

**INSTITUTIONAL FACTORS INFLUENCING JOB
SATISFACTION AMONG TEACHERS IN PUBLIC PRIMARY
SCHOOLS IN KASARANI DISTRICT OF NAIROBI COUNTY,
KENYA**

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the Award of the Degree of Master of Education in Educational
Administration**

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DECLARATION

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

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DEDICATION

I dedicate this research project to my loving mother Zipporah Wangeci, Husband Allan and children Julius, Eunice and Zippy.

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ABBREVIATIONS AND ACRONYMS

CDE	County Director of Education
DEO	District Education Officer
KCPE	Kenya Certificate of Primary Education
KNUT	Kenya National Union of Teachers
MOE	Ministry of Education
TSC	Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate institutional factors influencing job satisfaction among teachers in public primary schools in Kasarani District of Nairobi County. The objectives of the study were to determine the extent to which working conditions, current salaries and promotion prospects influence primary school teachers' job satisfaction. It also sought to establish the influence of involving primary school teachers in decision making on their job satisfaction in Kasarani District, Kenya. The study used descriptive survey design in which it targeting 25 headteachers and 360 teachers in Kasarani district. Purposive sampling was used to select 15 headteachers and simple random sampling was used to select 108 teachers. This resulted into a sample size of 123 respondents. The data was collected by use of two sets of questionnaires one for the headteachers and another for the teachers which were self administered by the researcher. Data was analysed both qualitatively and quantitatively. The quantitative data was analysed using descriptive statistics such as the frequencies and percentages and presentation done in tables, charts and graphs. The qualitative data was analysed using content analysis in which the data was categorized thematically in a way that they addressed the objectives of the study. The study established that the working conditions such as proper classroom ventilation, work pressure and provision of working materials negatively influenced the employee job satisfaction as crosstabulation showed that even though slightly more teacher respondents (43% as compared to 40% not motivated) were motivated with the working conditions majority (76%) were not satisfied with their jobs. The study also established that the current salaries negatively influenced the respondents' job satisfaction. This is due to the fact that 91% of the teacher respondents were not satisfied with their current salaries, majority (76%) was also not satisfied with their jobs. The promotion prospects equally negatively influenced the employee satisfaction as according to the cross tabulation showed that 62% of the teachers indicated that promotional chances were not equal and majority again (76%) were not satisfied with job. Finally, the study established that decision making was only for the management and this affected the employee satisfaction as they were never involved in the decision making process. The study showed that most of the teacher respondents (59%) indicated that their contributions in decision making were never sought and majority also were not satisfied with their jobs. The study concluded that the working conditions, current salaries, promotion prospects and involvement in decision making in the school influenced the teachers' job satisfaction. The study recommended that the management through the friends of the school should better the working condition for the teachers as an incentive to motivate them, the government through the Ministry of Education and the Teachers Service Commission should remunerate teachers according to their tasks and also as a strategy to motivate the teachers to improve their job satisfaction. The TSC should give promotion on merit to teachers and performance and the management should delegate some of the duties to the teachers so as to boost their job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Work has a central role in people's life. Apart from the fact that it occupies a lot of their time, it also provides the financial basis of their lifestyle. Thus the context of employee's job should be attractive and contribute to their satisfaction. Employee job satisfaction is one criterion for establishing the health of an organization. It plays an important role in the promotion of work excellence (Ofoegbu, 2004). According to Robbins (2005), job satisfaction is the process that account for an individual intensity, direction and persistence of effort toward attaining a goal. Well motivated employees are more productive, creative, provide a better customer satisfaction for both profit making and nonprofit making organization. Generally, employees are more likely to provide better services to the customers and to ensure the goals of the organization are achieved. While employee motivation is fundamental, several employees especially in the public sector are not highly motivated.

According to Armstrong (2003) job satisfaction refers to how content an individual is with his or her job. The importance of job satisfaction is to help organizational members to engage in a kind of behavior that motivate them to effective performance and productive work. A person's job satisfaction can have

an impact on his or her performance. There are two separate sets of factors in explaining job satisfaction and dissatisfaction according to Fredrick Herzberg's two-factor theory (Okumbe, 1998) , Motivators and Hygiene factors. Motivators tend to produce satisfaction while hygiene factors lead only to minimal job satisfaction. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. According to Gorham and Millete, (1997) employee who report low levels of motivation tend to provide poor services. This observation should be taken seriously and an investigation into the factors influencing employee motivation is therefore necessary to achieve the organizational goals in every organization.

Job dissatisfaction is not antonymous to job satisfaction. The term dissatisfaction denotatively refers to “a feeling that you are not pleased and satisfied...” (Oxford Advanced Learner's Dictionary, 2005). This is similar to Organ and Bateman (1991), who argue that an employee's attitudes towards her or his work are either positive or negative. In other words, teacher job dissatisfaction refers to workers' negative or bad feelings or attitudes on their jobs'. Similarly, if workers have negative attitudes towards their work, they are then said to be dissatisfied.

De Vaney and Chen (2003) identifies the quality of one's relationship with their supervisor the quality of the physical environment in which they work as well as the degree of fulfilment in their work as among the institutional factors affecting

job satisfaction. Dinham and Scott (2003) have reported institutional factors such as participatory leadership, role ambiguity, monetary rewards and job recognition as factors that affect primary school teachers' job satisfaction.

Wisniewski and Gargun Lo (1997) maintain that high attrition rates amongst teachers can be attributed to job dissatisfaction. They concluded that lack of recognition, few opportunities for promotion, excessive paperwork, loss of autonomy, lack of supplies, low pay and stressful interpersonal interactions all contributed to teachers' decisions to leave schools. Satisfaction within teaching is associated with teacher's effectiveness, which ultimately affects student achievements.

In Kenya, job satisfaction and good quality work from the employer and employee respectively, dictates the performance of the organizations (Chen and Luo, 2002). Staff movement of either joining or leaving an organization is one of the many indicators of the employees' satisfaction or dissatisfaction which may also mean high or low motivation.

Quality education is paramount in steering development in Kasarani District and thus education is a top priority in the district. Despite the fact that most of the schools in Kasarani have adequate resources ranging from well-trained teachers, infrastructure and learning materials, poor performance is still a thorny issue in the district (Kasarani DEO's office 2013). Out of eight districts in Nairobi

County, Kasarani district has registered one of the worst mean scores in KCPE performance (City Education Department, 2012). This led to the need of research to investigate whether poor performance in KCPE in Kasarani district is an outcome of institutional factors influencing job satisfaction among teachers in public primary schools in Kasarani District of Nairobi County.

Table 1: Comparison of KCPE performance per district in Nairobi County

District	2009	2010	2011	2012
Westlands	267.4	259.07	259.9	260.07
Embakasi	267.8	255.4	245.7	257.37
Langata	260.5	246.8	248.7	254.52
Makadara	254.98	245.9	240.6	243.49
Starehe	243.65	325.6	233.5	234.32
Kamukunji	245.6	236.8	230.6	233.32
Dagoretti	233.4	230.4	232.6	231.17
Kasarani	230.5	226.7	228.5	229.8
Njiru	-	230.5	228.6	222.65

Source: Director of Education, Nairobi County (2013)

1.2 Statement of the problem

Kasarani district has been noted as one of the districts in Nairobi County that still registers dismal performance in KCPE despite benefiting a lot from funds and

resources provided by the government (Education Statistical Book, 2010). Just like other districts in Nairobi, Kasarani receives textbooks, exercise books and instructional materials from Free Primary Education fund meant to raise the academic standard and performance. The Teachers Image (2013) stated that Kasarani District had comparatively performed poorly in KCPE 2012 examination. It was only able to perform slightly better than the newly created Njiru District.

The major indicators of job satisfaction are levels of pay, commitment to work, quality of work, promotion and team work (Gatere, 1998; Kisumi, 2008; Foster 2000). In Kenya, there are many studies focusing on job satisfaction (Gatere, 1998; Kisumi, 2008). However there still seems to be a problem in Kasarani District since many teachers show signs of job dissatisfaction which include alcohol abuse, absenteeism, truancy and negligence (Foster 2000). As a result of such cases 18 teachers have been transferred to other schools this year as a measure to curb such issues (DEO Kasarani, 2014). While this may seem like a solution, factors which affect teachers in their previous schools might be present in their current schools. Hence the same issues which led to them being transferred may appear again. Therefore one of the solutions would be to establish the institutional factors which might be affecting the public primary school teachers' job satisfaction. Additionally, most studies concentrate on the motivator and hygiene factors when studying job satisfaction (Gatere, 1998; Gatheru 1997; Sogomo, 1993).

There are other factors which could be affecting teachers' job satisfaction like working conditions, promotion prospects, current salaries and teachers' involvement in decision making (Sogomo, 1993; Styne, 2005; Specter, 1997). Therefore, it's against this background the study arose to fill the identified gap by investigating institutional factors influencing job satisfaction among teachers in public primary schools in Kasarani district of Nairobi County, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate institutional factors influencing job satisfaction among teachers in public primary schools in Kasarani District of Nairobi County.

1.4 Objectives of the study

The following objectives guided the study:

- i. To determine the extent to which working conditions influence primary school teachers' levels of job satisfaction in Kasarani district, Kenya.
- ii. To determine the extent to which current salaries influence job satisfaction among public primary school teachers in Kasarani district, Kenya.
- iii. To determine the extent to which promotion prospects influence primary school teachers' job satisfaction

- iv. To establish the effect of involving primary school teachers in decision making on their levels of job satisfaction in Kasarani District, Kenya.

1.5 Research questions

The following questions were used to guide the study.

- i. What is the influence of working conditions on primary school teachers' levels of job satisfaction?
- ii. To what extent do current salaries influence primary school teachers' job satisfaction?
- iii. What is the influence of promotion prospects on primary school teachers' job satisfaction?
- iv. To what extent does involvement of teachers in decision making influence their job satisfaction?

1.6 Significance of the study

The information that emanate from this study could be of great significance to the following; the Government of Kenya through the Ministry of Education and the Teacher's Service Commission could use these findings as a reference point in a bid to improve working conditions, remuneration, promotion policies and general welfare of teachers. The headteachers could benefit from the study as school managers including the human resource on the factors influencing the motivation

of teachers in their respective schools. The study could be of benefit to the existing body of literature on the institutional factors influencing employee job satisfaction. It could also spur future research in the area of study.

1.7 Limitations of the study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other situations. The different categories of schools might have made it difficult to assess satisfaction levels of the teachers on equal standards. This was due to the fact that bigger institutions had more facilities and resources at disposal that head teachers used to motivate and satisfy teachers as opposed to smaller ones which struggled to barely survive. Teachers may not have provided the desired responses on some variables such as levels of involvement in decisions making for fear of intimidation. The researcher however, explained to the respondents about the research and that the study was for academic purposes only. It was made clear that the participation was voluntary and that the respondents were free to decline or withdraw any time during the research period. They were guaranteed that their privacy was protected by strict standard of anonymity.

1.8 Delimitations of the study

This study covered only public primary schools in Kasarani District. Public schools were deliberately selected since they operated under same guidelines

given by the Ministry of Education (MOE) as opposed to private schools which operated under different management guidelines. The study also delimited itself to teachers employed by the TSC since they were under one employer. The study delimited itself to head teachers who had served for more than a year since they had adequate time to interact with their teachers.

1.9 Basic Assumptions of the study

The study made the following assumptions:

- i. That the respondents had the information the researcher was seeking.
- ii. That the teachers provided information about the job without fear of intimidation.
- iii. That the findings would be applied to enhance the teachers' job satisfaction.

1.10 Definition of significant terms

Decision making refers to the process of identifying and choosing alternatives based on the values and preferences of the school management.

Institutional factors refer to the factors generated from within the school, for this study they included working condition, salaries, promotion prospect and teachers' involvement in decision making.

Job satisfaction refers to teacher's positive attitude or feelings towards teaching and the environment around which teaching takes place.

Leadership refers to the influence that particular headteachers' exert upon the goal achievement of teachers

Monetary rewards refers to financial gifts given by parents through SMCs to teachers to encourage them to work and be committed towards achieving the institutional goals

Public primary school refers to a basic education institution for primary education pupils fully aided by the government.

Teacher refers to a person registered and employed by Teachers Service Commission (TSC) to impart knowledge and skills to pupils in a primary school.

Teachers service commission (TSC) refers to the body which registers, recruits, promotes, deploys, remunerates, disciplines and terminates services of teachers in Kenya as per the provision of Education Act (2013).

Working conditions refers the working environment and to the non pay aspects of a teacher

1.11 Organization of the study

The study is organized into five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions guiding the study, limitations of the study, delimitation of the study, assumption of the study, definition of the terms and organization of the study.

Chapter two presents the literature review. The sub topics covered are; Introduction, the concept of job satisfaction, influence of working conditions on job satisfaction, extent to which current salaries influence job satisfaction, effects of promotion prospects on primary school teachers' job satisfaction and influence of involving primary school teachers in decision making, summary of literature review, theoretical framework and conceptual framework. Chapter three consists of the research Methodology which included the research design, target population, sampling size and sampling procedure, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four presented data analysis and interpretation while the summary, findings, conclusion and recommendations of the study was presented in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the related literature to institutional factors influencing job satisfaction among teachers in public primary schools. The literature was reviewed under the following subheadings; influence of working conditions on job satisfaction, influence of current salary on job satisfaction, promotion opportunities on job satisfaction of teachers, effects of monetary reward on teachers' job satisfaction and influence of involving primary school teachers in decision making on their levels of job satisfaction. It then gave a summary followed by the theoretical and conceptual framework on which the study was based on.

2.2 Overview of employee job satisfaction

Job satisfaction shows how much an employee likes his work as well as the level of his preoccupation with work (Armstrong, 2003). Generally, it can be stated that job satisfaction is a sense of comfort and positive experience that an employee have related to his job. Job satisfaction can affect work behavior, and through that, the organizational performance. For a long time job satisfaction has been viewed as a unique concept, but today it is seen as a very complex cluster of attitudes towards different aspects of the work (Rollinson et al., 2008). Therefore, the definitions of job satisfaction should include a variety of factors such as nature

of work, salary, stress, working conditions, colleagues, superiors and working hours (Armstrong, 2003). Working conditions as a factor of job satisfaction include: the influence of factors related to the employee, so called subjective factors; the impact of environmental factors; and the impact of organizational factors that are primarily related to the organization of production.

Employee satisfaction refers to the attitudes and feeling people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction (Wisniewsk & Gargun, 1997). Negative and unfavourable attitude towards the job indicate job dissatisfaction. Morale is often defined as being equivalent to job satisfaction. Armstrong (2003) defines morale as ‘the extent to which an individual perceives that satisfaction as stemming’ from his total work situation.

Other definitions stress the group aspect of morale is a feeling of being accepted by, and belonging to a group of employees through adherence to common goals. He distinguishes between morale as a group variable, related to the degree to which group members feel attracted to their group and desires to remain a member of it, and job attitudes as an individual valuable, related to the feelings employees have about their job (Armstrong, 2003).

Situational theories assume that the interaction of variables such as task characteristics, organisational characteristics and individual characteristics

influences job satisfaction. The individual evaluates the situational characteristics before commencement of employment, whereas situational occurrences are evaluated afterwards. According to overall satisfaction is a function of a combination of situational characteristics and situational occurrences. The situational characteristics commonly proposed as key factors in job satisfaction are: the work itself, pay, promotion, supervision and co-workers, although other variables such as employee involvement and organisational commitment may impact also (Smith, Kendall & Hulin, 2009)

There have been numerous studies into job satisfaction which explore the impact of demographic characteristics such as age, gender, tenure, and education. The results suggest the existence of relationships between demographic characteristics and job satisfaction, but the evidence tends to be mixed, with positive and negative relationships sometimes identified for the interactions between same variables (Nyakundi, 2012).

The level of satisfaction is affected by intrinsic and extrinsic motivation factors the quality of supervision. Social ups with the work group and the degree to which individuals succeed or fail in their work. Believe that discretionary behavior that helps the firm to be successful is most likely to happen when employees are all motivated and feel committed to the organization, and when the

job gives them high levels of satisfaction were career opportunities, job influence, teamwork job challenge suggests (Armstrong, 2003).

2.3 Influence of working conditions on job satisfaction

Working conditions as a factor of job satisfaction include: the influence of factors related to the employee, so called subjective factors; the impact of environmental factors; and the impact of organizational factors that are primarily related to the organization of production. The studies that have dealt with the working conditions as a factor of job satisfaction shows that employees prefer working conditions which are not dangerous and unpleasant and preferably with similar conditions to their home environment (Robbins, 1998; Bennell, Bulwani and Musikanga, 2004). Employee motivation is influenced by the employer, the management and the environment. Motivating the employee is the manager's job. Bennell, Bulwani & Musikanga (2004) in their study in 12 countries found that working conditions had an impact on job satisfaction. The key factors in their study were workload, general classroom conditions, collegial and management support, location, living arrangement and distance to work. In countries such as Ghana, Sierra Leone and Zambia, it was noted that the large majority of teachers in rural areas indicated that working conditions are 'poor' and 'very poor' (Acheampong, & Bennell, 2003). The conditions under which a job is performed can be different - from those completely comfortable to those very difficult and dangerous to employees' life and health. Difficult working conditions can be

influenced by: external factors that include climate - meteorological conditions, temperature, humidity, lighting in the workplace, noise and interference, gases, radiation, dust, smoke and other harmful factors.

In research conducted by, among others Steinberg (1993) and Steyn (1992) on the factors influencing job satisfaction among white teachers in South Africa, the variables that emerged from the studies were aspects pertaining to working conditions, interpersonal relations with managers, colleagues and learners, professional development, management style and community involvement. Factors influencing job satisfaction among white teachers covered a broad spectrum and included intrinsic as well as extrinsic factors.

A study by Munguyu (2008), revealed that work environment such as high enrolment, overstretching of physical facilities and learning resources, attributes to FPE affected teachers job satisfaction. Teachers were highly dissatisfied with the high number of pupils they had in the class. Leshao (2008) revealed that working conditions in the school which included pupils enrollment, high enrolment, high work load, high teacher pupil ratio affected teachers' job satisfaction. An investigation by Karugu (1980) found that teachers were motivated to stay in job if physical, social, economic and security dimensions associated with conditions of work were satisfactory. While these studies highlighted the importance of the work environment on the employee satisfaction,

there was no study done on the influence of the working condition on the teachers job satisfaction in Kasarani District, Nairobi County, hence a knowledge gap.

2.4 Extent to which current salaries influence job satisfaction

Salary, reward or remuneration is defined as the compensation in lieu of the services rendered by the employee. It is always compared in relation to the timings on periodic basis. Pay or salary is an acknowledgement and regarded as reward to motivate and improve the workers behavior towards the goals set by the employer (Oshagbemi, 2000). Werther and Davis (1993) noted that job satisfaction depends upon the matching of rewards with the expectations of employees from the employer and other factors like desires, wishes and needs of the employees. Tasnima (2006) has conducted research in Bangladesh to find out the factors which affect job satisfaction of female teachers and found that status and low salary greatly affected the female teachers in performing their duties. Okerlund (1995) found that direct benefit of job is the salary and an important motivating factor. If salary is not up to the expectations of the employees and less attractive then it can greatly affect the teachers regardless of gender. Relationship between the fringe benefits, salaries of employees and job satisfaction is found positive and strong. Schlechty and Vance (1983) suggested that the main reasons for the most academicians for quitting jobs are curtailed salary scales and lesser salaries of employees. If salary cannot meet the living cost then teacher has to look for other earnings and would not be able to focus on job. Bennell (2004)

analyzed teacher's regarding status, work and pay and found that they are dissatisfied about their low status, pay and work. Mwangi (2012) findings implied that teachers' salary is an important factor that contributes to teachers' job satisfaction. He suggested that educational planners should consider the importance of increasing teachers' salaries in order to retain teachers in the teaching profession. Mwangi (2012) study underscored the important roles played by the promotional opportunities available in teaching profession that also increase job satisfaction to teachers.

While the review highlighted how the current salary has been used to motivate employees, no study linked the current salary to teacher satisfaction in Kenya as these studies were mainly done in the developed countries and in Asia and the findings may not be applicable to Kenya and Kasarani District in particular, hence a knowledge gap.

2.5 Promotion opportunities and job satisfaction

Generally, employees want promotion policies that they perceive as being just unambiguous and in line with their expectations (Luthans, 2005). Promotion policies are very important determinants of job satisfactions among the workers. This is because promotion typically involves positive changes in supervision, pay and work content. When it comes to determining job satisfaction, position is more important than the salary (Oswald, 2008). The size of the salary package plays only a minor role in determining work happiness. More important, finds a survey

of office workers, is how far one has travelled up the corporate ladder. Oswald (2008) surveyed 16,266 workers from more than 800 work places and found that salary minimally influences job happiness. Yet when Oswald looked at an employee's worker's position in a company, he found a strong link with job satisfaction. Rank influenced how proud they were with their professional achievements. Rank also increased happiness, 50 to 60 percent when compared with bigger pay checks.

Mwangi (2000) found that contributing to dissatisfaction was promotion among others. Karugu (1980) discovered that dissatisfying job factors and the reasons for wanting to resign current jobs to be poor pay and poor promotion methods merit and lack of recognition. According to Salmond (2006), job satisfaction results from job security (no threat of unemployment), perceived under – promotion or over – promotion and a general sense of lack of achievement of one's goals or ambitions. A perceived lack of promotion opportunities and lack of progress in ones career present sources of job dissatisfaction.

The studies have highlighted the effect of promotion opportunities on job satisfaction. However, most of these studies were done in the developed countries and Asia where the setup may not be the same as Africa and Kenya in particular. The findings of these studies may therefore not be applicable to Kenya case hence a knowledge gap.

2.6 Job satisfaction and decision making of primary school teachers

Decision making can be defined as choosing between alternatives (Moorhead & Griffin, 2004). It can be regarded as an outcome of mental processes (cognitive processes: memory, thinking, evaluation) leading to the selection of a course of action among several alternatives. Decision making involves mapping the likely consequences of decisions, working out the importance of individual factors, and choosing the best course of action to take. In the decision making process, the decision maker's actions are guided by a goal. Each of the several alternative courses of action is linked to various outcomes. Information is available on the alternatives, on the value of each outcome relative to the goal. The decision maker chooses an alternative on the basis of his/her evaluation of the information (Moorhead & Griffin, 2004).

Participation in decision making offers various benefits at all levels of the organization. Rice (1987) explains that putting decision making power as close as possible to the point of delivery makes that implementation of those decisions not only possible, but also successful. Participation in decision making leads to harmony in the organization (Ward and Pascarelli, 1994) and improves staff morale and support (Parshiadis, 1987). By creating a sense of ownership in the company, participation in decision making instills a sense of pride and motivates employees to increase productivity in order to achieve their goals. Teachers who participate in the decision making feel like they are a part of a team with a

common goal, and find their sense of self-esteem and creative fulfillment heightened (Helms, 2006).

Other factors which have been found to influence employee job satisfaction include the following:

Age: There are no concrete literature concerning the relationship between the job satisfaction and the age, the existing literatures seems to lead to a bleak conclusion. However, Hertzberg et al. (1997) drew a conclusion after series of research that it can be explained through a U-shaped function. It explains that the level of satisfaction is very high in the initial phase and starts to dwindle and reaches to such a crucial level whereby it reaches a point of extinction but takes a turn and gears up towards the optimum level of satisfaction with the age.

Saleh and Otis (2004) explain that in the phase of pre-retirement age, the job satisfaction level dwindles as its related to the greater level of job satisfaction in adjusting with the life and decline in the level of health, which in fact obstruct the self actualization and psychological growth. It explains through a linear function.

Gender: When the relationship between the gender and the job satisfaction was investigated, it has unveiled certain possibilities. Hoppock, (1995) explains that females have the higher level of Job Satisfaction. But Hulin and Smith, (1995), Locke et al, (1963) explains just the reverse explaining that males are more satisfied than the females with regard to job satisfaction.

Marital Status: Bruce and Blackburn (2002); Locke et al. (1993) concludes that individuals social needs can be satisfied through the love and compassionate feelings shared with the family members, spouse and other kith and kin. Empathetic and helpful family members can raise the level of job satisfaction of an individual. Researchers have discovered that the positive characters displayed in a work place are the ones coming from a well groomed family. These are the people who are very kind and helpful to others. And such people tend to have higher level of job satisfaction compared to others because of the frank and open communication with the family members.

Qualification: When qualification or education is used as a variable to review the job satisfaction it was found out that the relation between the qualification and job satisfaction can be positive as well as negative. Carell and Elbert (1994) explain that the qualification has a negative impact on job satisfaction. It was found that the fresh graduates with higher qualification are not satisfied with the mundane job they do. Desantis and Durst (1996) in there comparative study of job satisfaction of the private and public employee, reveal that qualification as a variable had much stronger negative job satisfaction in the private rather than in the public. They concluded that the private sector employees are not challenged at work and experiences gap between the expectation and realities.

Teaching Experience: Fraser, Draper and Taylor (1998) research about the professional lives of the teachers focusing on the teachers and the job satisfaction

level. Samples were collected from teachers who have the working experience from 5, 10 and 15 years work. The data was compared among different cohorts of teachers. The result showed that teachers with longer service are overall less satisfied with teaching, and on some specific aspects of satisfaction, differences are statistically significant.

2.7 Summary of literature review

Various researchers have conducted research on the factors that influence job satisfaction for example, Munguyu and Leshao (2008) have agreed that work itself influence job satisfaction, they disagree with Steinberg (1993), and Steyen (1992) who established that aspects pertaining to working conditions; interpersonal relations with managers, colleagues, and learners; professional development; management style and community involvement have an influence on job satisfaction. While Nhundu (1994) established that self-appraisals and role –clarity factors are major predictors of overall job satisfaction among teachers. Chimbganda (1999) on the other hand has indicated that factors such as workload, class size and working conditions played an important role in determining whether the teachers in the sample found their job satisfying or not.

2.8 Theoretical framework

Management theorist Fredrick Herzberg's two-factor theory of motivation suggests that there are two components to employee motivation in the workplace

(Okumbe, 1998). In 1959 Herzberg suggested that the sets of circumstances that make people unsatisfied at work (hygiene factors) are a different set from the sets of circumstances that make people satisfied (motivating factors). The first factor is the dissatisfier (or hygiene) factor. Hygiene is something that preserves and promotes the physical, mental and emotional health of an individual and community; the lack of it creates a dissatisfying situation. In the work environment, hygiene includes company policies, supervision, salary, interpersonal relations and working conditions (Herzberg, 1968).

The second factor of motivators includes; achievement recognition, nature of work, responsibility and advancement. Motivators intrinsically promote satisfaction and according to Herzberg, managers encourage the factors in order to increase profitability through greater creativity in employees. Without motivators, employees will perform their jobs required but with them, employees will exceed the minimum requirements,(Okumbe, 1998). Among the criticism of the theory, the list below is representative of the most cited ones:

- i. The Two Factor Theory assumes that happy employees produce more
- ii. What motivates one individual might be a de-motivator for another individual
- iii. It does not account for individual personality traits that could provide a different response to a motivator or hygiene factor.

However the theory is still found applicable because of the following strengths,

- i. The theory is supported with considerable empirical data and is included in other research that is supportive of the original hypothesis.
- ii. It recognizes the fact that motivation comes from within the individual as opposed to the external factors.
- iii. The Two Factor Theory provides practical solutions for organizations (Griffin, 2011).

Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity (Griffin, 2011).

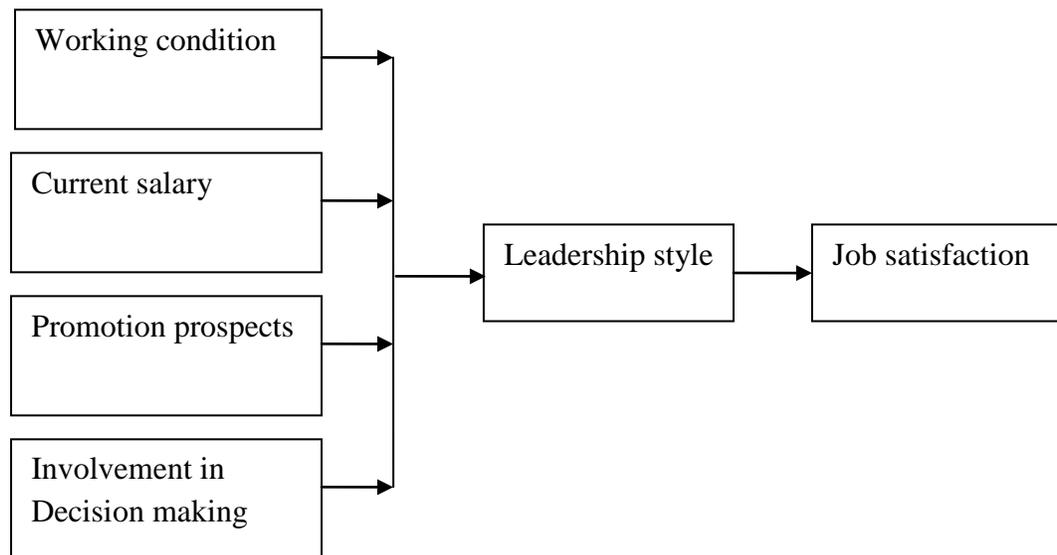
Herzberg's theory has been broadly read and despite its weaknesses its enduring value is that it recognizes that true motivation comes from within a person and not from external factors (Griffin, 2011).

In relation to teachers and head teachers, some of the hygiene factors include educational policies, relationships between colleagues and students, supervision, salaries and benefits. When the teachers and head teachers feel favored by the educational policies, they become more motivated. Good relationships with students and colleagues also generate motivation and hence job satisfaction.

2.9 Conceptual framework

According to Ogula (1998), conceptual framework is a description of the main independent and the dependent variables of the study and the relationship among them. Independent variables are conditions or characteristics that are manipulated to certain the relationship to an observers' phenomenon. Dependent variables are conditions that appear to change as the independent variables changes.

Figure 1 Institutional factors influencing job satisfaction.



The dependent variables are job satisfaction/ dissatisfaction whereas the independent variables are the factors of study that is working conditions, current salaries, promotion opportunities, teachers' participation in decision making and terms of employment for teachers. When these factors are put in place, teachers experience meaningfulness of work and therefore practice responsibility for outcomes of the work. The end product for this is enhanced satisfaction which may lead to low absenteeism and low teacher's turnover (Mulkeen, 2005).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a description of the research methodology highlighting the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and the data analysis techniques.

3.2 Research design

The study used descriptive survey design. According to Orodho (2003), a descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Orodho and Kombo (2002) note that it can be used when collecting information about peoples' attitudes, opinions, habits or any of the variety of education or research social issues. This design was relevant to the research because the researcher sought to investigate the institutional factors influencing teachers' job satisfaction in public primary schools of Kasarani district.

3.3 Target population

Mugenda and Mugenda (2003), define population as an entire group of individuals, events or objectives having common observable characteristics. The target population for this study comprised of the 25 public primary schools in the district and therefore 25 headteachers and 360 teachers (DEOs' office Kasarani, 2013). The district was divided into two zones, Ruaraka and Kahawa zones respectively. The respondents were headteachers and teachers from these schools.

3.4 Sample size and sampling procedures

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. The study used stratified random sampling, purposive sampling and simple random sampling methods to sample the teachers and the headteachers. The two zones formed the strata on which the schools were drawn proportionately. Simple random sampling method was first used to select 15 schools out of the total 25 schools in Ruaraka and Kahawa zones in the district which represented 60 percent of the target population. This was by putting small pieces of paper containing all the names of the schools from each of the two zones in two containers for Ruaraka and Kasarani respectively. The researcher used a child to draw one name at a time from each container up to a maximum of fifteen schools. To sample the teachers, the researcher used a sample size of 30 percent of the population as suggested by

Gay and Airasian (2003) who states that a sample size of between 10 percent and 30 percent of the total population is representative. Therefore, 108 teachers were sampled using simple random sampling method, seven teachers from every school. All the headteachers from the sampled schools were selected purposively. This is because, in the researchers' judgment the headteachers being the managers of the schools understood the instructional factors which influenced the teachers in their respective schools. Ruaraka zone was represented by 7 headteachers and 51 teachers and Kahawa zone by 8 headteachers and 57 teachers. The sample size for this study therefore added up to 123 respondents.

3.5 Research instruments

The research instrument used in the study was questionnaire. There were two sets of questionnaires one for teachers and another for headteachers (appendix II & III). It was considered the most suitable research instrument for descriptive research design since through it the participant freely expresses themselves. The questionnaire was ideal because they are less expensive and permits collection of data from a wide population (Orodho & Kombo, 2003). Questionnaire for the headteachers assisted the researcher to gather information on how headteachers responded on job satisfaction among teachers while that of teachers enabled the researcher to get the opinion on how headteachers are involved in facilitating their job satisfaction. Each questionnaire had two parts A and B. Section A sought the respondents background information of the respondents (teachers and

headteachers) while section B consisted of items that addressed the research questions such as working conditions, current salary, promotion prospects and decision making.

3.6 Validity of the instrument

Borg and Gall (1989) define validity as the degree to which a test measures what it purports to measure. Mugenda and Mugenda (2003), define validity, as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. A pilot study was conducted in five schools with five head teachers, and twenty five teachers were involved to determine instrument validity of the questionnaire (DEOs Office Kasarani, 2013). The five schools were not included in the final study. Validity of instrument was ascertained by comparing the pilot study responses to the expected responses.

Discrepancies were addressed by making adjustments, corrections and rephrasing of statements where necessary. Content validity was used to examine whether the questionnaire answered the research questions (Borg & Gall, 1989). It involved scrutinizing the questionnaire to ascertain that the content was a comprehensive representation of the elements to measured. The instruments were designed to include all the elements under study.

3.7 Reliability of the instrument

Mugenda and Mugenda (2003) defined reliability as a measure of the degree to which a research instrument yields consistent result or data after repeated trial. Piloting enabled testing the reliability of the instrument. To ensure reliability the researcher employed the test- retest technique. This involved administering the test to one appropriate group selected randomly. Test retest involves the use of the same test repeated over time and is defined as the extent to which test material can be relied on to measure a characteristic consistently over time with the same test material (Mugenda & Mugenda, 2003). After about two weeks the same test was administered to the same group. Where there were ambiguities, adjustments were made and the questionnaires given back to the same respondents until it produced the desired answers.

3.8 Data collection procedure

The researcher sought for a research permit from the National Council for Science, Technology and Innovations (NACOSTI) under the Ministry of Higher Education and notified the County Education Officer, Nairobi. Thereafter the researcher visited the District Education Officer (DEO) Kasarani district to discuss the research visits to the schools before the study commenced. An introduction letter was written to all headteachers requesting to be allowed to undertake the study. Information was sent to the sampled schools in good time

informing them of the data collection exercise. Once the consultations had been made with the headteachers on appropriate dates the researcher visited the schools and administered the instrument to the respondents personally. The respondents were assured that strict confidentiality would be maintained in dealing with their identities. Duly completed questionnaires were collected immediately and filed.

3.9 Data analysis techniques

Data was edited to identify and eliminate errors made by respondents. Coding was then done to translate question responses into specific categories. Descriptive statistics such as frequency distribution and percentages were used to analyse the data on the respondents biodata, promotion prospects and the involvement in decision making. Qualitative data was analysed using content analysis in which all the responses were categorized according to their thematic areas and analysed according to their contents. Presentation was done on tables, figures and charts. Statistical Package for Social Sciences (SPSS) software was used to aid in the analysis of data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on the analysis of the data, presentations, interpretation and discussions of study findings. The presentations were done on the respondents' demographic information, the influence of working condition on the employee job satisfaction, the influence of current salary on job satisfaction, the influence of promotion prospects on teacher job satisfaction and how the involvement of teachers in decision making affected their job satisfaction. This was in accordance with the research questions of the respondents which formed the subheadings in the chapter.

4.2 Questionnaire response rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures (Mugenda & Mugenda, 2003). In this study out of 108 teachers and 15 headteachers sampled, 108 (100%) and 13 headteachers (86.7%) returned the questionnaires. These percentage return rates fell within the recommended return rate of at least 50 percent (Mugenda and Mugenda, 2003).

4.3 Demographic information

This section presents the demographic information of the respondents in the study. The demographic information for both categories of the respondents focused on gender, age, education and experience in teaching. The findings of the study are presented in the subsequent sections.

The study sought to determine the genders of the teachers and the headteachers to determine how the teachers were distributed in the schools in Nairobi, Kasarani division and whether there was any relation between gender and job satisfaction. The findings are presented in Table 4.1.

Table 4.1 Distribution of respondents by gender

Gender	Teachers		Headteacher	
	Frequency	Percent	Frequency	Percent
Male	17	15.7	4	30.8
Female	91	84.3	9	69.2
Total	108	100	13	100

The results of the study show that for both the categories of the respondents, the female was the majority. The results show that majority of the teacher and headteacher respondents were female. This means that most teachers in Kasarani District, Nairobi County had more females than males. This information may not

necessarily mean that female teachers are more dissatisfied or otherwise than their male counterparts. Studies carried out by Hoppock (1995) have shown that female teachers have higher overall job satisfaction than male teachers. However, some other studies (Hulin & Smith, 1965; Locke et al, 1993) explains just the reverse explaining that males are more satisfied than the females with regard to job satisfaction. A possible reason why female teachers' representation is higher than that of male teachers in Kasarani division could be due to the fact that the female teachers have been posted in Nairobi area by the TSC near their families mainly those whose husbands are in other sectors as opposed to male teachers who may be majorly in the rural areas.

The study sought to determine the ages of the teachers and headteachers to show the distribution of teachers in Kasarani Division by age and whether age was linked to job satisfaction. The findings are presented in Table 4.2 below

Table 4.2: Distribution of teachers and headteachers by age

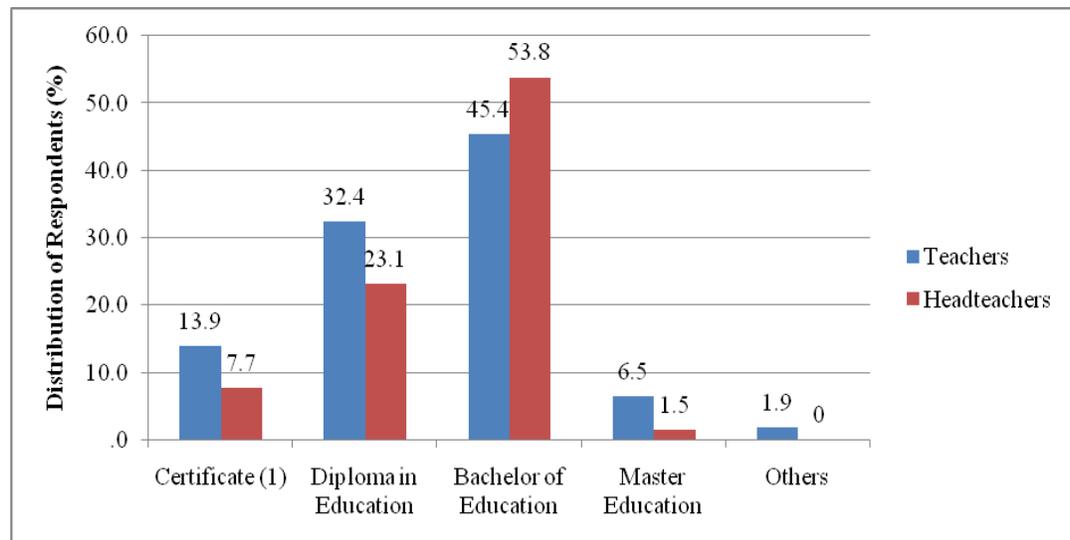
	Teachers		Headteacher	
	Frequency	Percent	Frequency	Percent
Below 25 years	2	1.9	0	0
25 - 50 years	82	75.9	10	76.9
Over 50 years	24	22.2	3	23.1
Total	108	100.0	13	100

The findings show that the age category with most teachers and headteachers was ages between 25 years and 50 years. The result show that majority of the teachers and the headteachers were aged between 25 to 50 years. There were no headteachers in the age category of below 25 years. This may be attributed to the fact that to become a headteacher one needed to have an experience of some years in teaching. The fact that there were only two teachers in the below 25 years category may be explained by the fact that fresh graduates are not posted to schools immediately after graduating as it takes some years before being posted. However some studies done have established that though teachers' years of experience are significantly negatively related to teachers' career satisfaction (Hertzberg Mausner, Perterson, & Capwell, 1997), majority of those teachers who are leaving the profession are usually the young (Saleh & Otis, 2004).

The study sought to find out the respondents level of education to show the distribution of teachers and headteachers in Kasarani division by the levels of education and whether the level of education influenced teacher job satisfaction.

The findings are presented in Figure 4.1.

Figure 4.1: Distribution of teachers and headteachers by level of education



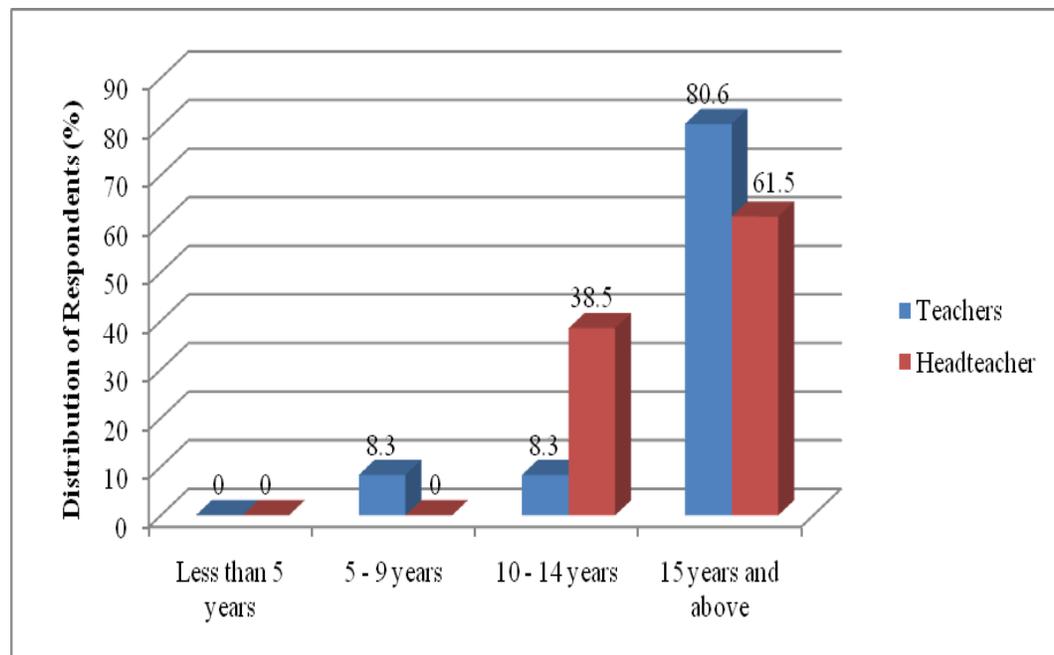
The findings show that most of the teachers and headteachers have bachelor of education. The results further show that a third of the teacher respondents have diplomas in education. The findings mean that the teachers and headteachers have professional trainings which could have influenced their job satisfaction.

Lukuyani (2004) on factors contributing to job satisfaction among secondary school teachers in Turkana district revealed a significant correlation between job satisfaction, teaching experience and professional qualifications. He noted that teachers with higher education left teaching for better paying jobs. According to Akiri and Ugborugbo (2009), attainments of Bachelors degree beyond tend to lead to a mismatch between teachers expectations and professional realities. Teachers tend to improve their knowledge through higher educational attainment hoping that their efforts would be recognized by their employers through promotion and

appointment to posts of responsibilities like headteachers. However, they are not recognized after their career attainment leading to dissatisfaction in the job. This dissatisfaction makes these teachers to move out of the teaching profession whenever chances occur.

The study sought to find out the experiences of the teachers and headteachers in teaching to determine how long the teachers have been teaching and whether teaching experience has any influence on job satisfaction. The results are presented in Figure 4.2.

Figure 4.2: Distribution of teachers' and headteachers' by teaching experience



The findings show that majority of the teachers and headteachers have 15 and above years teaching experience. The findings further show that about one third

of the headteachers had teaching experience of between 10 and 14 years. There were no headteachers without teaching experience which again is attributed to the fact that one cannot become a headteacher without experience. Akiri and Ugborugbo (2009) noted that teachers' years of experience are significantly negatively related to teacher's career satisfaction. This was attributed to the fact that the longer one works, the higher the financial responsibilities expectations of friends and family members.

4.4 Working conditions and teachers' levels of job satisfaction

In this section the study sought to determine the extent to which the working condition influenced the primary school teachers' and headteachers' level of job satisfaction. The findings are presented in the sections that follow.

4.4.1 Teachers' response on working condition and job satisfaction

The teachers were asked to state the extent to which they agreed with the statements regarding the working condition and their satisfaction on a scale of strongly disagree, disagree, neutral, agree and strongly agree. The findings are presented in Table 4.3.

Table 4.3: Teachers' response on working conditions and job satisfaction

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Provided with all materials	13	12	23	21.3	15	13.9	51	47.2	6	5.6
Classrooms well aerated	0	0	16	14.8	12	11.1	45	41.7	35	32.4
Given permission for an off	12	11.1	22	20.4	15	13.9	44	40.7	15	13.9
Too much pressure to deliver	8	7.4	24	22.2	14	13	38	35.2	24	22.2
Have good relationship with colleagues	2	1.9	2	1.9	9	8.3	63	58.3	32	29.6
Motivated by working condition	12	11.1	32	29.6	17	15.7	28	25.9	19	17.6

The results show that the respondents were fine with the aspects of the working conditions that were tested. The results showed that majority of the teachers (87%) had good relationship with their colleagues while according to 71.1% the classrooms were well aerated. However, most of the teachers 40.7% teachers were not motivated by the working conditions in the schools.

The findings were cross tabulated to establish the effect of the working condition on the job satisfaction among the teachers. The findings are presented in Table 4.4.

Table 4.4: Crosstabulation between working condition and teachers' job satisfaction

		Satisfied with job		
		Yes	No	Total
Provided with all materials	Strongly disagree	3	10	13
	Disagree	4	19	23
	Neutral	4	11	15
	Agree	12	39	51
	Strongly agree	3	3	6
Classrooms well aerated	Disagree	4	12	16
	Neutral	2	10	12
	Agree	11	34	45
	Strongly agree	9	26	35
Given permission for off duty	Strongly disagree	1	11	12
	Disagree	9	13	22
	Neutral	2	13	15
	Agree	11	33	44
	Strongly agree	3	12	15
Too much pressure to deliver	Strongly disagree	1	7	8
	Disagree	9	15	24
	Neutral	1	13	14
	Agree	9	29	38
	Strongly agree	6	18	24
Have good relationship with colleagues	Strongly disagree	0	2	2
	Disagree	2	0	2
	Neutral	2	7	9
	Agree	15	48	63
	Strongly agree	7	25	32
Motivated by working condition	Strongly disagree	5	7	12
	Disagree	5	27	32
	Neutral	4	13	17
	Agree	9	19	28
	Strongly agree	3	16	19
	Total	26	82	108

The study findings show that the job satisfaction among the teachers was very low as out of the 108 only minority were satisfied with their jobs and majority were not satisfied. The result show that even though the school provided the teachers with all the materials, majority were not satisfied with their jobs. The respondents were especially not satisfied with the working condition. The results also show that majority of the teacher respondents indicated that there was good relationship with colleagues. However the general satisfaction of the teachers was very low as 82 out of the 108 were not satisfied. Most of those satisfied were those motivated by the working conditions. The findings therefore mean that the working conditions in the schools have no direct influence on their job satisfaction of the teachers. The fact that the teachers were not satisfied with their jobs despite being satisfied with the working conditions in the organization may be as a result of other factors such as the differences in compensation due to experience and qualifications. The findings of the study contradict the views of the Bennell, Bulwani and Musikanga (2004) working conditions had an impact on job satisfaction of the employees.

4.4.2 Headteachers' response on working conditions and job satisfaction.

The teachers were asked to state the extent to which they agreed with the statements regarding the working condition and their satisfaction on a scale of strongly disagree, disagree, neutral, agree and strongly disagree. The findings are presented in Table 4.5.

Table 4.5 Headteachers’ response on working conditions and job satisfaction

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Provided with all materials	0	0	2	15.4	2	15.4	6	46.1	3	23.1
Classrooms well aerated	0	0	1	7.7	2	15.4	7	53.8	3	23.1
Given permission for an off	0	0	2	15.4	3	23.1	6	46.1	2	15.4
Too much pressure to deliver	1	7.7	2	15.4	3	23.1	5	38.5	2	15.4
Have good relationship with colleagues	0	0	1	7.7	2	15.4	7	53.8	3	23.1
Motivated by working condition	1	7.7	1	7.7	2	15.4	6	46.1	3	23.1

From the headteachers’ perspective, the results revealed that the working conditions were conducive as most of the respondents were in agreement with the statements. The results show that majority headteachers (76.9%) were in agreement that the classrooms were well aerated and had good relationship with colleagues. Most of the hearteachers were equally in agreement that all the materials were provided and were motivated by the working conditions. The motivation of the headteacher with the working conditions may be attributed to the fact that it is the headteachers who are responsible for the creation of the working environment and they therefore have to be motivated with it. The findings were again cross tabulated to ascertain the relationship between working condition and job satisfaction. The results are shown in Table 4.6

Table 4.6: Crosstabulation between working condition and headteachers' job satisfaction

		Satisfied with job		
		Yes	No	Total
Provided with all materials	Strongly disagree	0	0	0
	Disagree	1	1	2
	Neutral	1	1	2
	Agree	4	2	6
	Strongly agree	3	0	3
Classrooms well aerated	Strongly disagree	0	0	0
	Disagree	0	1	1
	Neutral	1	1	2
	Agree	5	2	7
	Strongly agree	3	0	3
Permission given to all for off duties whenever there is need	Strongly disagree	0	0	0
	Disagree	0	2	2
	Neutral	2	1	3
	Agree	5	1	6
	Strongly agree	2	0	2
Too much pressure to deliver	Strongly disagree	0	1	1
	Disagree	0	2	2
	Neutral	2	1	3
	Agree	5	0	5
	Strongly agree	2	0	2
Have good relationship with colleagues	Strongly disagree	0	0	0
	Disagree	0	1	1
	Neutral	1	1	2
	Agree	5	2	7
	Strongly agree	3	0	3
Motivated by working condition	Strongly disagree	1	0	1
	Disagree	1	0	1
	Neutral	1	1	2
	Agree	4	2	6
	Strongly agree	2	1	3
	Total	9	1	13

The results show that the headteachers were generally satisfied with their jobs. The findings also show that the headteachers were satisfied with the working condition such as the air conditioning of the classrooms, provision of materials and the relationship with colleagues. Generally, most of the respondents were satisfied with the working condition in their institution were also satisfied with their jobs. The findings therefore mean that there exists a direct relationship between working conditions and the headteachers' job satisfaction which is a direct opposite that of the teachers. This could be due to the fact that the headteachers and the teachers are not in the same job group and therefore their compensation is not the same. Secondly, the headteachers are the ones who make decisions on the running of the school and therefore has the resources at his disposal to motivate him/her. The findings of the study agree with the views of the Bennell, Bulwani and Musikanga (2004), Steinberg (1993) and Steyn (1992) who found that white teachers in South Africa were motivated with the working condition among other factors such as interpersonal relations with managers, colleagues and learners, professional development, management style and community involvement.

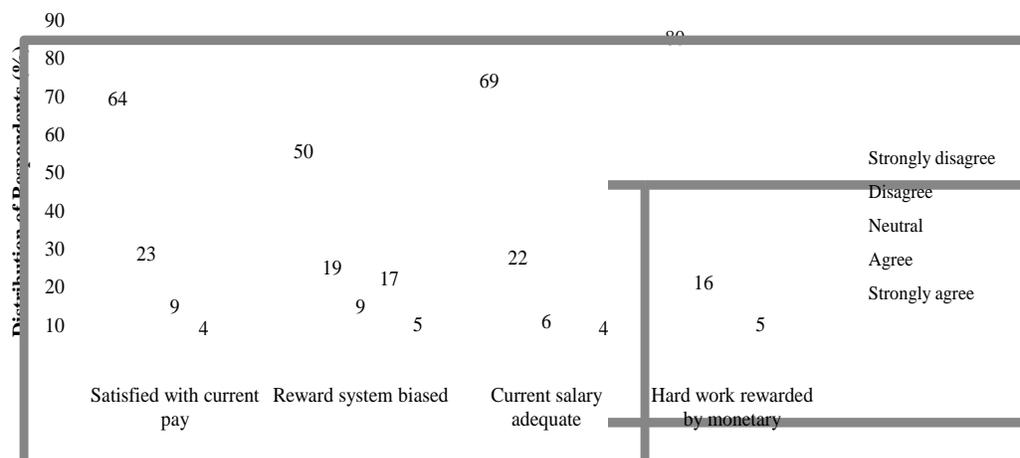
4.5 Current salaries and teachers' job satisfaction

In this section the study sought to establish whether the current salaries influenced the respondents' job satisfaction. The findings are presented in the subsequent sections.

4.5.1 Teachers' response on current salaries and teachers' job satisfaction

The respondents were asked to state the extent to which they agreed with the statements regarding the influence of the current salaries in their job satisfaction. The responses are presented in Figure 4.3.

Figure 4.3: Teachers' response on current salaries and job satisfaction



The findings show that most of the teachers (87%) were not satisfied with their current salaries. The results show that majority of the teachers (69%) were not satisfied with their current salaries. This was supported by the findings showed that 91% of the teachers indicated that the current salary was not adequate. The results also show that 96% of the teachers stated that it was not true that hard work was rewarded by monetary. Most teachers however, disagreed with the statement that system was based on performance. The findings mean that the teachers were not satisfied with their current salaries.

The findings were cross tabulated to determine the effect of current salaries on thegcc teachers levels of job satisfaction. The findings are presented in Table 4.7.

Table 4.7: Cross tabulation of the teachers' current salaries and job satisfaction

		Satisfied with job		
		Yes	No	Total
Satisfied with current pay	Strongly disagree	21	48	69
	Disagree	2	23	25
	Neutral	1	9	10
	Agree	2	2	4
Reward system biased	Strongly disagree	15	39	54
	Disagree	2	19	21
	Neutral	3	7	10
	Agree	5	13	18
	Strongly agree	1	4	5
Current salary adequate	Strongly disagree	21	53	74
	Disagree	2	22	24
	Neutral	0	6	6
	Strongly agree	3	1	4
Hard work rewarded by monetary	Strongly disagree	20	66	86
	Disagree	5	12	17
	Agree	1	4	5
Total		26	82	108

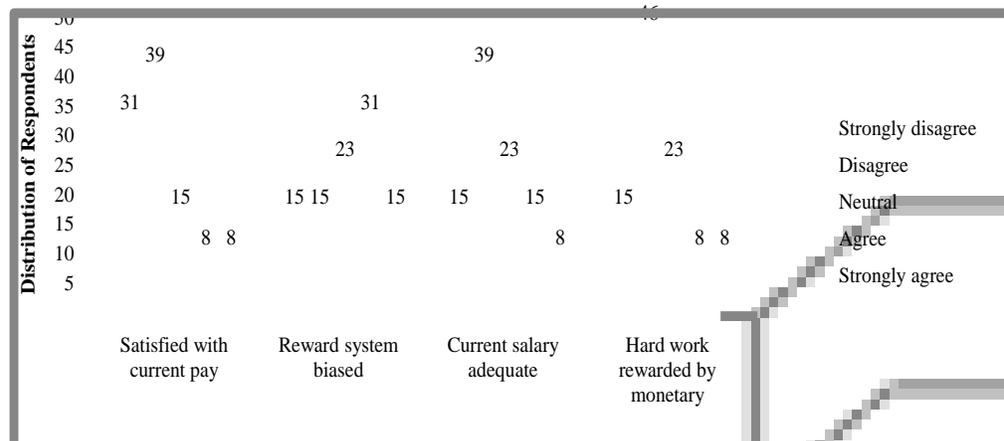
The study findings revealed that the teachers were not satisfied with current salaries which the cross tabulation shows is related to the overall job satisfaction. According to the findings, most of the teachers who were not satisfied with their jobs (71 teachers, 65.7%) were not satisfied with the current pay. The findings further show that majority of the teachers who were not satisfied with their jobs

(75 teacher, 69.4%), stated that the current salary was not adequate for them. The findings also showed that of those who were not satisfied with their jobs the biased reward system, adequacy of salary and reward due to hard work. The show that only a few teachers said that the salaries were adequate and were satisfied with their jobs 72.2% stated that hard work was not rewarded by monetary. It is therefore true that current salary influences employee job satisfaction. However, this influence was negative. These findings of the study agree with the findings of Werther and Davis (1993) who found that job satisfaction depends upon the matching of rewards with the expectations of employees from the employer and other factors like desires, wishes and needs of the employees. The findings also agree with Mwangi (2012) who found that teachers' salary ass an important factor that contributes to teachers' job satisfaction.

4.5.2 Headteachers' response on current salaries and teachers' job satisfaction

The respondents were asked to state the extent to which they agreed with the statements regarding the influence of the current salaries in their job satisfaction. The responses are presented in Figure 4.4.

Figure 4.4: Headteachers’ response on current salaries and job satisfaction



The results show that most headteachers were not satisfied with the current pay. Contrary to the teachers however, the results show that less than half of the respondents indicated that the reward system was based on performance as opposed to on third who think that it is not based on the performance. The results show that half of the headteachers indicated the current salary was not adequate. Finally, like their teachers, the headteachers did not agree with the statement that hard work was rewarded by monetary. The findings of the study therefore mean that the current salary to a large extent impacted negatively on the teachers’ job satisfaction.

The findings were cross tabulated to determine whether the current salaries influenced the headteachers job satisfaction. The findings are presented in Table 4.8.

Table 4.8: Cross tabulation of current salaries and headteachers' job satisfaction

		Satisfied with job		
		Yes	No	Total
Satisfied with current pay	Strongly disagree	2	2	4
	Disagree	4	1	5
	Neutral	1	1	2
	Agree	1	0	1
	Strongly agree	1	0	1
Reward system biased	Strongly disagree	1	1	2
	Disagree	1	1	2
	Neutral	2	1	3
	Agree	3	1	4
	Strongly agree	2	0	2
Current salary adequate	Strongly disagree	0	2	2
	Disagree	3	2	5
	Neutral	3	0	3
	Agree	2	0	2
	Strongly agree	1	0	1
Hard work rewarded by monetary	Strongly disagree	1	1	2
	Disagree	4	2	6
	Neutral	2	1	3
	Agree	1	0	1
	Strongly agree	1	0	1
Total		9	4	13

The study findings show that majority of the headteachers were generally satisfied with their jobs. The headteachers were however not satisfied with the current salaries. The results show that 9 headteachers (69.2%) were not satisfied with the current pay. The findings also show that out of the 7 headteachers who stated that the current pay was adequate, four were not satisfied with their jobs. The findings also revealed that 9 headteachers (61.5%) of the headteachers stated that hard work in their institutions was not rewarded by monetary. This implied that even though the teachers were not satisfied with the current salaries, to a large extent they were satisfied with their jobs and therefore their job satisfaction was not influenced by current salaries.

These findings of the study contradict the findings by Werther and Davis (1993) who found that job satisfaction depends upon the matching of rewards with the expectations of employees from the employer and other factors like desires, wishes and needs of the employees. The findings also disagree with those of Tasnima (2006) and Okerlund (1995) that among the factors which affected the job satisfaction of the teachers was status and low salary which greatly affected the teachers in performing their duties.

4.6 Promotion prospects and primary school teachers' job satisfaction

The study sought to determine the influence of the promotion prospects on the primary school teacher's job satisfaction. The findings are presented in the subsequent sections.

4.6.1 Teachers' response on promotional prospects and job satisfaction

The respondents were asked to state the extent to which they agreed with the statements regarding the promotional prospects in the schools. The findings are presented in Table 4.9

Table 4.9: Influence of promotion prospects on teachers' job satisfaction

	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Opportunities available for professional advance	18.5	15.7	11.1	33.3	21.3
Promotion done according to merit	27.8	24.1	16.7	21.3	10.2
Promotional changes equal to all	38.9	23.1	13.9	16.7	7.4
Job incentives are available	55.6	30.6	9.3	2.8	1.9
Relationship between salary and work responsibility	50	26.9	10.2	9.3	3.7

The study findings show that most of the teachers agreed that opportunities were available for professional advancement. However, minority of the teachers did not agree with the statement that promotion was done on merit. Only a few teachers thought the promotion was by merit. Most teachers did not think that promotional changes were equal to all. The results also show that majority of the teacher indicated that job incentives by the Ministry of education were not available for the teachers. The results also showed that according to majority of the teacher respondents there existed no relationship between salary and work responsibility.

The findings of the study were cross tabulated to show the relationship between promotional aspects and job satisfaction. The findings are presented in Table 4.10

Table 4.10: Cross tabulation between promotional prospects and teachers' job satisfaction

		Satisfied with job		
		Yes	No	Total
Opportunities available for professional advance	Strongly disagree	3	17	20
	Disagree	7	10	17
	Neutral	1	11	12
	Agree	9	27	36
	Strongly agree	6	17	23
Promotion done according to merit	Strongly disagree	6	24	30
	Disagree	8	18	26
	Neutral	4	14	18
	Agree	6	17	23
	Strongly agree	2	9	11
Promotional changes equal to all	Strongly disagree	12	30	42
	Disagree	3	22	25
	Neutral	6	9	15
	Agree	3	15	18
	Strongly agree	2	6	8
Job incentives are available	Strongly disagree	15	45	60
	Disagree	8	25	33
	Neutral	2	8	10
	Agree	0	3	3
	Strongly agree	1	1	2
Relationship between salary and work responsibility	Strongly disagree	16	38	54
	Disagree	3	26	29
	Neutral	3	8	11
	Agree	2	8	10
	Strongly agree	2	2	4

The study findings show that majority of the teachers were not satisfied with their jobs. The results also show that the teachers largely were not satisfied with the promotional prospects in their institutions. The results show that most of the respondents (59 teachers, 54.6%) agreed that opportunities were available for professional advice. The results further showed that most of the teachers who stated that job incentives were not available were also dissatisfied with their jobs. The results also show that majority of the teachers who indicated that there was no relationship between salary and work were equally not satisfied with their jobs. From these studies therefore the promotional aspects negatively influenced the teachers' job satisfaction. The findings here confirm those of Mwangi, (2000) and Karugu (1980) who found that promotion was one of the reasons for employee dissatisfaction e argument by Luthans (2005) that promotion policies are very important determinants of job satisfactions among the workers.

4.6.2 The headteachers response on promotional prospects and job satisfaction

The headteachers were asked to state the extent to which they agreed with the statements regarding the influence of promotional prospects on their job satisfaction. The findings are presented in Table 4.11.

Table 4.11: The headteachers’ response on promotional prospects and job satisfaction

	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Opportunities available for professional advance	7.7	7.7	15.4	46.1	23.1
Promotion done according to merit	15.4	30.8	23.1	15.4	15.4
Promotional changes equal to all	15.4	38.5	23.1	15.4	7.7
Job incentives are available	23.1	38.5	15.4	15.4	7.7
Relationship between salary and work responsibility	15.5	38.5	23.1	15.4	7.7

The study findings show that most headteachers agreed that opportunities were available for professional advancement. Some headteachers however, did not agree with the statement that promotion was done on merit. Only a few respondents thought promotion was by merit. Most headteachers did not think that promotional changes were equal to all. The results also show that majority of the headteacher indicated that job incentives by the Ministry of education were not available for the teachers. The results also showed that according to minority of the headteacher there existed no relationship between salary and work responsibility. The findings mean that promotional prospects negatively influence employee job satisfaction.

The study cross tabulated promotional chances and job satisfaction to determine the relationship between the two. The findings are presented in Table 12.

Table 4.12: Cross tabulation between promotional prospects and headteachers job satisfaction

		Satisfied with job		
		Yes	No	Total
Opportunities available for professional advance	Strongly disagree	0	1	1
	Disagree	0	1	1
	Neutral	0	2	2
	Agree	6	0	6
	Strongly agree	3	0	3
Promotion done according to merit	Strongly disagree	0	2	2
	Disagree	2	2	4
	Neutral	3	0	3
	Agree	2	0	2
	Strongly agree	2	0	2
Promotional changes equal to all	Strongly disagree	0	2	2
	Disagree	3	2	5
	Neutral	3	0	3
	Agree	2	0	2
	Strongly agree	1	0	1
Job incentives are available	Strongly disagree	0	2	2
	Disagree	2	2	4
	Neutral	2	0	2
	Agree	2	0	2
	Strongly agree	1	0	1
Relationship between salary and work responsibility	Strongly disagree	0	2	2
	Disagree	2	2	4
	Neutral	3	0	3
	Agree	2	0	2
	Strongly agree	1	0	1
Total		9	4	13

The cross tabulation show that the job satisfaction of most headteachers could be described as high. The respondents also did not agree with statements on the promotional prospects. The findings show that most of the headteachers did not

agree that promotion was done according to merit. Most of the headteachers (7, 53.8%) stated that the promotional chances were not available to all. They also disagreed with the statement that there was relationship between salary and work responsibility. The findings mean the even though the headteachers were to a large extent satisfied with their jobs, they were not satisfied with the promotional prospects. The study therefore found that according to the headteachers, promotional influence does not influenced job satisfaction. The findings disagree with Oswald (2008) who noted that position is more important determinant in job satisfaction than the salary. The findings also disagree with Mwangi (2000), Karugu (1980) and Salmond (2006) who noted that dissatisfying job factors and the reasons for wanting to resign current jobs to be poor pay and poor promotion methods merit and lack of recognition.

4.7 Teachers involvement in decision making and level of job satisfaction

The study sought to determine the effect of involving teachers in decision making on their job satisfaction. The findings are presented in the subsequent sections.

4.7.1 Involvement of teachers in decision making and job satisfaction

The teachers were asked to state the extent to which they agreed with the statements regarding the involvement in decision making and their job satisfactions. The findings are presented in Table 4.13.

Table 4.13: Involvement of teachers in decision making and job satisfaction

	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Staff involved in decision making	25	29.6	12	16.7	16.7
Contribution of employees sought	31.5	27.8	18.5	14.8	7.4
Management encourages teamwork	13.9	13	15.7	36.1	21.3
All decision made by management	17.6	21.3	16.7	31.5	13

The study results show that most of the teachers indicated that the staff were not involved in the decision making. The findings also show that most of the teacher respondents indicated that the contributions of the employees was not sought and neither were they taken seriously. The results on the other side showed that half of the teacher respondents indicated that the contributions of the employees were sought and taken seriously. The findings show that most of the teachers stated that the school management encouraged teamwork. The study findings revealed that the respondents agreed with the statement that all the decisions were made by the management and the employees take instructions for both the teacher and headteacher respondents. The findings mean that the teachers were involves in decision making process in the schools.

Cross tabulation was done to demonstrate the effect of teacher involvement in decision making process in the school on job satisfaction. The findings are presented in Table 4.14.

Table 4.14 Cross tabulation between teachers' contributions and job satisfaction

		Satisfied with job		
		Yes	No	Total
Staff involved in decision making	Strongly disagree	11	16	27
	Disagree	3	29	32
	Neutral	3	10	13
	Agree	6	12	18
	Strongly agree	3	15	18
Contribution of employees sought	Strongly disagree	10	24	34
	Disagree	4	26	30
	Neutral	4	16	20
	Agree	5	11	16
	Strongly agree	3	5	8
Management encourages teamwork	Strongly disagree	6	9	15
	Disagree	2	12	14
	Neutral	5	12	17
	Agree	9	30	39
	Strongly agree	4	19	23
All decision made by management	Strongly disagree	5	14	19
	Disagree	4	19	23
	Neutral	4	14	18
	Agree	10	24	34
	Strongly agree	3	11	14
Total		26	82	108

The findings show that according to the cross tabulation most of the teachers were not satisfied with their involvement in decision making. The results show that most of the teachers (59, 54.6%) disagreed with the statement that the staff was involvement in decision making. The results further show that most of the teachers who were not satisfied with their jobs also did not agree with the statement that the contribution of the employees was sought. The findings also show that most respondents stated that all the decisions were made by the management. The findings therefore mean that the involvement of teachers in decision making has a direct influence on their job satisfaction. These findings agree with Ward and Pascarelli (1994) and Parshiadis (1987) who noted that participation in decision making leads to harmony in the organization and improves staff morale and support as it creates a sense of ownership in the organization and instills a sense of pride and motivates employees to increase productivity in order to achieve their goals.

4.7.2 Response by headteachers on Involvement in decision making and job satisfaction

The headteachers were asked to indicate the extent to which they agreed with the statements regarding the involvement of teachers in decision making and job satisfaction. The findings are presented in Table 4.15.

Table 4.15: Headteachers’ response on staff involvement in decision making and job satisfaction

	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Staff involved in decision making	7.7	15.4	15.4	38.5	23.1
Contribution of employees sought	7.7	15.4	23.1	30.7	23.1
Management encourages teamwork	7.7	7.7	23.1	30.7	30.7
All decision made by management	15.4	23.1	23.1	23.1	15.4

The study results show that most of the headteacher respondents indicated that the staff were indeed involved in the staff in decision making. The findings show that most of the headteacher respondents stated that the school management encouraged teamwork. The study findings revealed that the respondents agreed the same number as those who disagreed that all the decisions were made by the management and the employees take instructions for both the teacher and headteacher respondents.

The study conducted a cross tabulation of teacher involvement in decision making and teacher job satisfaction. The findings are presented in Table 16.

Table 4.16: Crosstabulation of headteachers on involvement in decision making and job satisfaction

		Satisfied with job		
		Yes	No	Total
Staff involved in decision making	Strongly disagree	0	1	1
	Disagree	0	2	2
	Neutral	1	1	2
	Agree	4	0	4
	Strongly agree	3	0	3
Contribution of employees sought	Strongly disagree	0	1	1
	Disagree	0	2	2
	Neutral	2	1	3
	Agree	4	0	4
	Strongly agree	3	0	3
Management encourages teamwork	Strongly disagree	0	1	1
	Disagree	0	1	1
	Neutral	1	2	3
	Agree	4	0	4
	Strongly agree	4	0	4
All decision made by management	Strongly disagree	0	2	2
	Disagree	1	2	3
	Neutral	3	0	3
	Agree	3	0	3
	Strongly agree	2	0	2
Total		9	4	13

The findings show that most of the headteachers indicated that the teachers were given chance in decision making and most was satisfied with their jobs. The results mean that the involvement in decision making influenced job satisfaction.

Asked to provide suggestions on how to enhance the job satisfaction among the teachers in public primary schools, teachers indicated that the Ministry of Education should consider remunerating the teachers well. They indicated that this should be done in accordance with ones duties and qualification. The teachers further indicated that the school management should consider rewarding hard work with money of any other form of recognition so as to motivate the teachers thereby improving their job satisfaction. The teachers also indicated that the school management need to involve the teacher in the decision making process and running of the school so as to boost their morale to perform their tasks. The teachers indicated that the Teachers Service Commission should base its promotion on merit.

The teachers and headteachers were asked to state the institutional challenges they faced when enhancing the job satisfaction, respondents cited the lack of commitment to teamwork among the teachers. The teachers cited the large number of pupils in the class which they said they were unable to handle. The headteachers indicated that there were teacher shortages which resulted to heavy workload for the existing teachers and this according to them affected the morale of the teachers. The teachers also mentioned the problem of having all the students both weak and fast learners in one class without paying attention to the particular learners needs demotivated the teachers. The teachers equally said that there was biasness in the allocation of duties to the teachers by the management which they said affected their commitment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations, and suggestions for further research.

5.2 Summary of the study

The purpose of this study is to investigate institutional factors influencing job satisfaction among teachers in public primary schools in Kasarani District of Nairobi County. Research question one sought to examine the influence of working conditions on primary school teachers' levels of job satisfaction. Research question two aimed at establishing extent do current salaries influence primary school teachers' job satisfaction. Research question three sought to determine the influence of promotion prospects on primary school teachers' job satisfaction. Research question four aimed at determining the extent of public primary school teachers' involvement on decision making on work related matters.

The study used descriptive survey design in which it targeted 25 headteachers and 360 teachers in Kasarani district out of which 123 comprising of 108 teachers and 15 headteachers responded by either completing the questionnaire and returning. The data was collected by use of questionnaires. Data was analysed using descriptive statistics such as frequencies and percentages and content analysis.

5.3 Summary of findings

According to the study findings most of the teachers and headteachers the working condition was favourable. Most of the teachers and the headteachers agreed that the school provided them with all materials they needed for teaching. The results revealed that majority of the teacher and headteacher respondents stated that the classrooms in their respective schools were well aerated. The findings revealed that most teacher and headteacher respondents indicated that they were usually given permission for an off whenever they requested. The results show that close to half of the teacher and headteacher respondents indicated that they were under too much pressure to liver. The findings showed that majority of both the categories of the respondents indicated that they ha a good relationship with their colleagues. While about half of the teacher respondents were motivated with the working conditions in their respective institutions, most of the headteacher respondents were motivated by the working condition in their institutions.

The findings show that most of the teacher respondents were not satisfied with their current salaries. Majority of the teacher respondents were not satisfied with their current salaries. This was supported by the findings which showed that nearly all the entire teacher respondents indicated that the current salary was not adequate. The results also show that majority of the respondents stated that it was

not true that hard work was rewarded by monetary. Most of the teacher respondents indicated that the system was not based on performance. Most of the headteacher respondents were not satisfied with the current pay. Contrary to the teachers however, the results show that 46% of the respondents indicated that the reward system was based on performance. The results show that half of the headteacher respondents indicated the current salary was not adequate.

The study established that according to most of the teacher and headteacher, opportunities were available for professional advancement. However, half of both categories of the respondents thought that promotion was done on merit. Most teacher and headteacher respondents did not think that promotional chances were equal to all. The results also show that majority of the teacher and headteacher respondents indicated that job incentives by the Ministry of education were not available for the teachers. The results also showed that according to majority of the teacher respondents there existed no relationship between salary and work responsibility.

The study results revealed that the teachers were not satisfied with their involvement in decision making in the schools. The results show that while half of the teachers indicated that the staff were not involved in the decision making, most of the headteachers indicated that the staff were indeed involved in the staff in decision making. The findings showed that most of the teachers indicated that

the contributions of the employees was not sought and neither were they taken seriously. The results on the other side showed that the teacher respondents indicated that the contributions of the employees were sought and taken seriously. The findings further showed that most of the teacher and headteacher respondents stated that the school management encouraged teamwork. Most of the respondents did not think that all the decisions were made by the management and the employees take instructions.

5.4 Conclusions of the study

Based on the findings of the study it can be concluded that the working conditions influenced the employee job satisfaction. However, this was in a positive way as the respondents were satisfied with the working conditions.

The study further concludes that the Current salaries influenced the respondents job satisfaction. This time though, negatively. This is due to the fact that most of the respondents were not satisfied with their current salaries especially the teacher respondents.

The study concludes that the promotion prospects influenced the employee satisfaction. This was in a negative way because even though there were chances for promotion, the promotions were never done on merit and that not all the employees were given equal chances for promotion.

Finally, the study concludes that decision making was only for the management and this affected the employee satisfaction as they were never involved in the decision making process.

5.5 Recommendations

Based on the findings of the study, the following were the recommendations made:

- i. The management through the friends of the school such as the parents and other donors and the government should better the working condition for the teachers as an incentive to motivate them.
- ii. The government through the Ministry of Education and the Teachers Service Commission should remunerate teachers according to their tasks and also as a strategy to motivate the teachers to improve their job satisfaction.
- iii. The TCS should give promotion to the teachers according to merit and performance.
- iv. The management should delegate some of this duties to the teachers so as to boost their job satisfaction.

5.6 Suggestions for further research

The following were the suggestions for further study

- i. A study on the factors affecting employee job satisfaction in public secondary schools in Kenya.

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APPENDICES

Appendix I

Letter of Introduction

University of Nairobi

Department of Education Administration

P.O Box 30197, Nairobi

The Head teacher,

..... Primary School

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH

I am a final year M. Ed student at University of Nairobi. My area of specialization is Educational Administration. I am conducting a research on Institutional Factors Influencing Job Satisfaction Among Teachers In Public Primary Schools In Kasarani District, Nairobi County, Kenya.

Kindly allow me to conduct this research in your school.

Thank you for your cooperation.

Yours faithfully,

Kihara Rahab Muthoni

Appendix II:
Teachers' Questionnaire

Please respond to the questions as accurately, completely and as honest as possible and tick (✓) one response as appropriate or fill the space provided. Do not write your name or your school anywhere on this questionnaire.

Section A: Background Information

1. What is your gender? Male [] Female []

2. What is your age bracket?
 Below 25 years [] 25 – 50 years [] Above 50 years []

3. What is your level of education?
 Certificate (P1) [] Diploma in Ed [] B.Ed [] M.Ed []
 Others (Specify)_____

4. How long have you been teaching?
 Less than 5 years [] 5 to 9 years [] 10 to 14 years []
 15 years and above []

SECTION B: SPECIFIC OBJECTIVES

The respondents to indicate the level of agreement on the following aspects on job satisfaction of teachers. The scale is 1-5 whereby 1= strongly disagree, 2= disagree, 3=Neutral, 4 =agree and 5= strongly agree

Working Conditions	1	2	3	4	5
Am provided with all the materials I need for teaching					
The classrooms are well aerated					
Am usually given permission for an off whenever I request					
There is too much pressure to deliver					
I have a good relationship with my colleagues					
The working condition in the school is motivating					
Current Salary	1	2	3	4	5
I am satisfied with my current pay					
The rewards system is based on performance					
The current salary is adequate for my needs					
There is always monetary reward for hard work					
Promotion Prospects	1	2	3	4	5
There are adequate opportunities available for me to advance professionally					
Promotion in the ministry is done according to merit					
Every person has equal chance of promotion					
There are job incentives provided by the Ministry of Education					
There exists a relation between salary and work responsibilities					
Decision making	1	2	3	4	5
The school administration involves the staff in decision making					
The contributions of the employees is sought and taken seriously					
The school management encourages teamwork					
All the decisions are made by the management and the employees take instructions					

Are you satisfied with your job? Yes [] No []

10. What are the institutional challenges you face when enhancing job satisfaction among teachers.....

.....

11. What suggestions would you give to enhance job satisfaction among teachers in public primary schools.....

.....

Thank you for your participation

Appendix 111

Headteachers' Questionnaire

Please respond to the questions as accurately, completely and as honest as possible and tick (✓) one response as appropriate or fill the space provided. Do not write your name or your school anywhere on this questionnaire.

Section A: Background Information

1. What is your gender? Male [] Female []
2. What is your age bracket? Below 25 yrs [], 25 – 50 yrs [], Above 50 yrs []
3. What is your level of education? Certificate (P1) [], Diploma in Ed []
B.Ed [] M.Ed [] Others (Specify)
4. How long have you been in leadership? Less than 5 yrs [] 5 to 9 yrs []
10 to 14 yrs [] 15 yrs and above []

SECTION B: SPECIFIC OBJECTIVES

The respondents to indicate the level of a agreement on the following aspects on job satisfaction of teachers. The scale is 1-5 whereby 1= strongly disagree, 2= disagree, 3=Neutral, 4 =agree and 5= strongly agree

Working Conditions	1	2	3	4	5
Am provided with all the materials I need for teaching					
The classrooms are well aerated					

Am usually given permission for an off whenever I request					
There is too much pressure to deliver					
I have a good relationship with my colleagues					
The working condition in the school is motivating					
Current Salary	1	2	3	4	5
I am satisfied with my current pay					
The rewards system is based on performance					
The current salary is adequate for my needs					
There is always monetary reward for hard work					
Promotion Prospects	1	2	3	4	5
There are adequate opportunities available for me to advance professionally					
Promotion in the ministry is done according to merit					
Every person has equal chance of promotion					
There are job incentives provided by the Ministry of Education					
There exists a relation between salary and work responsibilities					
Decision making	1	2	3	4	5
The school administration involves the staff in decision making					
The contributions of the employees is sought and taken seriously					
The school management encourages teamwork					
All the decisions are made by the management and the employees take instructions					

10. What are the institutional challenges do you face when enhancing job satisfaction among teachers

.....

11. What suggestions would you give to enhance job satisfaction among teachers in public primary schools

.....

Thank for your participation

Appendix IV:

Research authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

16th May, 2014

NACOSTI/P/14/1088/1723

Rahab Muthoni Kihara
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Institutional factors influencing job satisfaction among teachers in public primary schools in Kasarani District of Nairobi County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st December 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.

Appendix V

Research permit

THIS IS TO CERTIFY THAT:
MS. RAHAB MUTHONI KIHARA
of UNIVERSITY OF NAIROBI, 51893-200
nairobi, has been permitted to conduct
research in Nairobi County

on the topic: INSTITUTIONAL FACTORS
INFLUENCING JOB SATISFACTION
AMONG TEACHERS IN PUBLIC PRIMARY
SCHOOLS IN KASARANI DISTRICT OF
NAIROBI COUNTY, KENYA

for the period ending:
31st December, 2014

Permit No : NACOSTI/P/14/1088/1723
Date Of Issue : 16th May, 2014
Fee Received :Ksh 1,000



Applicant's Signature

Secretary
National Commission for Science,
Technology & Innovation