and variable like age, academic qualification, experience, school size and gender. At the end of the literature review a conceptual framework is provided.

Chapter three covered research methodology that was employed. These included research design, the target population, the study sample size, sampling procedure, research instrument, validity of the instrument, reliability of the instrument, data collection and data analysis techniques.

Chapter four consists of data analysis and interpretation of the findings.

Chapter five comprises of the summary, conclusions, recommendations and suggestions for further research studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to the study of job satisfaction and motivation theories of head teachers in public primary schools. Literature review was subdivided into the concept of job satisfaction: theories of motivation and job satisfaction and related variables e. g leadership, age, gender, experience pay, marital status, working conditions, job security, work itself, recognition and interpersonal relationship

2.2 Studies on motivation and job satisfaction

Various psychologists who include Maslow, (1954), Herzberg, (1968), Adam, (1963), and Vroom, (1964) have advanced the theory of motivation. On certain patterns of human needs, Abraham Maslow, (1954) stated that individuals are motivated to satisfy certain unmet needs.

The process of satisfying the needs and motives of an individual in order to inspire him/her to work efficiently for desired ends is called motivation.

Motivation is different from satisfaction in that it is the process of stimulating an individual or a group to take desired action whereas satisfaction implies contentment arising from the satisfaction of a need. In recognition of the critical role of job satisfaction in the organization, set numerous studies have

been done on the subject “over 3300 studies on job satisfaction have been published mainly because it forms a corner stone in the inquiry into the physiology of motivation, preferences and attitude”(Mullin,2000). Mullins gives a comprehensive definition of job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”.

Motivation refers to a set of favorable feelings with which employees view their work (Okumbe, 1998).Effective motivation creates job satisfaction, which results in cordial relations between employer and employees. Teachers job satisfaction and motivation is an important area of study because several studies have found about that work satisfaction influences general life satisfaction,(Mandera,1995).

2.3 Theories of job satisfaction

In order to understand job satisfaction, it is important to understand what motivates people at work. Employee job satisfaction and motivation can be studied through several theories. There is a perceived relationship between motivation and job satisfaction; however the concepts of motivation and job satisfaction are not synonymous. Job satisfaction is one part of the motivational process. While motivation is primarily concerned with goal directed behaviour, job satisfaction refers to fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee

may display low motivation from one organization's perspective yet enjoy every aspect of the job. Scientific management believed at first that money, way the only incentive later other incentives also became prevalent for example, working conditions, security and a more democratic styled supervision.

This study was based on two theories. Herzberg's two factor theory and equity theory. The job factors stipulated in the two theories have been discussed in a sociological perspective in this study.

2.3.1 Herzberg's two factor theory

The Two Factor theory of motivation was advanced by (Herzberg, 1968). The major aspects of this theory are two set of factors thought to be present in a job. These are motivators and hygiene factors. These motivators are as such achievement, recognition, work itself, responsibility and advancement.

These factors are effective in motivating employees to greater productivity and are strong determinants of job satisfaction. Herzberg argued that such satisfiers can motivate individuals to long term superior performance and effort (Herzberg, 1968). Hygiene factors such as company policy and administration, mode of supervision, salary, relationship with co-workers and the working conditions arise mostly from the job environment and according to Herzberg they are only involved in creating job dissatisfaction (Mandera, 1995). The two factor theory further advances that the only way to motivate

an employee is to find him more challenging work in which he can assume responsibility. Herzberg felt that this can be done by making job more intrinsically rewarding (Herzberg, 1968).

2.3.2 Equity theory

Equity theory of motivation was advanced by Adams (1963) who postulated that a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work situation. In this theory, equity occurs when a person perceives that the ratio of his/her outcome to inputs and the ratio of a relevant other outcomes to inputs are equal. On his/her side of the exchange inputs include education, intelligence, training, skills, seniority, age, sex, social status and the effort experienced on the job. Equity theory of motivation focuses on the employee's perception of fair treatment to avoid experiencing discomfort.

Outcomes expected consist primarily of rewards such as pay, status promotions and intrinsic interest in the job. The tension is proportional to the magnitude of inequity present. The presence of inequity motivates a person to achieve equity or to reduce inequity. The strengths of motivation vary directly with the magnitude of inequity experienced. Scholars such as Kreitner and Kinicks (1989) pointed out that workers can adopt various strategies to reduce inequity. These include decreasing their inputs, increasing their outcomes

through absenteeism, turnover, taking longer breaks, not working hard, asking for increase in salary and high title.

A person may cognitively distort the inputs and outcomes, the direction of the distortion being the same as if are one actually altered input and outcomes. In this case one modifies or re-arranges their cognition in an effort to reduce perceived incongruities. A person may be convinced that age is either more or less important than originally thought to be. A person may compare with others when equity is experienced. Teachers may compare themselves with other civil servants other than comparing themselves with professionals such as auditors, accountants or others in private sectors.

2.4 Relationship between job satisfaction and some demographic variables.

Employees' needs are influenced by a variety of individual factors including sex, family background, education, social class, skills and age (Ngalyuka, 1985). These needs will vary over an individual's life cycle such that the needs of a person starting his or her career are likely to vary from those of a person who is on the verge of retirement. Similarly the needs of a young person may vary from the needs of an elderly employee. In this regard, this section examines the relationship between job satisfaction and some demographic variables relevant to this study. Some of the various

demographic variables discussed below, are age, gender, job experience, marital status, e.tc.

2.4.1 Age and job satisfaction

According to Rhodes (1983). Job satisfaction increases with age, with the least satisfaction levels being reported by the youngest workers. Luthans (1992) also notes that young workers seem to be less satisfied with their jobs than their older counterparts. Luthans goes on to say that young workers come with expectation that cannot be fulfilled as jobs prove insufficiently challenging.

Randolph and Black Burn (1989) explains that research studies have found out that older employees tend to report higher levels of satisfaction because they see fewer opportunities for other jobs. Davis (1981), also notes that as workers grow older, they tend to be slightly more satisfied with their jobs because of lower expectations and better adjustment to their work environment. After some point in working, workers expectations are modified and the job is seen in a positive manner (Okumbe, 1998).

(Flippo, 1984) explains that even as job satisfaction increases with age, managers have a notion in their mind that older employees are considered inflexible, resistant to change, less creative and unable to deal with critical situations. Studies have shown that when given equal to the young ones in

terms of quantity and quality of output. In addition they offer maturity derived from experience (Flippo, 1984). Flippo goes on to say that older are fully aware of determination that exists about agility and dexterity and are more appreciative of the job they now hold.

Albanese and Fleet (1983) indicates that older workers have stronger values and more favorable job attitude than young workers. Young workers have a lot of energy and enthusiasm when they join an organization they are disillusioned that promotion is forth right and immediate. In the hope for this, they work energetically for the first few years. If their expectations are not met they lose interest in their work and reduce their productivity level and job dissatisfaction creeps in (Luthans, 1992). Porter and Steers (1973) found out that the older one gets, the less likely one is to quit the job. They argue that as workers get older, they have few alternative job opportunities and they are less likely to resign because their longer tenure tends to provide them with higher wage rates longer because their longer and more attractive benefits.

2.4.2 Gender and job satisfaction

In the decade, the proportion of female workforce has been increasing at a rapid rate. The change has been attributed to cultural beliefs and norm. Many studies on gender job satisfaction do not have a consensus on satisfaction in regard to gender. However, Reyes (1990) did a study on one hundred and fifty

teachers and his findings were that gender was related to job satisfaction in which more women were satisfied with their jobs than men. Okumbe. (1998), in his study showed no significant difference between male and female graduate teachers. Many scholars have indicated that gender is significantly not a factor affecting job satisfaction but rather that other factors have a greater impact on job satisfaction. These include attitudes of employers. Many employers go to the extent of refusing to hire women with young children, married women and pregnant women (Okumbe, 1998). Their bone of contention is that women will waste a lot of organizations time due to family problems. The intelligence quotient (IQ) of women cannot measure up to that of men in work performance. Many female workers are subjected to unwelcome sexual advances by their male counter parts with request for sexual favours. Luthan explains further that research has shown that a higher job tenure lessens the effects of job dissatisfaction in male employees.

2.4.3 Marital status and job satisfaction

There has been very little research done on the effect of marital status on job satisfaction but some findings indicate that married employees have fewer absences, less turnover and have higher satisfaction in their jobs. A married person is bound to stick to his or her due to his or her family responsibilities. Robins, (1989) adds that marriage imposes increased responsibilities to a

married person giving the person positive feelings that his or her job is valuable and important.

2.5 Head teachers job satisfaction and selected variables.

The various factors to be analyzed are salary, working conditions, job security, work itself, recognition and interpersonal relationship, promotion, administrative responsibilities.

2.5.1 The Working conditions and job satisfaction

Working conditions is factor is that has a modest effect on job satisfaction.

Luthans (1989) asserts that clean and attractive surroundings tend to make workers happy when doing their work this increasing job satisfaction. Poor working conditions such as inadequate space, noisy and uncomfortable surrounding will make the workers dissatisfied with their work. Sogomo's (1993) findings in the study of job satisfaction of secondary school principals in the rift valley province of Kenya, found a significant relationship between job satisfaction of teachers and the school environment. He proposed that the work environment in the school should be such that it enhanced teachers senses of professionalism and in turn decreases dissatisfaction. The work characteristics for teachers that are associated with job dissatisfaction. The work characteristics for teachers that are associated with job dissatisfaction

should be identified in order to change the working environment for continuous job satisfaction (Sogomo, 1993).

2.5.2 Job experience and job satisfaction

According to Okumbe (1998), Herzberg's studies in 1955 showed a considerable trend in job attitudes, according to age and length of service. Among studies on the subject Reyes (1990) indicated that teaching experience and organizational tenure were associated with teachers job satisfaction. This meant teachers were satisfied with their work. Schultz and Shultz (1986) indicates in their study that the age and experience on the job usually bring great competence, confidence, self-esteem and high levels of responsibility. Such a person will be confident and sure of the performance process which will reduce time wastage and increase quality performance in him or her.

2.5.3 Job security and job satisfaction

Luthans (1989), described job security as the feeling, which involves being able to hold on the job, being sure that all will be well with the job in future as in the past. He described insecurity as having fear that things may not last, that one may lose what he/she has now. The need for security of job tops in the list of priorities for many employees and labour unions because of the emerging threats from technological change.

Nzuve (2001) argues that workers are reasonably satisfied with job security. When education managers are reasonably satisfied with the job security among other factors, they are likely to respond to the concept of job enrichment. Okumbe (2001) defines job enrichment as a job design technique, which vertically loads the job by increasing more responsibility and autonomy for the job holders.

2.5.4 Salary and Job satisfaction

Teachers salary is an important factor that contributes to a teacher job satisfaction. Money not only helps people attain basic needs, but also is instrumental in attaining upper-level need satisfaction. Several studies have established that employees want pay systems and promotion policies, that they perceives as being just, unambiguous and in line with their expectations (Okumbe, 1998). According to Okumbe job satisfaction is enhanced when workers perceive equitable pay compared to their input. When workers feel that they are inequitably remunerated, dissatisfaction sets in (Okumbe, 1998),

2.6 Summary of the literature review

Reviewed literature revolves around the concept of job satisfaction in relation to teaching, theories of motivation and job satisfaction which are covered under content (need theories) and process theories. In addition, literature has been reviewed on relationship between head teacher job satisfaction and

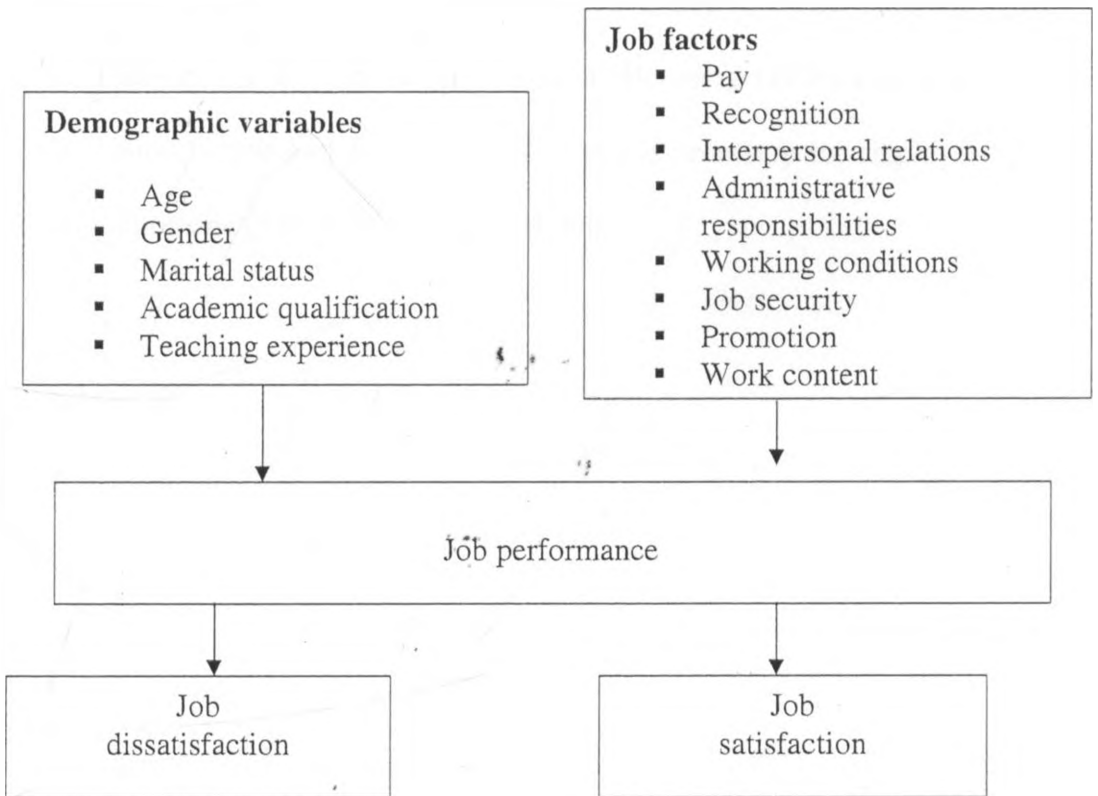
selected independent variables. These variables include age, gender, administrative experience, leadership and workload. Job satisfaction is a challenge to the education sector. The main perceived factors influencing head teachers' job satisfaction were: workplace conditions, education policies, delayed promotion opportunities, too much work, inadequate courses and poor interpersonal relationships (Vroom, 1964).

2.7 Conceptual framework

According to Ogula (1998) conceptual framework is a description of the main independent and dependent variables of the study and relationship among them independent variables are conditions or characteristics that are manipulated to ascertain the relationship to an observer's phenomenon. Dependant variables are conditions that appear to change as the independent variable change.

Figure 2.1:

Conceptual framework on individual and institutional characteristics influencing head teachers' level of job satisfaction in public primary school.



The conceptual frame work in figure 2.1 illustrates how some elements interacts with each other to cause job satisfaction or dissatisfaction. The presence of favourable jobs factors for head teachers may lead to job satisfaction and performance in academic matters can be realized in schools. When job factors like remuneration, work content, recognition, job security, work conditions, promotion, work environment and interpersonal relations are improved, headteachers get motivated and can be satisfied with their teaching

job. The figure illustrates that once satisfied by some factors, the headteacher will seek satisfaction from the other factors and hence the process continues, just as Abraham Maslow postulates a need hierarchy. Satisfaction is the outcome of the process of motivation. Effective motivation has been shown to be necessary for job satisfaction to occur. Herzberg (1959) concluded that motivation factors and maintenance factors are necessary for employees job satisfaction and prevention of dissatisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter covers research methodology which is organized under the following sub-headings: Research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability and data collection procedures and data analysis procedures.

3.2. Research design

The study was based on survey research principles. Mweria and Wamahiu (1995) observed that a survey collects data about variables or subjects as they are found in a social system or society. A survey research deals with incidences, distribution and relationships of educational variables. Surveys are used to seek public opinions regarding issues affecting the society. Surveys can investigate behavior (levels of student discipline) and what people say about social issues. In this case the study was aimed at investigating the current status, of the problem, that was job factors that primary school head teachers in Kinangop District, Nyandarua County were dissatisfied in.

3.3. Target population

Target population refers to all members of a real or hypothetical set of people or events to which a researcher wishes to generalize the results of the study (Borg & Gall, 1989). In this study the researcher targeted the head teachers of public Primary schools in Kinangop District of Nyandarua County which had a population of 41 schools hence 41 head teachers. The data was obtained from Kinangop District, Education Office (DEO's office). The categories of the schools were all day mixed schools, there was no boarding school in the district.

3.4. Sample size and sampling techniques

Sampling is a research technique used for selecting a given number of subjects from a target population as a representative of that population (Borg & Gall, 1989). There are 41 public schools in Kinangop district and the 5 schools were sampled randomly for the pilot study. The remaining 36 schools hence 36 head teachers were used in the main study in order to obtain the general picture of the level of job satisfaction among the head teachers. Also the 5 schools that were also used for pilot study were included in the main study. Simple random sampling was used in choosing the school for the pilot study.

3.5 Research instrument

In the study, a questionnaire was employed as the sole research instrument as it is the most appropriate. Using questionnaire method has the advantages in that the respondents remain anonymous, were more truthful and had more time to think about the questions than usual with interviews. The questionnaire were subdivided into three sections namely: section A consisted of several items aimed at gathering head teachers demographic information and school data with regard to the selected independent variable. These variables include sex, age, academic qualifications, administrative experience, school size and geographical location. Section B was made upon come closed items aimed at assessing head teachers satisfaction with given job factors/aspects in the study. These job factors will include working conditions, gender, job experience, job security, marital status, pay, leadership style and working condition. The head teachers were expected to indicate the extent to which they are satisfied with the various job factors using a five point Likert scale as follows: extremely satisfied (5), very satisfied (4), satisfied (3), slightly satisfied (2) and not satisfied (1). Head teachers were asked to indicate overall job satisfaction. Section C contained five open ended probing questions. It was aimed at probing further about extra factors that may have been provided in the closed items.

3.6 Instruments validity

Mugenda and Mugenda (1999), define validity as the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Therefore validity is to do with how accurately the data obtained in the study represented the variables of the study. A pilot study was conducted among 5 primary head teachers out of the 41 head teachers for pre-testing the instrument in order to identify any ambiguous or difficult in validity of instruments. Validity of instrument was ascertained by comparing the pilot study responses to the expected responses. Discrepancies were addressed by the relevant adjustment, corrections and rephrasing of statements where necessary. Content validity is used to examine whether the questionnaire answers the research questions (Borg and Gall, 1996). It involves scrutinizing the questionnaire to ascertain that the content is a comprehensive representation of the elements to be measured. The instrument should be designed to include all the elements under study. According to Borg and Gall (1989) and Gay (1987), validity is established by expert judgment. As such the researcher sought the assistance of the supervisors, with a view to improving the content validity of the instrument.

3.7 Instrument reliability

Mugenda and Mugenda (1999), defines reliability as a measure of the degree to which research instrument yields consistent results or data after repeated trials. Reliability in research is influenced by random error. Therefore a pilot study was carried among 5 head teachers by filling in the questionnaire. The head teachers were requested to indicate any difficult or ambiguous items in the questionnaire. Piloting enabled in testing the reliability of the instrument. To ensure reliability, the split-half technique was used to assess reliability.

The two sets of scores were correlated using the Pearson's product moment correlation coefficient formula to determine the correlation coefficient (r) between the two sets of scores.

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Where X = first set of scores: Y = second set of scores: $\sum X$ = the sum of the first set of scores : $\sum Y$ = the sum of second set of scores : $\sum X^2$ = the sum square of the first set of scores: $\sum Y^2$ = the sum of square of second set of scores; $\sum XY$ = the sum of cross product of X and Y and n = total number of respondents. The Pearson's coefficient for head teacher was 0.90 and hence

reliable. According to Mugenda (2003) if Person's coefficient is closer to 1 the research tools are regarded as liable.

3.8 Data collection procedures

Permission to carry out research was obtained from the National Council of Science and Technology. An introductory letter to the head teachers was requested by the researcher from the district education officer (DEO) and District Commissioner (DC) of Kinangop to discuss the research visit to the schools before the study commenced. The researcher visited the selected schools and administered the questionnaire to the head teachers assuring them that strict confidentiality was to be observed in dealing with their responses. The researcher made arrangements to collect the questionnaire in person after a week to avoid late return.

3.9 Data analysis techniques

Data analysis techniques are statistical methods which were used to analyze data so that it could be interpreted. Data collected from the respondent was both quantitative and qualitative in nature. Quantitative data analysis consisted of measuring numerical values from each description such as mean and standard deviation were made. The result of data analysis were reported in summary form using frequency tables, bar graphs and pie charts. Qualitative data analysis for the open ended questions were done using content analysis.

Content analysis describe the form or content or spoken material. Ideas were grouped into themes the frequencies of different descriptions were generated by categorizing and coding pieces of data into themes. Descriptive statistics was used to analyze data. Frequency distribution and percentages were obtained using the statistical package for social sciences (SPSS). In coding, the factor items were scored from a five point Likert scale. Descriptive statistics such as mean, percentage and standard deviation was used to analyze demographic data of head teachers.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents findings from the study with data generated from the field. The findings have been presented with respect to each of the specific research questions. The main objective of this study was to establish the level of job satisfaction among public primary schools head teachers in Kinangop district. The demographic characteristics of the respondents and their relationship with overall job satisfaction have also been presented and discussed. The satisfaction of the respondent in specific job factors have been presented, discussed and the findings presented in the form of tables.

4.1.1 Response rate/questionnaire return rate

Out of the expected sample of 41 respondents, 40 responded to the questionnaire which represents 97.6 percent. The five pilot schools were also included in the main study.

Table 4.1

Questionnaire return rate

Target population	Sample size	Responses	No response
Head teachers	41	40	1
Return rate	100%	97.6%	2.4%

This implies that the return rate was good for all targeted responses, since it was more than 75%. According to Edwards, Roberts, Clarke Diguisseppi, Pratap, Wentz and Kwan (2000), a questionnaire return rate of 80% and above is absolutely satisfactory, while 60 percent to 80 percent return rate is quite satisfactory. A return rate below 60% percent is barely acceptable. The high the rate of questionnaire return is an indication that the head teachers responded properly and hence were interested with the study.

4.1.2 Demographic characteristics of respondents

The target respondent in this study were head teachers from Kinangop district, Kenya. The section presented the demographic characteristics of the respondents based on gender, age, level of their education, working experience and type of school the respondent are working in.

4.1.3 Distribution of headteachers by gender

Table 4.2

Distribution of headteachers by gender

Gender	Frequency	Percentage
Male	37	92.5
Female	3	7.5
Total	40	100.0

Table 4.2 above shows the majority of respondents were male Head teachers, while female head teachers were minority. Generally male teachers dominate the primary school head teachers in Kinangop district. This is a clear indication that gender sensitivity has not been put into consideration in Kinangop district. Gender of the head teacher is important on job satisfaction because teachers of one gender may feel more satisfied working under headship of the preferred gender. Female head teachers may impact on the motivation of girl child as they would like to emulate their female head teachers in building confidence in them on seeing their fellow gender in leadership.

4.1.4 Level of academic achievement by head teachers

Table 4.3

Level of academic achievement of Head teachers

Level	Frequency	Percentage
Form four (O- level)	23	57.5
Form six	5	12.5
Diploma	5	12.5
First Degree	4	10.0
Masters degree	1	2.5
No response	2	5
Total	40	100.0

The major success of any head teacher is determined by personal learning experiences at any given time. Head teacher hence, pride in academic success, were asked to indicate their personal level of academic achievement even as they teach in the rural setup. From these findings it is evident that most head teachers in public primary school in Kinangop district attained O- level in education which allows for P1 teacher education. This shows most head teachers had not endeavoured to increase their level of education despite the availability of opportunities offered in almost all institution of higher learning. There is however a sign of effort made by quite a number of the head teachers to move higher from diploma level upward. Kimengi (1983) pointed out that college training is used to polish the material learnt in school and familiarize

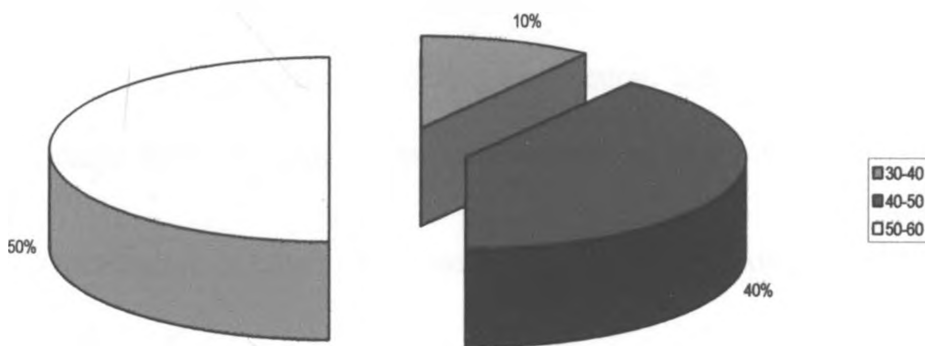
the teacher trainee with methods of imparting the same knowledge to learners hence a need to have reasonable level of academic achievement like diploma, degree, masters in education. Change of study pattern can be attributed to a competition level which is triggering teachers to pursue higher degrees. A trained head teacher with high level of academic qualification, exudes confidence in content to be taught, teaching skills, management, administrative aspects and also professional ethics. This would in turn translate performance in K.C.P.E. It is the feeling of the researcher that the head teacher should feel motivated and aspire to improve their academic qualification well above of their teachers.

4.1.5 Distribution of head teachers by age

Head teachers were asked about their age. The figure below illustrates the distribution of head teachers by their age

Figure 4.1

Distribution of head teacher by age



Pertaining the age of the head teachers. This is an indication that the majority of the selected public primary schools head teachers in Kinangop district are in the age bracket of 50 -60 years. This also shows that work experience for many years is required for one to be promoted to the head ship. According to Rhodes (1983), job satisfaction increases with age with the least satisfaction level reported by the youngest workers. The head teachers may service for several years before a vacancy of head ship arises. The fact that there are few posts for head teachers would explain why majority of the head teachers are concentrated in that bracket of years category. Age of head teachers could be an important determinant of the level of job satisfaction for the head teachers since others factors remain constant. This also shows that the aged head teachers are satisfied a bit with their job. Satisfaction of aged headteachers would be as a result of higher pay, work experience and also they do not

aspire to work elsewhere as they are about to retire and hence comfortable with they have achieved as they are not interested in looking for greener pastures which is an indication of job satisfaction. This can lead to good performance due to commitment and concentration in their work place.

4.1.6 Distribution of head teacher on duration in the working experience

Table 4.4

Number of years as a head teacher

Working experience in years	Frequency	Percentage
1- 5	10	25
6-10	15	37.5
11-15	10	25
16-20	4	10
No response	1	2.5
Total	40	100

The study indicated that majority of head teachers working experience in head ship is a factor to be considered in assessing level of job satisfaction. This is an indication majority of head teachers in Kinangop district have been in head ship at least 6 years. Duration in which head teachers have been in head ship indicate the magnitude of experience one has to handle cases related to job satisfaction of head teachers. The experience is required in any field of work

for perfection and experience can also lead to performance. Headteacher number of years in-service depict how they are satisfied with their positions due to higher pay, allowances, which they get as they work for many years. Long working period in headship can enhance commitment and positively perception to their work which can lead to job satisfaction. Headteachers with short period in their position may have a negative perception in their jobs because their salaries and allowances may be lower than those who have worked for many years yet they are doing the same amount of work and could divert their attention to other profit making business due to low level of job satisfaction and this can lead to poor performance.

4.1.7 Distribution of head teachers by highest professional qualification

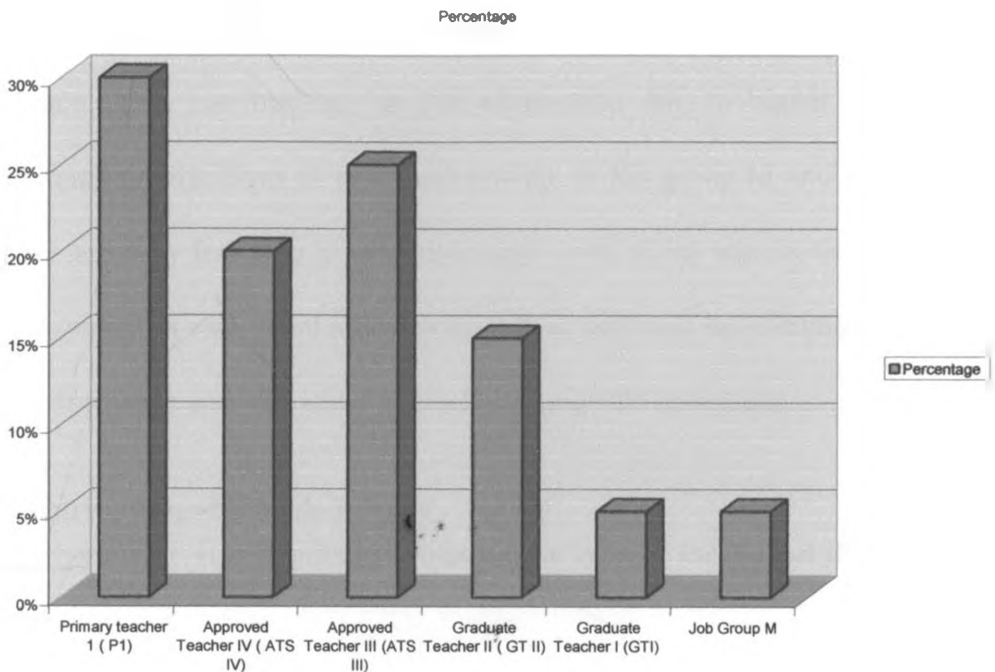
Table 4.5

Distribution of head teachers by highest professional qualification

Highest level of professional qualification	Frequency	Percentage
Primary teacher I (P1)	12	30
Approved Teacher IV (ATS IV)	8	20
Approved Teacher III (ATS III)	10	25
Graduate Teacher II (GT II)	6	15
Graduate Teacher I (GTI)	2	5
Job Group M	2	5
Totals	40	100%

Figure 4.2

Distribution of head teachers by highest professional qualification



Among the public primary school head teachers in Kinangop District. This factor of high profession qualification is important in determining the level of job satisfaction of head teachers as this could have been achieved through hard work, dedication, commitment enhancing good performance in their duties though those with highest qualification are few in number and percentage. Many headteachers lie in the grade of P1 (primary teacher one) which is an indication that most head teachers are in the level of 0- level education, this can translate to low salary level which attribute to low level of job satisfaction. This is a wake up call for headteacher in Kinangop district to

upgrade themselves through joining higher level institutions like universities, for diploma and degree courses, to enjoy higher salary payment after completion. This can translate to job satisfaction due to higher level of professional qualifications of headteachers like in job group M and graduate teacher 1 are very few who in turn have high level of job satisfaction due to higher payment of salary and allowances, this in turn may have implication to good performance and vice versa to head teachers with low grade.

4.1.8 Distribution of schools by type

headteachers were also required to indicate the type of the school they were heading.

Table 4.6

Distribution of school by type

Type	Frequency	Percentage
Day	40	100
Boarding	0	0
Day and Boarding	0	0
Total	40	100

Table 4.7 shows all the public primary schools in Kinangop district were day schools and this was represented by 100% respondents. This is can be attributed to lack of know how and good will to the locals, having low attitudes towards education, ways of enhancing education levels in the district

and lack of cooperation, initiative, inspiration of local leaders, politicians to upgrade some schools to boarding, day and boarding schools for them to see the difference in performance which also enhances job satisfaction as fringe benefits can be used to motivate headteachers and teachers on various allowances.

4.1.9 Size of the school

Figure 4.3

Distribution of schools in terms of size

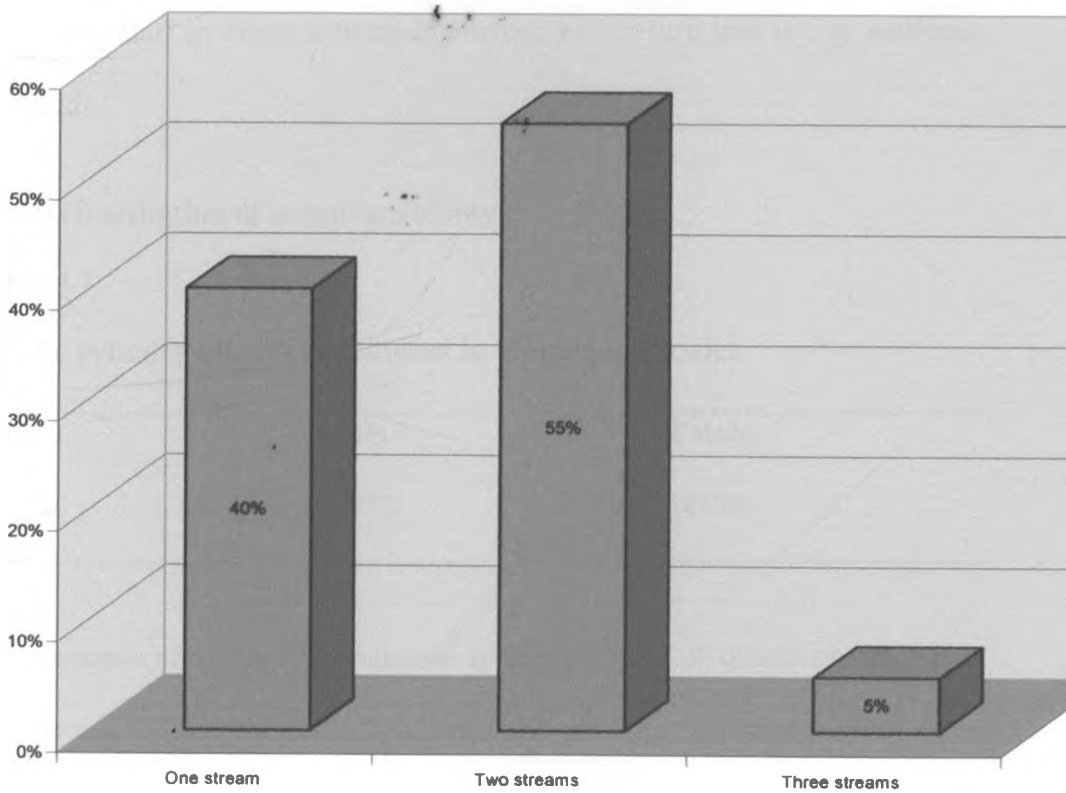


Figure 4.3 indicates that majority of head teachers had more streams than others. This according to researcher means the more streams the school has leads to high population and this demands a lot of manpower and competency in managing the school in order to realize good results. This is an indicator that population is diverse in different areas of the district. The headteachers with more streams than others have more allowance due to more demanding work in their schools. Though the minority of the school have three streams they have more work than others due to population being high. High population may led to staff shortage, indiscipline which will in turn lead to low academic standards

4.1.10 Distribution of school enrollment

Table 4.7

Public primary schools enrollment in Kinangop district.

Boys	Girls	Totals
12238	12358	24596

The response of school enrollment is the last item of questionnaire . This reflects that the total population of boys and girls are almost at per and some schools seem to have very big population in comparison with the others, this calls for a lot of work for the head teacher and his staff. The more the number of pupils in schools the more hectic and taxing job the headteacher has in

enhancing discipline and performance, also problems of understaffing can be an issue as the teachers employment rate is below standard which will affect the work of the headteacher leading to low level of job satisfaction.

4.2 Level of satisfaction of the head teachers with various Sociological factors influencing their job satisfaction

This was presented in section B of the questionnaire. The researcher sought to know the extent which the head teachers were satisfied with the various factors which contribute to job satisfaction or dissatisfaction in the teaching profession. The head teachers were required to rate their overall job satisfaction. The respondents were required to rate their satisfaction using a five point scale (Likert Scale) i.e.

Satisfaction level	Column number
Dissatisfied	1
Slightly satisfied	2
Satisfied	3
Very satisfied	4
Extremely satisfied.	5

To answer these questions sociological factors leading to job satisfaction were identified. Such factors include remuneration, promotion, work content, recognition, working condition and working environment, interpersonal

relations, job security school administration and supervision. Each factor had specific number of items that measured the respondent's level of satisfaction with that specific factor.

Head teachers job satisfaction and study variables

4.2.1 Satisfaction with pay /salary

Satisfaction with pay was measured with nine item as shown in the table below.

Table 4.8

Satisfaction with pay /salary

No	Item	Percentage	Dissatis- fied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
i).	Present salary as a measure of your qualification	F %	16 40	15 37.5	6 15	2 5	1 2.5	40 100
ii).	Present salary in helping you meet your life expenses	F %	16 40	14 35	7 17.5	2 5	1 2.5	40 100
iii).	Present salary as compared with salary received by other people with similar qualification in other professions	F %	24 60	10 25	3 7.5	2 5	1 2.5	40 100
iv).	Fringe benefits	F %	20 50	12 30	6 15	2 5	0 0	40 100
v).	Pensions schemes	F %	16 40	15 37.5	7 17.5	1 2.5	1 2.5	40 100
vi).	Housing Allowance	F %	16 40	15 37.5	6 15	2 5	1 2.5	40 100
vii).	Medical allowance	F %	20 50	16 40	3 7.5	1 2.5	0 0	40 100

Almost every employed individual stays on because of remuneration. The researcher sought to establish the head teachers feeling about this. The amount of compensation in terms of salary should be able to sustain the employee comfortably or better. The majority of respondents are dissatisfied in every item measuring satisfaction followed by slightly satisfied column and both are amounting to more than 75 percent in all items of pay as shown on the table above are dissatisfied with the rate of remuneration they receive for the work they do. Highly dissatisfaction rate may be attributed to the escalating standard of living in Kenya. The amount earned by PI head teacher may not adequately sustain the basic needs. As Simatwa (2011) attested, many teachers opted to leave the profession due to what they termed as low pay. Teachers are bound to suffer dissatisfaction if their salary cannot afford them decent houses, rents, lifestyle and other needs. Dawnie (1983) concerns that the attitude of a teacher will be affected by lack of motivation in salary. Majority of the head teachers are dissatisfied with the present salary, as compared with salary received by other people with similar qualifications in other professions. This can be attributed to high standards of living which make them enable to live comfortable life like their colleagues in civil service who earn more despite being in the same level of education. Another factor is government lack of good will to teachers in paying good salaries to them and this has made them migrate for greener pastures. Satisfied headteacher are very few in all items which is an indication that low payment has made

headteachers to be dissatisfied with their job. The highest number of satisfaction can be only be found in the items of present salary in helping headteacher meet their life expenses and also in pension schemes with 7 headteacher each which is an indication that the satisfied few are forced by circumstances by not having any other alternative and more so the aged ones as they have no room of looking for greener pastures or career advancement. Hardship allowance is not given to teachers of Kinangop district despite the general lamentation and complains by headteachers and teachers due to poor infrastructure and what they term as hostile weather due to frequent frost and cold weather though they have channeled their grievances through their trade union (KNUT).

4.2.2 Satisfaction with promotion

Satisfaction with promotion was assessed using three items as shown below the table.

Table 4.9**Satisfaction with promotion**

Item	Percentage	Dissatisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
i). Promotion to a higher position than headship	F %	18 45	13 32.5	5 12.5	3 7.5	1 2.5	40 100
ii). Fairness in the way promotions are offered	F %	20 50	12 30	4 10	2 5	2 5	40 100
iii). The current scheme of service for headteachers	F %	16 40	14 35	6 15	2 5	2 5	40 100

Table shows that most respondents were not satisfied with promotion. All items assessed show that dissatisfaction had the highest population. The same pattern was followed in the next assessment from the dissatisfaction which is an indicator that head teachers were not happy with the three methods of promotion or were not satisfied. When people feel they have limited opportunities for career advancement, their job satisfaction may decrease. Herzberg's two-factor theory defines promotion as a motivator and therefore it exerts an influence on job satisfaction.

Although pegging of promotions on students' academic performance is a good measure, it is demoralizing for teachers and headteachers who teach in school that experience varied social challenges that negatively impact on student's performance. Headteacher and teachers who teach in such schools may not see hope of an opportunity to move to the top echelon of their job thus become demoralized. Career progression is perceived to be a gradual acquisition of teaching skills and qualifications, before progressing in to higher levels education administration like D.E.O, QUASOS, DQUASO'S. Most of competent head teachers join other professions while those who remain in headship feel that their status and recognition is limited. This is escalates dissatisfaction in the job and can have a negative implication on the performance of schools as headteachers may opt to find their own way of promoting themselves and hence lack commitment to their work due to unfairness in which promotion are carried out. So the government should make a follow up to curb unfairness in promotion of headteachers as it can have a far reaching implication negatively in terms of job satisfaction.

4.2.3 Satisfaction with Work Content

This job factors was measured using nine items as shown below in the table on how current administrative job.

Table 4.10

Satisfaction with Work Content

No	Item	Percentage	Dissatisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
i).	Allows you to use your professional skills	F	3	8	18	6	5	40
		%	7.5	20	45	15	12.5	100
ii).	Allows you to use your potentials abilities	F	4	8	18	6	4	40
		%	10	20	45	15	10	100
iii).	Allows you to use your academic skills	F	3	5	18	8	6	40
		%	7.5	25	45	20	15	100
iv).	Allows you to use your academic abilities	F	3	10	18	6	3	40
		%	7.5	25	45	15	7.5	100
v).	Provides you with an opportunity to learn new skills	F	16	10	8	4	2	40
		%	40	25	20	10	5	100
vi).	Provides autonomy in decision making	F	8	10	16	4	2	40
		%	20	25	40	10	5	100
vii).	Has clear duties	F	5	8	18	6	3	40
		%	12.5	20	45	15	7.5	100
viii).	Its significance and importance	F	2	8	18	6	6	40
		%	5	20	45	15	15	100
ix).	Provides feedback on performance	F	8	10	12	6	4	40
		%	20	25	30	15	10	100

Table shows that majority of the respondents were satisfied with use of professional skills, potential ability, academic skills, academic abilities all with equal percentage of 45 percent each respectively at the level of being satisfied and above. However majority of all the items assessed were having a big number of head teachers in satisfied column of the work content.

However in providing head teachers with an opportunity to learn new skills, the respondents were dissatisfied and this is clear indication that head teacher have been discouraged from advancing in other field or their field thus creating dissatisfaction. Head teachers should be provided with opportunities of learning new skills e.g in higher learning institutions for them to be at par with other civil servants. This also encourages the young ones after seeing their older counter parts back in class. This challenge has created competition in academic excellence. Most of satisfaction items in work content are almost to fifty percent satisfied apart from provision of feedback on performance and autonomy in decision making, which is an indication that most teachers like or enjoy their work content despite dissatisfaction in other factors like salary and recognition.

4.2.4 Extent of satisfaction with recognition

Table 4.11

Extent of satisfaction with recognition

No	Item	Percentage	Dissatisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
i).	Your immediate supervisor A.E.O/D.E.O	F %	10 25	12 30	12 30	4 10	2 5	40 100
ii).	Fellow teachers you work with	F %	4 10	10 25	20 50	3 7.5	3 7.5	40 100
iii).	Students who are your client	F %	6 15	7 17.5	20 50	4 10	3 7.5	40 100
iv).	The parents	F %	10 25	15 37.5	10 25	3 7.5	2 5	40 100
v).	The politicians	F %	20 50	10 25	6 15	3 7.5	1 2.5	40 100
vi).	The employer (TSC)	F %	18 45	13 37.5	6 15	2 5	1 2.5	40 100
vii).	Professionals in other sectors	F %	6 15	7 17.5	20 50	4 10	3 7.5	40 100

Satisfaction with recognition was assessed or measured using eight items.

Table 4.1.2 show that most respondents were dissatisfied mostly with recognition by politician, employer (TSC) and also with parent and their immediate supervisors, DEO having least level of dissatisfaction in recognition. However satisfaction of recognition is good with fellow teachers, students and also there are very few head teachers who expressed their level of recognition as very and extremely satisfied. Lack of recognition can lead to negative repercussion in head teacher work because they feel that the decisions they make in various aspects will be rendered unpopular and be a threat to this positions or they are never received with seriousness. This can lead to low performance in schools and slow or no development matters due to job dissatisfaction of head teachers in recognition aspects. Recognition plays a major role in job satisfaction this is true because students recognize their head teachers as their torch bearers and path finders since they mostly attribute their achievement to teachers and this is a fact because other professions who are learned have seen them through the effort of teachers. Lack of recognition can also be attributed to low numeration in teaching profession in comparison with other careers which is a major attribute to low level of job satisfaction.

Indication that their work is not appreciated to the maximum recognition is necessary as one feels his work is being appreciated. Head teachers would like to be respected and appreciated in whatever task they undertake in their job. Right from independence up to the 1970's teachers in Kenya were accorded utmost respect and teaching was reviewed as noble profession. The education system then was teacher-oriented and teachers outlined the intellectual paths to be followed teacher were never publicly contradicted nor criticized. The respondents felt that their employer agents A.E.O/D.E.O did not recognize the tough and challenging conditions under which they work and the same to their employer (TSC). Likewise the community around the school looked down upon the head teachers and that the local politicians to did not seem to care for their respective schools as they dragged politics into running of the schools and same case with other professionals in other sectors.

4.2.5 Level of satisfaction with working conditions and working environment

Level of satisfaction with working conditions and working environment was measured using items and outcome is shown in the table below.

Table 4.12

Level of satisfaction with working conditions and working environment

No	Items	Percentage	Dissatisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
i).	Administration block	F %	2 5	5 12.5	8 20	15 37.5	10 25	40 100
ii).	Staff rooms in your school	F %	2 5	5 12.5	10 25	15 37.5	8 20	40 100
iii).	Class rooms in your school	F %	2 5	4 10	12 30	14 35	8 20	40 100
iv).	Teaching materials	F %	2 5	3 7.5	16 40	12 30	7 17.5	40 100
v).	The school surroundings	F %	2 5	4 10	16 40	12 30	6 15	40 100
vi).	Electricity	F %	2 5	5 12.5	10 25	15 37.5	8 20	40 100
vii).	Staff houses	F %	16 40	12 30	9 22.5	2 5	1 2.5	40 100
viii).	Sanitary facilities	F %	2 5	4 10	12 30	14 35	8 20	40 100
ix).	General security	F %	2 5	6 15	10 25	8 20	4 10	40 100
x).	Your office, stationary furniture	F %	3 7.5	7 17.5	15 40	10 25	4 10	40 100

Going by the analysis of the table dissatisfaction of working conditions and working environment is found in staff houses item which has the majority dissatisfaction. Satisfaction is most found in administration block staffroom class rooms. In general all working conditions and working environment are well satisfying according to the respondents who are head teachers. Working conditions items does not satisfy the head teacher above average but below average which is an indication that working environment is well catered for in Kinangop district. Majority of the head teachers are dissatisfied with staff houses. This is an evidence that recognition of teachers and head teachers is not good or they are given a low deal which promotes dissatisfaction in their job. Satisfaction at the same level but below average, as it falls in 40 percent is found in items like teaching materials and equipment, the surrounding school, office stationary furniture which also contribute to low level of job satisfaction and can turn to sub standard results due to lack of motivation. Minority are very, extremely satisfied with job satisfaction items and so they cannot impact a lot in terms of job satisfaction levels. Good environment, facilities, equipment, security enhances job satisfaction to head teachers and this may call for commitments and objectives can be achieved.

4.2.6 Distribution with satisfaction of interpersonal relations

Level of satisfaction with interpersonal relations was measured using eight items. The outcomes were tabulated as follows in the table below.

Table 4.13

Distribution with satisfaction of interpersonal relation

No	Item	Percentage	Dissatisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
i).	Immediate supervisor (DEO)	F %	2 5	2 5	32 80	2 5	2 5	40 100
ii).	Teaching staff	F %	2 5	2 5	32 80	2 5	2 5	40 100
iii).	Your students	F %	1 2.5	2 5	32 80	3 7.5	2 5	40 100
iv).	Local politicians	F %	2 5	8 20	24 60	4 10	2 5	40 100
v).	The employer TSC (teacher service commission)	F %	2 5	4 10	30 75	2 5	2 5	40 100
vi).	School donor, religious organization	F %	4 10	8 20	24 60	2 5	2 5	40 100
vii).	Provincial administration	F %	1 2.5	6 15	30 75	2 5	1 2.5	40 100
viii).	Fellow head teachers of near schools.	F %	1 2.5	2 5	32 80	3 7.5	2 5	40 100

Following the tabulation of all items used to determine interpersonal relationship of the respondents with all those mentioned, there is clear evidence that all the respondents were having good relationship with every body mentioned in the eight items i.e. immediate supervisor (D.E.O), teaching staff their students, fellow head teachers where all of them had 80 percent each from the respondent. Employer (TSC) and provincial administration both occupied 75 percent level of satisfaction. Local politicians and school donor, religious organization both occupied 60 percent each. Good interpersonal relations is important in job satisfaction because head teachers are able to interact and share ideas, problems professional and socially. Majority of head teachers enjoy their work because their immediate supervisor has cordial relationship with them which they translate to the student, teaching staff and other fellow head teachers, so there is no harassment or abuse of power. This good interpersonal relations to all the eight items assessed can bring about job satisfaction to head teachers of Kinangop district. Good performance can also be realized with this relations due to job satisfaction of headteachers as they work hard since consultations, professional ethics, advice, feedback can be given on time when sought from all stakeholders. This one is an indication that there is no role conflict. Therefore the researcher concluded that the relationship or interpersonal relationship of head teachers in Kinangop district with other stakeholders is cordial which makes them be able to interact and

solve their problems for the sake of performance all stakeholders are able to reason out together and solve any problem or any emerging issues.

4.2.7 Satisfaction with job security

Table 4.14

Satisfaction with job security

No	Item	Percentage	Dissatisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
i).	Security of tenure in your administrative post	F %	2 5	3 7.5	25 62.5	6 15	4 10	40 100
ii).	Protection from teachers union	F %	2 5	4 10	24 60	6 15	4 10	40 100
iii).	Protection by your immediate supervisor (D.E.O)	F %	8 20	12 30	10 25	6 15	4 10	40 100
iv).	Protection by teachers	F %	2 5	5 12.5	20 50	10 25	3 7.5	40 100
v).	Protection by parents	F %	16 40	10 25	8 20	4 10	2 5	40 100
vi).	Protection by donors	F %	12 30	12 30	8 20	5 12.5	3 7.5	40 100
vii).	Protection by politicians	F %	12 30	12 30	8 15	5 12.5	3 7.5	40 100
viii)	Protection by religious organizations	F	10	10	10	6	4	40

Satisfaction with job security was assessed using nine items. Table 4.1.5 shows that most respondents amounting to percent indicated highest satisfaction with 'future job security from their employer' at 62.5 percent. Majority of respondents also indicated satisfaction with protection by trade union with 60 percent indicating they were satisfied. However majority of respondents were dissatisfied with 'protection by the parents' with 40 percent indicating that they were dissatisfied hence an indicator that most parents are not supportive or do not appreciate headteachers work. Other item that registers high satisfaction are protection by teachers with 50 percent. Dissatisfactions can also be found in protection by donors, politicians with each 30 percent. In slightly satisfied column also there is dissatisfaction with protection by respondents immediate supervisor (D.E.O). Protection of headteachers as a job security factor is a matter of concern in job satisfaction as lack of protection can make headteachers demoralized with their work due to in fighting and lack of oneness to the stakeholders. Teaching being a noble profession need good rapport with all the parties concerned so that set objectives can be achieved. Head teachers may feel dissatisfied due to lack of protection hence develop low attitude towards their work and repercussions may not be realized soon but may affect the society in future. Nzure (1999) argues that when workers are dissatisfied well with job security, they are likely to respond to the concept of job enrichment.

4.2.8 Satisfaction with school administration and supervisor

Table 4.15

Satisfaction with school administration and supervisor

No	Item	Percentage	Dis-satisfaction	Slightly Satisfied	Satisfied	Very Satisfied	Extremely satisfied	Total
i).	Consideration , fairness of your supervisor	F %	20 50	10 25	7 17.5	2 5	1 2.5	40 100
ii).	Quality of supervisor communication	F %	18 45	9 22.5	8 20	3 7.5	2 5	40 100
iii).	Participatory in decision making	F %	18 45	10 25	8 20	3 7.5	1 2.5	40 100
iv).	Delegation of authority	F %	20 50	11 27.5	6 15	2 5	1 2.5	40 100

Satisfaction with the above variables was assessed using four items and table 4.16 shows that headteacher were dissatisfied with most aspects of supervisor and schools administration. This is because the outcome of the items assessed portrays well that considerateness, fairness and delegation of authority by supervisor was 50 percent each dissatisfied, quality of communication and participatory in decision making had 45 percent each and the same happens to slightly satisfied level showing elements of dissatisfaction, were highest, an indicator there was no humane face. Satisfaction level in all items assessed

was below average hence a call for clinical supervision. According to Luthans (1992) and Robbins (1998) in their researches conformed that the quality of the supervisor subordinate relationship will have a significant positive influence on the employee's overall level of job satisfaction. Cordial relationship in the work place is important as it enhances work climate. This brings about openness and trust in the work place as one is able to express his or her ideas and comparison can be made to come up with the best ideologies for implementation. This encourages open system which can contribute to positive changes in performance and job satisfaction. Closed system according to the respondent is the one commonly used in Kinangop district for where ideas are not given room hence negative attitudes can be developed toward work place and job dissatisfaction is developed by head teachers. Satisfaction is found to only a few head teachers, who could be doing this to satisfy their master or for fear of antagonizing their relationship with their supervisor.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, summary of the study, conclusions and recommendations of the main findings were discussed as well as the recommendations for action and further research.

5.2 Summary of the study

The purpose of this study was to determine job satisfaction levels among public primary school headteachers in Kinangop District. Specifically the study aimed at establishing the job factors that were satisfying to public primary school headteachers. Secondly, to find out whether there was any significant difference between job satisfaction among the headteachers and selected independent variables namely sex, age, academic qualifications, administrative experience and school size. The literature review relevant to this study laid the background for the study, various theories of job satisfaction and work motivation were put into consideration but the main theory used was Herzberg's two factor theory and equity.

Relationship between job satisfaction and some demographic variables were also looked into. To gather primary data a questionnaire was employed. The

questionnaire was structured in 3 sections. Section A consisted of several items aimed at gathering headteacher demographic information and school data with regard to the selected independent variables. These variables include age, sex, academic satisfaction with given job factors. These job factors include work content, promotion, remuneration, recognition, working conditions and work environment, interpersonal relations, and job security. The head teachers were expected to indicate the extent to which they were satisfied with the various job factors using a five point Likert scale as follows: extremely satisfied (5), very satisfied (4), satisfied (3), slightly satisfied (2) and dissatisfied (1). Head teachers were also asked to indicate their overall job satisfaction. Section C contained five open-ended probing questions. It was aimed at probing further about extra factors that may not have been provided in the closed items.

The study employed descriptive survey design in the main study. A pilot study was conducted in 5 schools to determine instrument validity and reliability. The target population for the study was 41 head teachers. The total number of head teachers who responded and returned their questionnaire duly completed was 40 hence 97.6 percent return rate, 2.4 percent did not respond amounting to one person. The researcher personally administered the questionnaires to the head teachers in all schools. Data collected from the respondents was both quantitative and qualitative in nature. Quantitative data was analyzed using

descriptive statistics such as frequencies and percentages while qualitative data for open ended questions was coded and transcribed per research questions themes. The data was analyzed using Statistical Package for Social.

5.3 Conclusion

This study concluded that head teacher were only satisfied well with interpersonal relations with other stake holders. The following job factors caused dissatisfaction in the current job of head teacher:

- i. Lack of clear promotion criteria/upward mobility,
- ii. Poor remuneration,
- iii. Lack of security
- iv. Lack of recognition.
- v. A lot of work content
- vi. Poor working conditions and environment
- vii. Poor relationship with administration and supervisor.

Poor remuneration and lack of promotion opportunities were the greatest source of dissatisfaction. It can also be concluded that, public primary school head teachers need adequate rewards and appreciations in terms of reasonable payment and fringe benefits to commensurate with the job they do for them to be able to satisfy their basic needs in life such as food, clothing as well as the healthcare. Head teachers who were highly rewarded through performance recognition were more satisfied with their daily class room work scheme.

When head teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance while when their environment or personality style does not afford these kinds of experiences, they fail to thrive on the contrary. In addition, influence has the potential to be more pervasive than authority. This is because when head teachers are highly involved in leadership of a school, without external forces interfering with their work, they become more motivated and thus get satisfied with their jobs. The study clearly indicates that, when there is clear job description for head teachers, and role conflict is cleared thus head teachers become satisfied with their roles since role conflict is the most common characteristics of the work setting that affect job satisfaction.

5.4 Recommendations

The head teachers if well motivated have a cause to revitalize education in this country if their problems are adequately addressed. In view of the study findings, recommendations are made which might make positive impact on the performance and job satisfaction of headteachers.

- i. Research data indicates that headteachers were dissatisfied with their remuneration and their scheme of service. It is therefore recommended that Ministry of Education should consider reviewing the remuneration as well as the scheme of service for headteachers with a view to improving it,

as problem of head teachers could be common in the whole republic depending on the areas.

- ii. Headteachers in the area of study also expressed dissatisfaction with the job factor of promotion. It is recommended that the ministry of Education reviews the policies governing promotions of headteachers in public primary schools. For instance promotion should be carried out transparently and the criteria use should be clearly defined. There is also need to create more promotional opportunities for the headteachers.
- iii. Research findings also indicated that the headteachers are dissatisfied with recognition. It is apparent that the headteachers feels inferior in their job because only the students who are their clients recognize their work with substantial percentage as others stake holders are below average.
- iv. To further improve overall job satisfaction among headteachers, they recommended that resources be mobilized to provide adequate physical facilities, books and other necessary facilities to promote the provision of quality education
- v. Headteachers should focus on the organizational level with concern for teachers and the teaching environment. Head teachers should also involve their teachers in decision making instead of shouldering the burdens and blame in order to promote interpersonal relationship and democratic leadership style and this can enhance job satisfaction. For the schools to effectively satisfy their teachers, headteachers must involve them in

decision making since all individuals have the potential to lead an organization, and motivate each others. In addition, influence has the potential to be more pervasive than authority.

- vi. School management committees should consider creating a good working environment for both head teachers and teachers. This could be accomplished through enhanced infrastructure, luncheons and sponsored educational trips.

5.5 Suggestions for further research

- i. The head teachers are concerned that there are no or few career development opportunities after attaining headship. There is therefore need to research on career development opportunities of primary school head teachers within the established organization structure to facilitate job satisfaction levels.
- ii. There is also need to carry out studies, which would address the issues pertaining to supervision and quality of supervision provided to head teachers. According to the findings the relationship with supervisor is not good. Supervision should target the officers of district education office, area education officers and the zonal officers.
- iii. There is needs to study the level of job satisfaction among education officers, Quality Assurance Standards Officers in all the districts for them to adopt the best method of supervision like clinical supervision.

- iv. Finally a replica of the same study should be undertaken to improve on the findings and recommendations arising from this study to facilitate better understanding of the issues that affect head teachers job satisfaction in private schools, other neighbouring districts.

REFERENCES

- Abagi, O. & Odipo, G. (1997). Discussion paper No.DP 00497
- Albanese, R. & Fleet, D.D.V. (1983). *Organizational Behaviour*. Chicago: CBS College Publishing.
- Borg, W.R. & Gall, M.D. (1989). *Educational Research: An introduction (5th ed)*. New York: Longman.
- Certin, M. O. (2006). The Relationships between job satisfaction, occupational and organizational commitment of academics. *The Journal of American Academy of Business*. 8,(1), 78-88.
- Chen Y. Luo H. (2002) Toward an understanding of the behavioural intention to use a group wave application. *Journal of End User Computing*. 14, 1-16
- Chimanikirel P., Mutandwa, Gadziraji, C. T. Muzondo, N., and Mutandwa P. (2007). Factors affecting job satisfaction among academic professionals in tertiary institutions in Zimbabwe. *Africa Journal of Business management* vol. 1 (6) pp. 166-175 (Online) available online <http://www.academicjournals.org/jmpr> Accessed 9th May 2012
- Davis, R.V. (1992). *Job satisfaction*. Phoenix: the Orynx press
- Dessler G.(2003). *Human Resource management*. New Jersey, Englewood Cliffs: Prentice Hall.

- Devany, S. A. & Chenz S. (2003). *Job Satisfaction of recent graduates in Financial Services*, US Department of Labour. Bureau of Labour Statistics, Compensation and Working Conditions online.
- Dinham, S. & Scott, C. (2003), *An International Comparative Study of teacher satisfaction motivation and health: Australia, England and New Zealand*, paper presented the American educational Research Association Annual meeting, April, San Diego, CA:
- Filak, V. F. & Sheldon, K. M. (2003) student psychological need satisfaction and College Teacher – *course Evaluations. Educational Psychology Vol. 23, No. 3*
- Flippo, E.B. (1984). *Personnel Management (3rd ed)*. New York: Mc Graw Hill Inc.
- Fullan M. (2002). The change leader: Beyond instructional leadership. *Educational leadership*, 59, 16-21.
- Fullan, M. (2001). *Defining and selecting key leadership skills*. Gottingen, hogrefe and Huber publications.
- Hanushek , E. (2007). *Interpreting recent research on schools in developing countries* (World Bank research observer, 10, 227-246)
- Herzberg, F. (1968). One more Time, how do you motivate Employees? *Havard Business Review* 146, 53-62.

- Getting, D. (2004). Attitude and Job satisfaction in Louisiana Library Workplaces. *Louisiana libraries*, 67(1): 12-17
- Institute of Development Studies (2000) *Improving staff retention*, IDS study 672 July.
- Luthans, F. (1989). *Organization behavior* (5th ed). New York: Mc Graw Hill book company
- Makoti, N. (2005). *Terms and location of service and their relationship to motivation*. Unpublished M.Ed. Thesis, Kenyatta University, Kenya.
- Mandera, A.K. (1995). A study of some of the factors associated with job satisfaction or dissatisfaction among teachers in Nairobi, Kenya. M.A. Thesis University of Toronto
- Mani, B. G. (2002). Performance Appraisal systems, productivity and motivation: A case study. *Public personnel management* 3 (40), 57-59.
- Matheka, M. V. (2005) *A study of factors contributing to lack of motivation - and job satisfaction among teachers in public secondary school in Machakos district*, University of Nairobi, Unpublished M.ed. project.
- McDonough S. T. (2007) Motivation in ELT. *ELT Journal* , 61 (4), 369-371.
- Mugenda & Mugenda. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: ACTS press.
- Nzuve S. N. M (2001) *Element of organizational behaviour*; University of Nairobi Press.

- Ogbuagu, V. E. (2004). A key note address delivered at the national conference of the Nigeria primary and teacher education association held at the federal college of Education (Technical) Asaba.
- Okimwa, K. (2003) *An Investigation to Job Satisfaction among Secondary school teachers. A case of Borabu Division* M.Ed. thesis Kenyatta University.
- Okumbe J.A (2001). *Human Resource Management: An Educational Perspective*. Nairobi Educational Development and Research Bureau.
- Okumbe, J.A. (1999). *Human resource management: An Educational perspective*. Nairobi Educational Development and Research Bureau.
- Okumbe, J.A. (1998). *Educational management theory and practice*. Nairobi: Nairobi university press.
- Olando, A. (2003). *An Investigation into Job satisfaction of public secondary school teachers in Nairobi province Kenya*. University of Nairobi.
- Ololube, N. P. (2006) *Teachers job satisfaction and motivation for school effectiveness. An assessment*. University of Helsinki. Finland.
- Onu, C. E., Madukwe, L. T & Agwu, T. C. (2005). Matching creativity requirements and the work environment: effects on satisfaction and intention to leave. *Academy of management journal*, 43 (2) 215-238 .
- Psacharopoulos, G. (1985). *Education for development*. Oxford University press.

- Porter, L.W. and Steers R.M. (1991). *Motivation and job satisfaction*. New Delhi: Macmillian India limited.
- Reyes, P. (1990). *Organizational behavior, concepts, controversies and applications (4th ed)* New Jersey: Prentice Hall.
- Robbins, S. P. (2005). *Organizational Behaviour*, 11th Ed. Prentice Hall, India.
- Salmond, S. W. (2006) *Factors affecting job stress, Job strain and Job Satisfaction among acute care nurses, Eastern nursing Research Society (ENRs) 18th Annual Scientific Sessions*. New Momentum for nursing research. Multidisciplinary Alliance 3: 20-22.
- Schleicher, D. J. & Watt J. D. (2004). Reexamining the Job performance relationship. The complexity of Attitudes. *Journal of applied psychology*. 89(1), 165-177
- Schultz, D.P. & Schultz, S.E. (1986). *Psychology and Industry today: An introduction to Industrial and organizational psychology (4thed)*. New York: Macmilan Publishing Company.
- Sharma. R. D. & Jyoti, J. (2006). Job Satisfaction among school teachers. *II MB Management Review*. 18 (4) 349-363
- Sogomo, C.K. (1993). Job satisfaction of secondary school principals in Rift Valley Province of Kenya unpublished M.ed thesis Lakehead University.

Tooksoon, P. & Mudor, H. (2011) *Conceptual framework on the Relationship between human resource management practices, Job satisfaction, and turnover*. Journal of economics and behavioural studies (JEBS) www.ifmd.org

Vroom, V.H. (1964). *Work and motivation*: New York: Wiley.

Weiss, H. M. (2002) Deconstructing job satisfaction. Separating evaluation, beliefs and effective experiences, human resource manual review 12: 173-194.

Werner, J. & Desimone, R. (2006). *Human Resource development*, Ohio Thomson South-Western.

Wikipedia (2007). Jobs satisfaction [http://en.wikipedia.org/wikipedia/job satisfaction](http://en.wikipedia.org/wikipedia/job_satisfaction). 101300/J149VO8 NO.018

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration and Planning
P.O. Box 30197 Nairobi

The Head teacher
..... Primary school

Dear sir/madam,

I am a post graduate student pursuing a master's degree in Educational Administration at the University of Nairobi. I am conducting a research on "individual and institutional characteristics influencing head teachers' level of job satisfaction among public primary schools in Kinangop district, Nyandarua County, Kenya"

Kindly allow me to conduct this research in your school.

Thank you for your cooperation and assistance.

Yours faithfully,

.....

Erastus W. Muthui

APPENDIX II

QUESTIONNAIRE FOR PRIMARY SCHOOL HEAD TEACHERS

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

1. What is your gender? Male () Female ()

2. What is your marital status? Married () Single ()

3. What is your age bracket? 20-30 years () 31-40 years ()

41-50 years () Over 50 years ()

4. What is your present highest academic qualification?

Certificate in education () Degree in Education ()

Diploma in education () Masters Degree ()

5. What is your highest professional qualification?

Secondary teacher I (01) () Graduate teacher II (GT II)

Approved teacher (ATS) () Senior Graduate ()

6. What is your administrative experience in years?

Below 5 years () 5 - 10 years () 11 - 15 years ()

16 - 20 years () 21 - 25 years () Over 26 years ()

7. What is the type of your school?

Day () Boarding () Day and Boarding ()

8. What is the size of your school?

One stream () Two streams () Three streams ()

Four streams () Over four streams ()

9. What is your school enrolment? Boys () Girls () total ()

Section B

Section B presents the aspects (job factor) that you experience in your job.

Kindly show by means of a tick (✓) 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

Dissatisfied 1

Remuneration (salary)

1) How satisfied are you with your:

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

(a) Present salary as a measure of your qualification

(b) Present salary in helping you meet your life expenses

--	--	--	--	--

(c) Present salary as compared with salary received by

other people with similar qualifications in other professions

--	--	--	--	--

(d) Fringe benefits

--	--	--	--	--

(e) Pension scheme

--	--	--	--	--

(f) Housing allowance

--	--	--	--	--

(g) Medical allowance

--	--	--	--	--

(h) Hardship allowance

--	--	--	--	--

(i) Other please specify

2) Promotion

To what extent are you satisfied with:

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

(a) Promotion to a higher position than headship

--	--	--	--	--

(b) Fairness in the way promotions are offered

--	--	--	--	--

(c) The current scheme of service for head teachers

--	--	--	--	--

3) Work content

How satisfied that your current administrative job:

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

- (a) Allows you to use your professional skills
- (b) Allows you to use your potential abilities
- (c) Allows you to use your academic skills
- (d) Allows you to use your academic abilities
- (e) Provides you with an opportunity to learn new skills
- (f) Provides autonomy in decision-making
- (g) Has clear duties
- (h) Is significance and importance
- (i) Provides feedbacks on performance

<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"/>
<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"/>

4) Recognition

To what extent are you satisfied with:

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

- (a) Your immediate supervisor A.E.O/D.E.O
- (b) Fellow teachers you work with
- (c) Students how are your clients
- (d) The parents
- (e) The politicians
- (f) The employer (Teachers service commission)
- (g) Other professionals in other sectors
- (h) 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"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5) Working conditions and working environment

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

How satisfied are you with:

(a) Administration block in your school

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

(b) Staffroom in your school

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

(c) Classrooms in your school

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

(d) Teaching materials

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

Equipments

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

(e) The school surroundings

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

(f) Electricity (if available)

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

(g) General communication facilities

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

Telephone

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

Fax and E-mail

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

(h) Dormitories (where available)

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

(i) Transport facilities

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

(j) Staff houses

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

(k) Sanitary facilities

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

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

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

(m) Your office; stationary

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

Furniture

(n) Other please specify

6) Interpersonal relations

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

How satisfied are you in terms of your relations with:

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

- (a) Immediate supervisor (D.E.O)
- (b) Teaching staff
- (c) Your students
- (d) Local politicians
- (e) The employer (Teachers service commission)
- (f) School donor, religious organizations
- (g) Provincial administration
- (h) Fellow head teachers from neighboring schools
- (i) Other 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"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7) Job security

How satisfied are you in terms of your relations with:

- (a) Security of tenure in your administrative post
- (b) Protection from teachers union
- (c) Protection by you immediate supervisor (D.E.O)
- (d) Protection by teachers
- (e) Protection by parents
- (f) Protection by donors
- (g) Protection by politicians
- (h) Protection by religious organizations
- (i) 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"/>
<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) School administration and supervisor

How satisfied are you with:

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

(a) Considerateness, fairness of your immediate supervisor

(b) Quality of communication from immediate supervisor

(c) Participatory decision making

(d) Delegation of authority

(e) Other please specify

Section C

You are requested to write your answers in the space provided.

9) What according to your opinion, are the most important aspects or your Administrative job that you consider satisfying (pleasant) about it.

10) State the three most dissatisfying (unpleasant) aspects of your administrative job.

11) Would you prefer an alternative job with the private sector? Yes ()
No () Give reasons for your response.....

12) Do you think your attitude towards your administrative career has a bearing on your work performance? .Yes () NO ()
Give reasons for your response.....

13) Suggest strategies that call be used to improve job satisfaction of head teacher to enhance their administrative performance

14) Any other comments

Thank You.

APPENDIX III

PUBLIC PRIMARY SCHOOLS IN KINANGOP DISTRICT.

1. Amani
2. Bara Inya
3. Bongo
4. Chania
5. Cheese
6. Churiri
7. Githabai
8. Githinji
9. Heni
10. Kamunyaka
11. Kanamba
12. Karati
13. kariahu
14. Kaugi
15. Kenyatta Road
16. Kياهو
17. Kijiko
18. Kihunguru
19. Kimathi
20. Kioneki
21. Kiriko
22. Kiyo
23. Koinange
24. Mbogani
25. Muchorui
26. Mucibau
27. Mukiri
28. Munyaka
29. Muthomi
30. Mutonyora
31. Ndothua
32. Njabini
33. Njoguini
34. Nyakio
35. Ragia
36. Rwanyambo
37. Susumwa
38. St. Christoper
39. St. Mary
40. Tulaga
41. Yaanga

APPENDIX IV

RESEARCH AUTHORIZATION PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254 020 310571, 2213123, 219420
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/14/012/919

6th July 2012

Our Ref:

Date:

Muthui Erastus Waigwa
University of Nairobi
P.O. Box 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing headteachers' level of job satisfaction among public primary schools in Kinangop District, Nyandarua County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kinangop District** for a period ending **31st August, 2012**.

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

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

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

Copy to:
District Commissioner
District Education Officer
Kinangop District.

APPENDIX V
MAP OF KINANGOP DISTRICT

