

**INSTITUTIONAL FACTORS INFLUENCING JOB SATISFACTION
AMONG TEACHERS IN MIXED DAY SECONDARY SCHOOLS IN
IMENTI SOUTH DISTRICT, KENYA.**

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DECLARATION

This is my original work and has never been presented for a degree in any other university.

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DEDICATION

This research project is dedicated to my wife Rose KaariMwebia and my cute and lovely daughter Aimey Stacey Gakii. Your inspiration is priceless for it continuously filled me with the reason to complete this research project. Finally, to Almighty God for constantly refreshing my desire to complete this project.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CDF	Constituency Development Fund
DEO	District Education Officer
ECDE	Early Childhood and Development Education
ILO	International Labour Organization
IPS	Inter Press Service
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
TSC	Teachers Service Commission
UPE	Universal Primary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
USE	Universal Secondary Education

ABSTRACT

The purpose of this study was to establish the institutional factors influencing job satisfaction among teachers in mixed day secondary schools in Imenti South District. The objectives of the study were: To determine the extent to which teachers working conditions, reward strategies, supervision by head teachers and teaching and learning facilities influences teachers' job satisfaction among mixed day secondary schools in Imenti South district. The study employed a descriptive survey design where 36 mixed day secondary schools were sampled out of 43 in the district. A total of 115 teachers were randomly sampled. Six schools were randomly selected in each ward out of the six wards in Imenti South district whereby by a minimum of four teachers were randomly sampled to participate in the study. The research instrument used for this study was the questionnaire for the teachers. The research used descriptive statistics such as percentages, means and frequencies were used to report data. The results of the data analysis were reported in summary form using frequency tables and pie charts. The study established that 57% of the sampled teachers were highly dissatisfied with teaching in mixed day secondary school Imenti South district and only 2% were highly satisfied. On the institutional factors that were under investigation, 58.3% of teachers were dissatisfied with their school working environment. 37.4% we highly dissatisfied while 48.7% were slightly dissatisfied with supervision by head teachers. 63.5% were dissatisfied with teaching and learning facilities in their schools while 2.7% were satisfied. Finally, 47.8%of teachers indicated that the reward schemes in their schools were inadequate and they also affected their job satisfaction. The study recommends the following: The Government of Kenya through the Ministry of Education, Science and Technology should increase the budgetary allocations for the mixed day secondary schools so that they can improve the institutional factors within the school. The Government of Kenya through the Ministry of Education together with respective BOMs for the schools should conduct regular trainings that will constantly improve the principal's supervision roles within the school. The school BOM should regularly sensitize the parents and all other

stakeholders of the school on the benefit of well-motivated teachers by ensuring that there are adequate and satisfactory reward strategies within their schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secondary education helps the young people realize their full human potential and take their place in a society as productive, responsible and democratic citizens. Progress towards achieving universal primary education and requirements of modern society and economy has led to a growing demand for secondary education. (UNESCO, 2009)

In response to the increased enrolment in primary schools, there has been a widespread expansion of secondary education in all regions of the world. (UNESCO,2009). The most notable increase is during 1999 to 2009 which occurred in sub Saharan Africa where Gross Enrolment Rate for lower secondary education rose from 28% to 43%. Despite this significant improvement in access to secondary education, 21.6 million students in Africa and 14.1 million in East Asia and the Pacific were out of school by 2009, (UNESCO, 2009). The same is echoed by the UN report which indicated that nearly 2/3 of African children are effectively locked out of secondary school by 2009. The report cites secondary education as one of the next great development challenges facing many of the world poorest countries. This led to introduction of many mixed day secondary schools by the government all over Kenya.

According to the Global Education Digest of 2011, published by UNESCO's Institute for Statistics, only 36% of the secondary school going age children can be accommodated in the secondary schools. This is a serious challenge and as UNESCO director noted, for countries to escape from poverty they need to ensure vast expansion of secondary education. This is a minimum entitlement for equipping youth with the knowledge and skills they need to secure decent livelihoods in today's globalized world, (UNESCO 2011).

Globally, there were 531 million secondary school students in 2009 compared to 196 million in 1970 (UNESCO, 2009). In sub-Saharan Africa, enrolment in secondary education grew nine fold from 4.3 million in 1970 to 39 million in 2009. This rapid expansion was virtually in all parts of the world. This expansion has come with it numerous challenges. According to World Bank, African countries secondary education are faced with issues of financing , quality and relevance of teaching and learning, curriculum and assessment, science and technology, teacher training and management equity and access(World Bank,2006). These challenges have also affected the teachers in Kenyan secondary schools.

According to Moe, total secondary enrolment increased from 882,513 million students to 1.18million students in 2007. The student completion rate by 2007 stood at 91.8%. According to IPS correspondents, the article estimated that at least 40,000 new classrooms and an equivalent of 250 schools were needed to accommodate the 1.4 million pupils in public secondary schools. By 2008,

Kenya had 4,478 public high schools, many of which were in state of disrepair and lacked essential facilities. This massive and rapid expansion in secondary education sector also had a great impact on the teachers' morale and their productivity. As their workload increased, lack of adequate facilities like laboratories, adequate class rooms and other relevant teaching facilities took toll on teachers' satisfaction with their teaching jobs.

This expansion of secondary education in Kenya has come with its fair share of setbacks. According to MoE (2008), newly established mixed day secondary schools are faced with serious shortage of teachers. This makes the available teachers to have an overload of lessons which in return affects their productivity. Teaching and learning facilities are also inadequate, working conditions for the teachers are not impressive as well. According to a the report by the Quality Assurance and Standards, MoE (2010), the newly established secondary schools lack properly equipped laboratories, playing grounds among other essential facilities in a school to ensure smooth and conducive learning atmosphere.

Supervision and institutional based reward strategies in secondary schools are also among other institutional factors that require close scrutiny to establish whether they have any impact on secondary school teachers' job satisfaction. Job satisfaction can be indicative of work behaviour such as absenteeism, high turnover and withdrawal behaviours. More importantly job satisfaction has a direct correlation with productivity on the job, that is, job satisfaction and performance are directly related (Wikipedia 2010)

In Uganda, the Ugandan government has had free universal secondary education since 2006 and it has faced numerous challenges. According to the Guardian, a Ugandan Newspaper, the universal secondary education in Uganda faces grave challenges which include poor quality of education, insufficient teachers and equipment to meet growing classroom population. It also faces a problem of inadequate infrastructure, inadequate teaching space, and shortage of teachers and inadequate and late disbursement of government funds (The Guardian). As a result academic performance standards are deteriorating and the education being universal, students are being pushed through, (The Guardian, 2011). With all these challenges, teachers and other workers in these institutions also face great hurdles in the execution of their duties, thus affecting their morale, performance as well as productivity.

Job satisfaction, according to Brian Hill of Demand Media (Wikipedia), is simply how content an individual is with his or her job. He notes that a person with high level of job satisfaction has a positive perception towards the job and vice versa, he adds that management also, has a role in enhancing employee job satisfaction by ensuring work environment is positive, morale is high and the employees have the resources they need to accomplish the tasks they have been assigned. He outlines some of the institutional factors causing job dissatisfaction include working conditions, workload and stress levels, respect from co-workers, institutional financial rewards and the relationship with the supervisors.

Glowwe (2003), in a sample study in Kenya found that 20% of teachers are absent most of the time. The rate stood at 26% in Uganda. The study also established teachers had a side kick job apart from the classroom teaching and this affected their performance in their duties. Akinyi (2011), in her research on factors influencing job satisfaction among secondary school teachers in Mombasa County found that teachers were satisfied with work load, overall performance and good remuneration. They were dissatisfied by the inferior working conditions. Wamuyu (2011) in her study on the factors influencing TSC teachers turnover in public secondary schools in Kirinyaga District established among others teachers workload, school characteristics and over all teachers working conditions as some of the factors that influenced teachers job satisfaction. Lack of adequate facilities, principals leadership styles were also established as factors influencing job satisfaction in the same study.

South Imenti district in Meru County has not been left behind in the expansion secondary education. It has recorded tremendous growth in secondary education especially in the last decade. According to a 2010 report by the DEO, South Imenti district has 71 public secondary schools, 181 primary schools and 176 ECDE. By 2010, South Imenti district had 26 day secondary schools which participated in KSCE in that year. Some 13 others did not participate for they had no students in form four, (DEO Report 2010). Out of these, 71 public secondary schools, 43 are mixed day secondary schools and 28 are boarding secondary schools. This means that over 60% of the schools are mixed day

secondary schools. According to District Education Office, mixed day secondary schools are a relatively new, the oldest having been started 2002.

With this rapid expansion of mixed day secondary schools, institutional based factors require a critical evaluation. This is to determine whether their availability or unavailability impact on teachers job satisfaction. With mixed day secondary schools being relatively new and teachers in these schools expressing great desire to transfer to other schools, the study therefore, aims at establishing whether institutional factors have any influence in it. These institutional factors the study will seek to establish include: the working conditions, leadership, teaching and learning facilities and the institutional based reward strategies.

1.2 Statement of the Problem

Every organization has its own objectives which guides how work is carried out. In a secondary school, fulfillment of objectives is measured by the performance especially in the national examinations, co-curriculum activities and the general enthusiasm and the attitude teacher has towards his or her job obligations.

The Imenti South District staffing officer (DHRO) notes that a large number of government employed teachers in secondary schools have expressed a wish to change their current working stations especially among mixed day secondary schools. According to the DEO, there is an unusual high turnover among teachers in mixed day secondary school teachers, especially among those employed by respective Boards of Managements. He further adds that, there is a significant number of government employed teachers who are leaving the

profession in pursuit of greener pastures. In his report, he urged the managements of the respective schools to ensure that institutional working conditions are favorable to curb that trend. He also noted that the district cannot achieve its academic target if teachers, whom he termed as critical stakeholders in provision of education, are not satisfied with their work. (DEO, 2011)

In his research on causes of high teacher turnover among Catholic managed schools in Meru Diocese, Njeru, (2009), found that lack of motivation especially emanating from monetary incentives provided to teachers by school managements as a motivating factor was the cause of high turnover in Meru County. Therefore, this study will seek to establish the extent by which institutional factors namely: working conditions, institutional based reward strategies, teaching and learning facilities as well as supervision by the school heads influence teachers' job satisfaction among mixed day secondary schools in Imenti South District.

1.3 Purpose of the Study

The purpose of this study was to investigate the institutional factors influencing teachers' job satisfaction among mixed day secondary schools in Imenti South district.

1.4 Objectives of the Study

The study was guided by the following study objectives.

- i) To determine the extent to which teachers working conditions influence job satisfaction among mixed day secondary schools in Imenti South district.
- ii) To establish the extent to which the reward strategies influence teachers' job satisfaction among mixed day secondary schools in Imenti South district.
- iii) To examine the extent to which the supervision by head teachers influence teachers' job satisfaction among mixed day secondary schools in Imenti South district.
- iv) To assess the extent to which teaching and learning facilities influences teachers job satisfaction among mixed day secondary schools in Imenti South district.

1.5 Research Questions

The study was guided by the following study questions.

- i) To what extent did the working conditions in mixed day secondary schools influence teachers' job satisfaction in Imenti South district?
- ii) To what extent did reward strategies in mixed day secondary schools influence teachers' job satisfaction in Imenti South district?
- iii) How does the supervision by the school management influence teachers' job satisfaction among mixed day secondary schools in Imenti South district?
- iv) To what extent did the teaching and learning facilities influence teachers' job satisfaction among mixed day secondary schools in Imenti South district?

1.6 Significance of the Study

The research findings may provide useful information to various stakeholders in the education sector. First, the Teachers Service Commission may use the recommendations and demand for more funds from the government to ensure that institutional based factors are improved among mixed day secondary schools. The MoE may also organize forums and seminars for the head teachers to equip them with modern management techniques.

The findings also may help the school heads and respective BoMs in looking for ways of raising finances aimed at improving the teachers working conditions and physical facilities and ensuring effective supervision which may result in teachers being satisfied with their work.

1.7 Limitations of the Study

There are few studies that have been conducted specifically targeting mixed day secondary schools in the district, therefore the study faced the shortcomings such as lack of other studies to support and disapprove the findings. The study also used descriptive survey designs where by the findings are just indicative of the status of things and cannot be used to predict the future. Also, the study also faced the problem whereby the respondents feared to give correct responses especially where personal and confidential information was sought. However, the respondents were assured by the researcher of the confidentiality on the information given.

1.8 Delimitations of the Study

The study covered mixed day secondary schools only in Imenti South district which is predominantly rural. Therefore, the findings of the study could only be generalized to other areas, especially urban ones with great caution. Further, the findings should be used with caution when generalizing mixed day secondary schools in other areas which are relatively older and are relatively well established. The study was done using sample size from the targeted population; therefore, it is not possible to investigate all the teachers. As a result, the researcher used a relatively larger sample from the population in order to capture as many respondents as possible.

1.9 Assumptions of the Study

The study was done based on the following assumptions:

- i) All mixed day secondary schools in Imenti South district have near similar characteristics.
- ii) That the institutional factors influences job satisfaction in mixed day secondary schools.

1.10 Definition of Significant Terms.

Institutional factors refer to factors that are found and can be controlled within an institution such as working conditions, leadership and supervision and organization culture.

Job satisfaction refer to an attitude or feeling of happiness, contentment or liking in relation to one's job

Levels of job satisfaction refer to the extent on which a teacher is satisfied with his or her teaching job.

Mixed Day secondary schools refer to schools that are of mixed gender and they don't offer boarding facilities to their students. The learners come in the morning and go back to their homes by evening.

Motivation refers to Individual internal process that energizes and sustains behavior.

Reward strategies refer strategies to appreciate workers for the good job done which excludes the normal remuneration by the employer.

Teaching facilities refer to the necessary items needed for a successful teaching process.

Work condition refers to the environment by which an employee works.

Workload refers to amount of work assigned to a particular worker.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one gives the background of study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitations and delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two deals with: concept of job satisfaction, Institutional factors affecting job satisfaction, theoretical literature review, studies on job satisfaction and conceptual framework. Chapter three covers research methodology. It is subdivided into research design, target population, sample and sampling techniques, research instrument, reliability of

the instrument, data collection procedure and data analysis techniques. Chapter four will present data presentation; data analysis and discussion. Chapter five will cover summary, findings of the research, conclusions and recommendations

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature related to the study. The chapter begins with the concept of job satisfaction, teachers working conditions, reward strategies, supervision, teaching and learning facilities, theoretical framework,

summary of the literature review, theoretical framework and conceptual framework.

2.2 Concept of Job Satisfaction

Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience; it also refers to set of favourable feelings with which the employees view their work, Okumbe (2000). But, the most widely accepted explanation of job satisfaction was presented by Locke (1976) who defined it as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Bernstein and Nash (2008) added that job satisfaction has emotional, cognitive and as well as behavioural components.

Baker (2004), argues that, job characteristics have shown to impact job satisfaction and the recent studies on social information processing have found that leadership actions also have an influence on job satisfaction. Job satisfaction is multi-faceted, meaning that one can be satisfied in one area but that does not necessarily mean satisfaction in all areas Kazi and Zadeh (2011). Likewise, dissatisfaction in one area does not mean complete job dissatisfaction in all others areas.

Teachers and employees in general, will usually be satisfied if they have good pay, are recognized and the general working conditions are good. They will be dissatisfied when psychological, physiological and environmental factors are unsatisfactory. These factors may cause teachers to have low morale and be

unreflective in their teaching. Some may leave and join other professions. They are also likely to be dissatisfied when they are not considered as good teachers, not promoted, lack house allowance, travelling refunds and retirement benefits, Barasa and Ngugi (1992).

According to Cherrington (1989), the two variables that enhance turnover, are job dissatisfaction and economic condition. According to Field (2008), job satisfaction is significant and has been linked to many variables including performance, absenteeism and turnover. In his job satisfaction model, Field (2008), gave factors such as good leadership practices, good manager relationships, recognition and advancement as some of factors leading to job satisfaction. He added personal growth, feedback and clear direction of objectives as other factors and when these factors are optimal, job satisfaction will be increased.

On employee dissatisfaction, Field (2008), in the same job satisfaction model, noted factors such as poor pay, poor compensation, poor working conditions and lack of promotions as some of job dissatisfiers. In addition, poor benefits and lack of job security also lead to job dissatisfaction. However, he noted that when these factors are optimal, job dissatisfaction will be eliminated, but these factors do not necessarily increase job satisfaction.

Aspect of leadership and administrative support include clearly defined expectation and vision, behaviour towards staff that is supportive and encouraging school rules, teacher learning, instructional practices, recognition

and rewards for a job well done and for fair distribution of teaching assignments, Taylor and Tashakkori (1994). Makandi (1999), in a study in Kiambaa Division, Kiambu district showed that over half of the primary schools do not have enough chairs for pupils, labs were ill equipped and very few schools had an assembly hall and teachers houses and laboratories were nonexistent. Matheka (2005) in her study on job satisfaction among public secondary schools in Machakos district found they lacked adequate teaching and learning facilities and this resulted to job dissatisfaction among teachers.

According to a paper by Abdullah M, M &Others, (2009) on job satisfaction among secondary school teachers in Malaysia, teachers play a very critical role in achieving the objectives of Malaysia's vision 2020. Disgruntled teachers who are not satisfied with their job cannot be committed and productive and would not be performing at the best of their capabilities. In addition, they noted that teaching profession is facing problems with related with job satisfaction. That is, the general perception is that teachers in government schools are mainly dissatisfied with their profession. In their research, they established that teachers in secondary schools were dissatisfied with work dimension variables which included, pay, supervision, co-workers, and promotions and work itself.

Wangai(2002), in her study on job satisfaction among secondary school teacher in Nairobi province found that 33.4% were dissatisfied with their work. She also found that good working conditions tend to make workers happier when doing their work thus increasing job satisfaction. The opposite is true, poor working

conditions such as inadequate space, noisy and uncomfortable surroundings will make workers dissatisfied with their work.

Chapman and Hutcheson (1982) in their study found that there exists a significant relationship between job satisfaction of teachers and school environment. In his study on job satisfaction of secondary school principals in the Rift Valley province, Sogomo (1993) proposed that the work environment in a school should be improved to enhance teacher's professionalism which in turn will increase their job dissatisfaction.

2.3 Working Conditions and Job Satisfaction

According to ILO, the necessity of prioritizing human resource development in educational systems cannot be overemphasized. Among the strategies for action that will contribute directly to an improvement of the quality of education is a sustained investment in the professional development of teachers and improvement of their working and employment conditions. Akiyeamong and Bennel (2007) outlines that, poor working conditions especially in rural schools contribute to the vicious cycle of high turnover rates especially among secondary school teachers.

Working conditions and work environment on which the teachers work have a great impact on their satisfaction. Working conditions and work environment are catalysts to more satisfied employees, Brian Hill, Demand Media. In Imenti South district a number of mixed day secondary schools are located in rural

areas which are interior and sometimes inaccessible especially when it rains. Luthans (1999) notes that, people are concerned with the working environment in which they operate. They look out for their personal comfort as well as the environment that facilitates efficiency at the place of work. He adds that features such as temperature, humidity, ventilation, lighting, noise and cleanliness of the work place and adequate tools and equipment affect employees' job satisfaction.

The environment on which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Nice and comfortable chairs, desks, pavements, recreational facilities like televisions in the common rooms, internet connectivity, and smart boards can make a whole difference to an individual's psyche. In the article by Agbogun on employee satisfaction, job satisfaction involves physiological needs such as provision for drinking, eating and resting in a manner that relaxes the worker. This study therefore, will be in accessing the working conditions under which teachers work in Imenti South district among mixed day secondary schools, for they are not as established and are faced with numerous challenges compared to boarding schools in the area. It will also establish the extent by which the working conditions influence their job satisfaction.

Teachers in most countries in Sub-Saharan Africa work in multiple-grade, overcrowded classrooms (40-80 pupils in class) mainly due to a considerable increase in enrolment to primary and secondary education Osei (2006). According to Hedges (2002), poor working conditions of teachers seem to stem

from their low remuneration and limited incentives. This related to the low attractiveness of teaching as an occupation and its slow professional status in many developing countries. When the working conditions and the status of teachers are constantly deteriorating, one of the most serious consequences is drop out of trained and qualified teachers. Njiru (2014) elucidates that working conditions in Kenyan secondary schools is likely to be affected by increased enrolments as a result of the recently introduced free secondary education.

The improvement of teachers working condition should be continuous concern for the school management. Workers job satisfaction depends on the match between the working environment and the physical needs, the working conditions that are satisfying, will end up facilitating attainment of goals and objectives among workers, McCormick and Ilgen (1987). In his study, Ondara(2004) found that most teachers in Kenya work in deplorable working conditions, and this has created a lot of despair among teachers. George and Jone(1999) also note that, a working environment that is comfortable and relatively low in physical psychological stress facilitates attainment of work goals, and will tend to produce high levels of satisfaction among employees. Incontrast, stressful working environment results to low levels of satisfaction.

2.4: Institutional Reward Strategies and Job Satisfaction

Employees often receive rewards in addition to their basic salary depending on their achieved results, performance or skills acquisition. Rewards have quite a

number of aims. According to Armstrong and Murlis (2004), they improve morale, motivate and increase workers job satisfaction, Armstrong (2002). The direct impact and effects of rewards is on employees' motivation.

Rewards can either be intrinsic or extrinsic. Intrinsic rewards are the internal satisfactions a person receives in the process of performing a particular action, or solving a problem to benefit others, solving a complex task may bestow a pleasant feeling of accomplishment to an employee. This is internal and it is under control of the individual. According to Armstrong (2002), intrinsic non-financial rewards related to responsibility, achievement and the work itself have a longer term and deeper impact on motivation among workers.

Extrinsic rewards on the other hand, are given typically by the supervisor. They include promotions, fringe benefits and even pay increases. Richard (2008) notes that extrinsic rewards provided by the employers in form of financial benefit help to attract and retain employees and for limited periods, they may increase effort and minimize job dissatisfaction.

Secondary schools managements all over Kenyan have devised various strategies on rewarding their respective teachers on their performance, especially based on national examinations and early syllabus coverage. Mixed day secondary schools have not been left out. Though struggling financially according to DEO, they have put up various schemes on rewarding their teachers as well. These strategies range from paying for top grades attained by students in the national examinations, offering paid holiday tuition and teaching

extra lessons during the day for a pay. Other ways of rewarding the teachers include providing with free or subsidized lunch, relaxations trips among many other incentives that are decided upon by BoMs to motivate the teachers. The study therefore, will seek to establish whether the institutional based reward strategies put in place by mixed day secondary schools are sufficient and effective and the extent to which they influence the teachers' job satisfaction.

2.5 Supervision of Teachers and Job Satisfaction

A supervisor can use a variety of ways to motivate their employees and an effective supervisor should be able to create an atmosphere of approval and cooperation and regularly monitor their work, Nzuve (2007). He should also make the employees feel valued, provide scope for their development, reward merits, recognize achievements link rewards to performance and check the system to ensure equity and fairness. Quartz (2008), notes that inadequate teacher involvement by their immediate supervisors is also an area of major concern to teachers well-being. He adds that teachers are hardly involved in decision making by their heads, poorly supported, victimized, harassed and are not respected as professionals, Shen (1997).

An effective educational manager is an executive supervisor and a leader in administrative, curricular and institutional dimensions, Okumbe (2000). Supervision is uniquely positioned through direct daily employee contact to respond to their needs and problems. If the employees deem the supervisory

leader unworthy and incompetent, it becomes frustrating for them, thus producing job dissatisfaction, Quartz (2008)

Claudia Garcez in his web posting on, motivation through recognition, he notes that, one of the most important requirements of a leader is the need to motivate employees to be more productive and help them achieve their goals. As a leader, one should always praise good performance. He adds that, it is extremely important for your employees to feel that they are doing a good job.

In order to enable teachers to carry out their work adequately, there should be adequate supervision and support for teachers by training the respective heads to become better managers (ILO). Principals and boards of managements in mixed day secondary schools need to understand that Praise and recognition are effective in motivating employees hence enhancing job satisfaction as noted by, Herrington (1989). Organizations should allow employees to have some input on decision making that will affect them; establish more goals and objectives but let the employees determine how they will achieve those goals and objectives Dessler (2003). This is the ultimate responsibility of the school principal and the respective Boards of Management. This also includes clear communication of decisions, proper delegation of duties, consultative approach in leadership and supporting the initiatives of the employees. When employees and their work are valued, their satisfaction and productivity rises, and they are motivated to maintain and improve their good work, of which the opposite will demotivate them hence a feeling of dissatisfaction with their work.

2.6 Teaching and Learning Facilities and Job Satisfaction

Teaching and learning hardly happens in a vacuum. Physical facilities, funds and other resources are essential in any institution of learning if any academic excellence is to be achieved. Teaching and learning facilities in mixed day secondary schools include among others, textbooks, playing grounds and playing facilities for games, science laboratories, dining halls, standard classrooms of all which should be constructed and set up following the strict guidelines as outlined in the Schools Safety Standards Manual for Schools in Kenya(Safety Standards Manual, 2008).

Poor school facilities such a lack of basic teaching materials and absence of sufficient equipment for laboratories and inadequate infrastructure such as little lighting, drab walls also add to the woes of unmotivated teachers. This has some negative implications for the teaching and learning processes and students' achievements, Osei (2006).

According to Prof Karega Mutahi, former permanent secretary in the Ministry of Education notes that teachers and pupils are faced with threats from inappropriate school facilities and infrastructure which include poorly constructed classrooms and playing grounds, insufficient and broken down toilet and inadequate and inappropriate desks and other furniture (Safety Standards Manual, 2008). The study therefore, established the extent of the availability of teaching and learning materials and the extent to which they influence teachers' job satisfaction. Mixed day secondary schools are hit by serious shortage of

facilities. This will ultimately demoralize the teachers no matter how they are determined to achieve their set goals and objectives, and a demoralized teacher is a demotivated one and consequently can't be satisfied with his or her work. ILO notes that for teachers to effectively perform their teaching duties, they should be provided with basic facilities in classrooms, adequate equipment learning materials and supplies and maintenance of school buildings.

2.7 Summary of Literature Review

Institutional factors among mixed day secondary schools play such a critical role in ensuring that teachers in those schools are satisfied with their job. The respective school BOM therefore, has to ensure that all institutional aspects with the school are conducive for both teachers and the learners in bid to boost motivational levels of all the stakeholders in their schools. However, other extrinsic factors which are not directly controlled by the BOM like the salary also has a bearing in ensuring the overall satisfaction of the teachers. Other extrinsic factors that are not institutional including promotion, job description needs to be studied in the bid of understanding teachers' job satisfaction holistically. Comparative studies can be done on the levels of satisfaction based on gender and those teachers in boarding secondary schools. For money to motivate, it has to assume a relationship between performance and rewards, Richard (2008). This enhances the BOM governance practices which are mainly institutional based. With mixed day secondary schools in Imenti South district being recently established, there was a need to study the extent by which the

institutional factors influence teachers' job satisfaction in mixed day secondary schools in Imenti South district.

2.8 Theoretical Framework

Job satisfaction and job motivation, though closely related, they are equally distinct. It is imperative that distinction be made between those two closely related concepts. Motivation is a process that starts with a physiological or psychological deficiency or a need that activities behaviour or a drive that is aimed at a goal or incentive. Job satisfaction on the other hand, is defined as set of favourable feelings with which employees view their work. Therefore, employees who are highly motivated tend to be satisfied with their work. High motivation among teachers is more likely to lead to a high job satisfaction among them, Okumbe (1998).

Factors that determine job satisfaction have most of the time been categorized as being extrinsic or intrinsic. Extrinsic factors include pay, promotion opportunities, and relationships with co-workers, supervision and recognition. On the other hand, intrinsic factors include personality, education, intelligence, abilities and age. Forsyth and Copes (1994) notes that, determinants of job satisfaction can be categorized into three broad categories: individual attributes which include demographic variables. Job characteristics refer to the nature of the job or tasks being performed by the employee. The atmosphere of the work environment in which jobs are being

performed which include how the employees are treated in the workplace in terms of the relationships they share with co-workers and their immediate superiors results to their overall job satisfaction, (Luthans, 2005).

2.8.1 Herzberg's Two-Factor Theory

This study was guided by Herzberg Two-Factor Theory, also referred to as Motivation- Hygiene Theory, Herzberg (1966). The theory postulates that there are two sets of factors which differ in their effects on employees at work. These are motivation and hygiene factors.

Motivation factors are job factors that increase motivation but whose absence does not necessarily result in dissatisfaction. Hygiene factors refer to job factors that decrease dissatisfaction when presented to individual at an acceptable degree.

Table 2.1: Herzberg Motivation and Hygiene Factors

Motivation Factors	Hygiene Factors
Achievements	Supervision
Recognition	Working Conditions
Responsibility	Interpersonal Skills
Advancement	Pay
Growth	Job Security
Work itself	Company Policy & Administration

Source: Herzberg (1966)

The Institutional factors that the study will seek to investigate include supervision, working conditions, teaching and learning facilities, and institutional based reward strategies as put in place by the school managements. Hygiene factors such as supervision, rewards and working conditions being present up to certain levels will produce a natural feeling of satisfaction, and the

opposite is also true. All above named institutional factors fit Fredrick Herzberg's explanation of hygiene and motivation factors.

Motivation Hygiene Theory stipulates that, the motivators are the intrinsic contents of a job that satisfies high order needs. The motivation factors are also the job factors that increase motivation but whose absence does not necessarily result in dissatisfaction. These include achievement, recognition, responsibility, advancement growth and work itself and are effective in motivating employee to a greater productivity. This is frequently unfulfilled in today's organizations, Herzberg (1966). The study also sought to establish whether their absence influences teachers' job satisfaction among mixed day secondary schools in Imenti South District.

The Herzberg motivation –hygiene theory outlines both motivation factors and hygiene factors. The hygiene factors include supervision, working conditions, interpersonal relationships, pay, job security and company policy and administration. All these factors are institutionally controlled apart from pay hence making the theory relevant to this study. Also, the motivational factors are institutionally controlled apart from growth and advancement in career. The mixing of both intrinsic and extrinsic factors like pay, growth in career, however, made the distinction to be difficult hence the need to study both factors hand in hand for comparative purposes.

A lot of studies have been carried out on this theory and the findings have shown that job factors can lead to both satisfaction and dissatisfaction. The idea has been criticized whereby some of the critics argue that motivators and hygiene factors are separate factors representing distinctly different continuum. Also, the idea that hygiene factors especially remuneration cannot be used to motivate employees (Cherrington, 1989). The study investigated the institution based factors from Herzberg Two Way Theory and sought to establish the extent to which they influence job satisfaction among teachers in mixed day secondary schools in Imenti South District.

2.9 Conceptual Framework

The institutional based factors which the study investigated included: reward strategies by the schools, supervision and leadership, the teachers working conditions and teaching and learning facilities. The core business of teachers in learning institutions is to impart knowledge and ensuring positive behavior change among the learners as an indicator that learning has taken place. Therefore, each of the named institutional factors influences the teaching and learning process to a certain extent. This extent on the other hand determines whether the teacher will or will not be satisfied with his or her teaching job. The study therefore, will seek to establish the extent on which the afro mentioned institutional factors influences job satisfaction among mixed day secondary school teachers in Imenti South district.

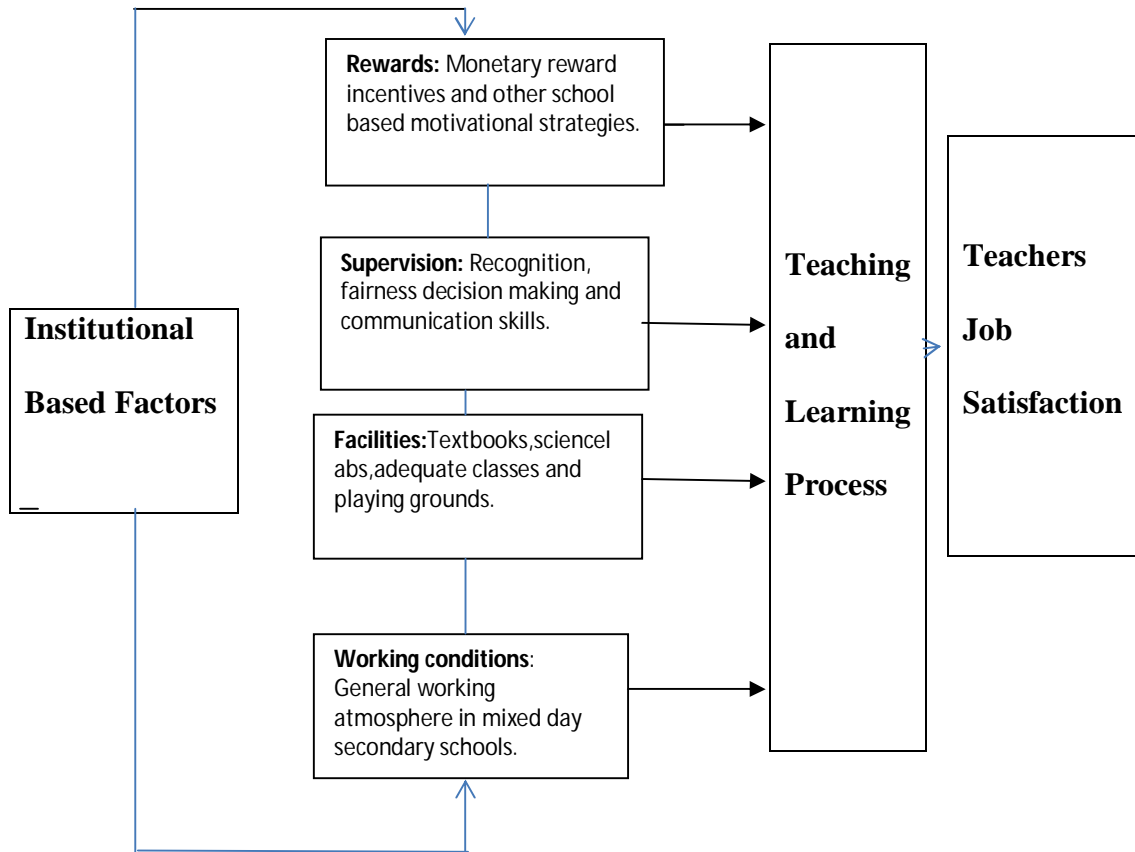


Fig 2.1: Conceptual Framework

The conceptual framework is based on the input process and output. Institutional factors in mixed day secondary school have a direct bearing on the teaching and learning process which in turn affects teachers' job satisfaction. Working conditions, teaching and learning facilities supervision and reward strategies are all factors that are manipulated by individual schools through their respective boards of management. These factors are integral in ensuring that the teaching and learning process is smooth which in return will influence teachers job satisfaction either positively or negatively.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a detailed description of research methodology used in the study. The methodology focuses on: target population, sample size, research instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

The study used descriptive survey design. Descriptive survey designs are used in preliminary and explanatory studies to allow the researcher gather facts and interpret them for clarification, (Orodho, 2005). This design was appropriate because the study entailed collection of information from the teachers in mixed day secondary school who will form population for the study and then draw conclusion on the extent to which named institutional factors influence job satisfaction in Imenti South district, that is reward strategies, work conditions, supervision, teaching and learning facilities as well as individual teacher characteristics. This was in line with Mugenda (1990) who argues that surveys attempt to collect data from the members of the population in order to determine the current status of that population with respect to one or more variables.

3.3 Target Population

The target population was the larger group to which one hopes to apply findings. The target population for the study consisted of all the teachers in all the 43 mixed day secondary schools in Imenti South in Meru County. According to DEO'S office, the district has a total of 71 secondary schools. There were 43 mixed day secondary schools which had a total of 223 teachers. This formed the target population for the study. (Frankel and Wallen, 1993)

3.4 Sample Size and Sampling Procedures

A sample is a small portion of a target population (Best & Khan, 2011). Sampling is the procedure that a researcher uses to gather people, places or things to study (Orodho & Kombo, 2002). The sample size will be based on Krejcie and Morgan (1970) table for determining sample size. The larger the sample the more likely it will be representative (Borg & Gall, 1973). When the population is small, some useful data could be easily eliminated (Mulusa, 1990). Therefore, the Krejcie and Morgan table suits this study for it gives a relatively larger sample size compared to the 10-20% of the accessible population as suggested by (Mugenda & Mugenda 1999) and (Gay & Airasian, 2006).

In reference to the Krejcie and Morgan table, the district had a number of 43 mixed day secondary schools. A sample of 36 schools will be selected out of the

43 schools. The number of teachers in mixed day secondary schools in the district is 223 (DEO Office). From the same table, a sample of 140 teachers will be selected for this study. On average four teachers from each school sampled will be selected randomly for the purpose of this study. The schools are distributed among the six wards namely: Abogeta East, Abogeta West, Egoji East, Egoji West, Nkuene and Mitunguu. On average, each ward has a number of about six schools although some have more than others. This will enable the researcher to get a true picture about teachers' job satisfaction in all mixed day secondary schools in Imenti South district

The distribution of randomly sampled teachers per ward is given in the following table:

Table3.1: Distribution of Sampled Teachers per Ward in Imenti South District.

Ward	No of Schools/Ward	No of Teachers/School	No of Teachers Sampled
Abogeta East	6	4	24
Abogeta West	6	4	24
Egoji East	6	4	24
Egoji West	6	4	24
Nkuene	4	6	24
Mitunguu	6	4	24
Total	36		144

Source: (Author)

Simple random sampling will enable all the teachers in the defined population to have an equal and dependent chance of being selected. Names of all the schools in each ward will be written in pieces of papers, folded and put in a box then shuffled. Six schools from each ward will be selected to make a total of 36 schools. Four teachers from each of the selected schools will be selected and they will be used as respondents.

3.5 Research Instruments

Research instrument is a device or a tool used for gathering and collecting data with the view to answering stated research questions (Oso&Onen, 2004). The overall aim of this study was to determine the institutional factors that influenced teachers' job satisfaction among mixed daysecondary schools in Imenti South District. The researcher was mainly concerned with the views, opinions, perceptions and attitudes and all that information was collected through the use of questionnaires. According to Kleiss&Blooquist (1985), a questionnaire offers considerable advantage in administration and presents an even stimulus potentially to a large number of people simultaneously and provides an investigation with an easy accumulation of data. The use of questionnaire also gives respondents freedom to express their views or opinions and also make suggestions, (Gay, 1992). Part one consisted of demographic data where respondents were required to give their sex, age, academic qualifications and the teaching experience.

Part two constituted the institutional factors namely: working conditions, reward strategies, supervision, teaching and learning facilities and individual teacher characteristics. Each of the institutional factors was sub-divided into a number of sub-items whereby the respondents were to answer by ticking against each sub item. The sub items were ranked using the Likert Scaling Techniques as follows; highly satisfied, 5 points, slightly satisfied, 4 points, satisfied, 3 points, slightly dissatisfied, 2 points and highly dissatisfied, 1 point. This is because of the reliability of the Likert Scaling Technique is ascertained (Oppenheim, 1966).

Part three included the open-ended questions. Respondents were probed on what made them to be satisfied with their job. They were also to indicate the overall level of satisfaction with their current job and finally they were asked to propose changes they would like effected in their present jobs in the effort to enhance their job satisfaction.

3.6 Validity of Instruments

Validity is the degree to which a test measures what it is supposed to measure. It can also be defined as the degree to which results obtained from the analysis of the data actually represents the phenomenon under investigation, (Orodho, 2004). For this study, content validity is the degree to which the test can stand by itself as an adequate measure of what it is supposed to measure. The questions were formulated under the guidance of the researcher's supervisors, which ensured their validity. Face validity was enhanced by conducting of a pilot study outside the sampled schools. This helped in identifying the items in

the questionnaire that were to be misunderstood and such items were modified accordingly.

3.7 Reliability of Instruments

Borg & Gall (1986), defines reliability as the level of internal consistency or stability of the measuring device overtime. To establish the reliability of the instrument a pilot study was carried out on two schools that were not be included in the main study. Teachers from the selected schools were given the questionnaire to fill and make any a adjustments as they wished. The reliability is expressed as a correlation coefficient which is a measure of strength of association between two variables (Mugenda&Mugenda, 1999). The reliability of the instruments coefficient of the internal consistency was calculated by splitting the instrument items into two by placing all the odd numbered ones in one sub test and even numbered items in another sub test.

Scores for odd number sub test were computed separately and correlated with the computed even numbered sub tests. From the results obtained, Pearson Product Moment Correlation Coefficient was calculated which gave the reliability

of only one half of the instrument. Pearson's Correlation Coefficient Formula will be given as follows:

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

Where;

$\sum X$ = The sum of scores in x distribution.

$\sum Y$ = The sum scores in the y distribution.

$\sum X^2$ = The sum of the squared score in the y distribution.

$\sum XY$ = The sum of the product of paired x and y scores.

N = The number at paired x and y score.

Since the r value obtained represents one half of the test, a correction measure, the Spearman Brown Prophecy Formula was used to establish reliability of the full instrument. Spearman-Brown Prophecy Formula is given by

$$R_e = \frac{2r}{1+r}$$

$$1+r$$

R_e = reliability of the original test and r = the reliability coefficient resulting from correlating the scores of the odd statements with the score of the even statements (Arg, 2006)

3.8 Data Collection Procedures

The researcher obtained a permit to conduct the research from the National Commission for Science, Technology and Innovation. Thereafter, permission was sought from the District Education Officer (DEO) of Imenti South District, before the study was conducted. The researcher also visited all the sampled schools to obtain permission from respective principals to conduct research in their schools. The researcher personally administered the questionnaire to the selected schools. The respondents were assured of the confidentiality of the whole exercise.

3.9 Data Analysis Techniques

Data analysis is the process of systematically searching and arranging completed research instruments after fieldwork, with an aim of increasing the researchers understanding of them hence enabling the researcher to present them to others (Orodho, 2005). Quantitative data was analyzed and presented using bar graphs, pie charts and frequency distribution table while frequency, percentages and mean will be used in discussions.

The data was also analyzed using a computer generated programme Statistical Package for Social Sciences version 16, a predictive analytics software which ensured prediction with confidence hence making smarter decisions, solve problems and improve outcomes. Descriptive data analysis methods were used to analyze data obtained from the demographic characteristics of teachers. The four research questions were answered from the analysis made. The influence

was established from the critical assessment of the responses from the sampled population on the outlined institutional factors in mixed day secondary schools in Imenti South district.

3.10 Ethical Considerations

The researcher in the process of conducting this research ensured that, high standards of quality and integrity were upheld. This was done by assuring the respondents that their confidentiality will be maintained and their identity was to remain anonymous. The respondents also participated voluntarily while filling the questionnaires. The researcher also ensured that the research was impartial and totally independent; this resulted to findings that were not influenced in either way.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents analysis and interpretation of the data collected with the aim of establishing the institutional based factors that influence job satisfaction among teachers in mixed day secondary schools in Imenti South District. The findings are presented in the context of specific research questions together with their implications as outlined in the questionnaire. To achieve that objective, appropriate data was collected through questionnaires which were the main instrument that was used for that purpose.

The study was designed to seek answers to the following questions.

- i) To what extent did the working conditions in mixed day secondary schools influence teachers' job satisfaction in Imenti South district?
- ii) To what extent did reward strategies in mixed day secondary schools influence teachers' job satisfaction in Imenti South district?
- iii) How does the supervision by the school management influence teachers' job satisfaction among mixed day secondary schools in Imenti South district?
- iv) To what extent did the teaching and learning facilities influence teachers' job satisfaction among mixed day secondary schools in Imenti South district?

The frequency tables, bar charts, percentages and pie charts were used to represent the findings of the study. Descriptive statistics was also used to compare the relationships, organize, summarize and interpret the quantitative information. This presentation was based on the questionnaire administered.

4.2 Questionnaire Return Rate.

According to Mugenda andMugenda(1999), a response rate of fifty percent is adequate foranalysis and report, while a rate of sixty percent is good and that of seventy percent and above is very good. A total of 140 questionnaires were prepared and issued by the researcher for the purpose of the study, 115 were filled by the respondent and they were collected by the researcher. This translated to over 82% return rate, which according to Mugenda andMugenda (1999), was good return rate because it was over seventy five. This is shown in table 4.1

Table 4.1: Questionnaire Return Rate

The return rate of the questionnaire from teachers in mixed day secondary schools in Imenti South district were presented as outlined in the Table 4.1 below.

Target Respondents	Samples	Instrument Returned	Percentage
Teachers	140	115	82%
Total	140	115	82%

Table 4.1 above shows that out of the targeted population of 140 teachers, 115 returned the filled in questionnaires which made the rate of 82.1%.

4.3 Demographic Characteristics of the Respondents

The demographic characteristics of the teachers in mixed day secondary schools in Imenti South district involved twocategories hence the need to present them in the same tables for the purpose of comparison.

Each demographic characteristic was presented alone. Among the demographic characteristics that were analysed included: age, gender, academic qualifications, teaching experience and accessibility of the school. Both demographic and biological variables also had a significant correlation with career commitment in the case of employees in Osun State Civil Service, Popoola & Oluwole(2007).

Firebaugh and Harley(2000) add that if an organization is to be successful, it must continue to satisfy employees' request to make them committed to their work. Mathieu & zajac (1990) affirms that demographic variables such as age, gender, marital status and academic qualification are very important to career commitment hence job satisfaction.

4.3.1: Grouped Age among Teachers in Mixed Day Secondary Schools in Imenti South District.

The general findings reported by Hertzberg(1966) on the relationship between age and job satisfaction shows that satisfaction starts high, declines and then starts to improve again with increasing age in a u shaped curve. These results were affirmed by Kacmar and Ferris(1989), in their study which resulted in a u shaped curvilinear association between age and job satisfaction for the factors measured on the job descriptive index. These included satisfaction with pay,promotions,supervision and relationship with co-workers.

As the teachers grow older, job satisfaction increases as teachers adjusts to their work and life situations. In addition, extrinsic rewards tend to increase with age. As teachers age in the profession, chances of promotion to administration increases as well as increase in one's prestige and confidence, factors which add to the feelings which contribute to a greater level of job satisfaction.

Table 4.2: Distribution of Teachers by Age

The respondents were asked to indicate their age. The findings are presented in Table 4.2 below.

Teachers' Age	Frequency Percentage
41	

20-29	33	29
30-39	47	41
40-49	21	18
50 and above	14	12
Total	115	100

From the above table, 29% of the respondents were within the age brackets of between 20-29 years, while 41% of the respondents were between 30-39 years. 18% of the respondents were between the age of 40- 49 and 12% were over 50 years. Those between 20-29 years were found to be highly dissatisfied with their teaching jobs in mixed day secondary schools followed by those between 30-39 were slightly dissatisfied. Those between the age of 40 and above showed more satisfaction and this is true according to Herzberg (1957) that job satisfaction increases with age. On average, teachers with than 20 years of teaching experience are more effective and committed to their work (Ladd 2008).

4.4: Distribution of Teachers by Gender

One view of job satisfaction holds that women are satisfied with jobs in which they can interact with others in a supportive and cooperative way, even though the jobs may be only minimally demanding and challenging. The basis for this view is that women are socialized into values, attitudes and behaviours that are communal in nature, whereas men's socialization reflects agentic values and behaviours. A communal orientation involves concern for others, selflessness and a desire to be at one with others. Agentic orientation is manifested in self-assertion, self-expansion and the urge to master, Eagly (2007). Grunberg (1979)

concluded that female workers were less concerned with career aspects and more concerned with social aspects of the job. The findings are shown in the table 4.2 below:

Table 4.3: Distribution of Teachers by Gender

Gender	Frequency		Percentage
Female		56	48.7
Male	59		51.3
Total	115	100	

The results from the above table 4.3, shows that majority of the respondents at 51.3% were males and 48.7 were females. This shows that majority of teachers in mixed day secondary schools are males as compared to the female teachers.

4.5: Distribution of Teachers by Academic Qualifications

The relationship between education and job satisfaction is distinctly non-linear (Quinn Grahm&McCullough 2004). The assumption is that the higher one’s educational level, the greater were the one’s chances of securing a desired and presumably satisfying job, however, there is no direct correlation between an incremental increase in education and an incremental increase in job satisfaction. The findings are shown in Table 4.4 below.

Table 4.4: Distribution in Terms of Academic Qualifications

Qualification	Frequency		Percentage
Doctorate degree	0	0	
Master’s degree	22		19.1
Bachelor’s degree		71	61.8

Diploma in Education	14	12.1
Bachelor's Degree&PGDE	08	7
Total	115	100

The findings in table 4.4 illustrate that majority of mixed day secondary school teachers had attained the minimum requirement to teach in a secondary school. However no one had a doctorate degree but 19.1% had master's degree qualification, 61.8% had bachelors of education (BED) degree, 12.1% possessed a diploma in education whereas 7% had a bachelor's degree with post graduate diplomas in education. The qualification of teachers was emphasised by Nkinyanyi (2005), that for countries to achieve quality education, they need teachers who are qualified and motivated since quality education is one of EFA goals agreed upon at a conference in Dakar Senegal in 2000. However, the study established that there was no direct correlation concerning the level of teachers' education. This was also true according to a study by Gordon and Johnson (1982), job satisfaction did not vary in its relationship to the amount of formal education. The data collected revealed that the more highly educated members of the workforce were less satisfied by the prevalent way the organization was being managed than the less educated.

4.6: Distribution of Teachers by Teaching Experience

The study sought to establish the duration teachers have served in the teaching profession. The results are shown in Table 4.5 below.

Table 4.5: Distribution of Teachers by Teaching Experience

Years	Frequency	Percentage
Below 5 years	34	29.5
6 to 10 years	44	38.2
11 to 15 years	22	19.2
16 to 20 years	9	7.8
Over 20 years	6	5.3
Total	115	100

The results in table 4.5 showed that 29.5 % of teachers had a teaching experience of 5 years and below. This can be attributed to the fact that mixed day secondary schools being relatively new had attracted mainly fresh graduates from universities and other institutions of higher learning. Between six to ten years teaching experience was at 38.2%. Nineteen point two percent had a teaching experience of between 11 to 15 years. Between 16 to 20 years of teaching experience, it was 7.8 % and while teachers with over 20 years of teaching experience was at only 5.3% and mostly occupied leadership positions in their respective schools. The model of job satisfaction and life stages found that satisfaction to be highest at entry to the profession when initial expectations are high. Satisfaction drops sharply as the earlier barriers are encountered and then satisfaction recovers strongly as confidence and success builds (Cytrynbaum & Crite, 2008). Dinham and Scott (2004) found no relationship between length of service as a teacher and self-ratings of satisfaction.

4.7: Distribution of Schools by Location

The respondents were further requested to indicate the location of their schools. Table 4.6 below represents the findings.

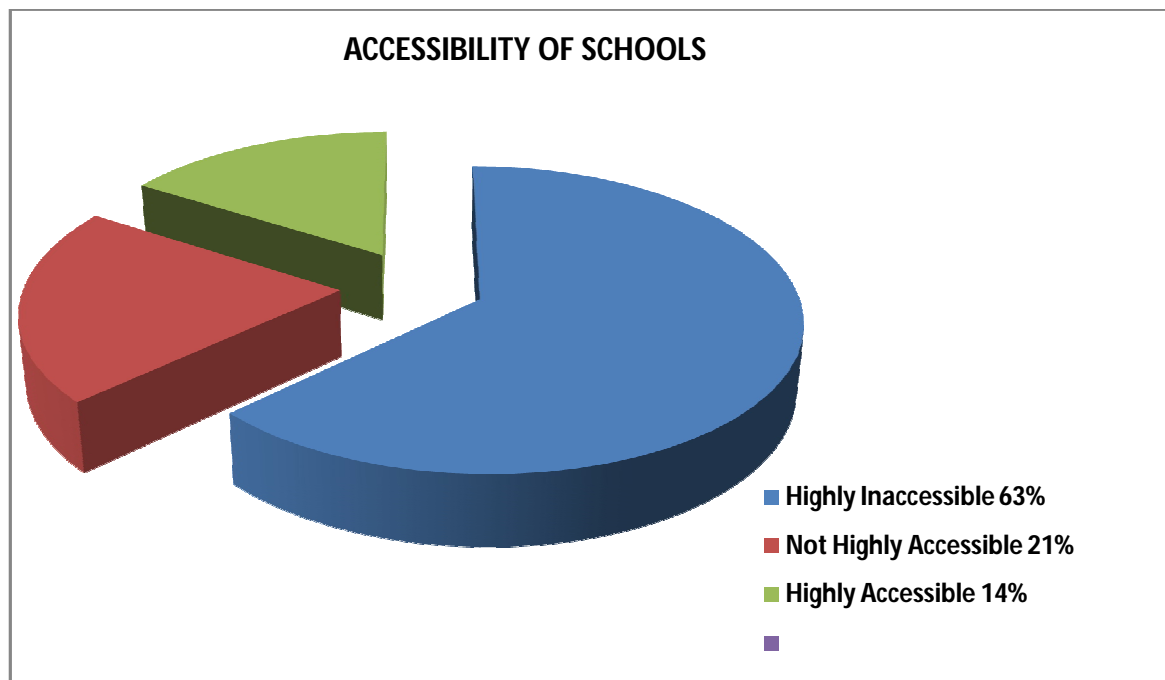
Table 4.6: Distribution of Teachers by School Location

Location	Frequency	Percentage
Urban	7	16.2
Rural	30	69.8
Rural/urban/fringe	6	14.0
Total	43	100

Table 4.6 shows distribution of mixed day secondary schools by location, majority of schools at 69.8% are located in rural areas while 16.2% are located in urban areas. The number of mixed day secondary schools located at rural urban fringe areas was only 14%. This is also true in Koibatek District whereby according to Ocham (2013), majority of day secondary schools at 62.3 percent in the district are rural based a fact she attributed to accessibility to local students to secondary education easily and cheaply.

Majority of respondents at 63% said their schools are highly inaccessible due to the rural location of the school. Twenty one percent of the respondents said their schools are not highly accessible and only 16% responded that their school location is highly accessible as illustrated in figure 4.1 below:

Fig 4.1 Distribution by School's Accessibility.



The findings from figure 4.1 indicates that majority of the teachers at 63% in rural located schools cited the inaccessibility of the school as one of the major causes of their dissatisfaction with their teaching job, while those in rural/urban/fringe at 21% said their school location was not highly accessible and it also caused some job dissatisfaction. Those in urban located schools at 14% responded that their school location was not a cause for their job dissatisfaction.

4.8 Teachers Working Conditions

Table 4.8.1: Working Conditions in Mixed Day Secondary Schools in Imenti South District.

The respondents were asked to indicate the working conditions that affect their job satisfaction. The findings were presented in the Table 4.7 below.

Table 4.7: Teachers Working Conditions

<u>HD</u>	<u>SD</u>	<u>S</u>	<u>SS</u>	<u>HS</u>	<u>TOTALS</u>	
<u>F%</u>	<u>F %</u>	<u>F %</u>	<u>F %</u>	<u>F %</u>	<u>CF (%)</u>	
Workload	79	68.8	15	135	4.3	12 10.4 4 3.5 115 100
Students' Ratio						
Staffroom	82	71.2	13	11.3	5 4.3	10 8.9 5 4.3 115 100
Offices conducive						
For teachers						
Working	67	58.3	24	20.9	9 7.8	8 6.9 7 6.1 115 100
Environment						
School	49	42.6	31	27	13 11.3	16 14 6 5.1 115 100
Infrastructure						

Table 4.7 shows that, majority of mixed day secondary school teachers in Imenti South district at 68.8 % were highly dissatisfied with their workload and teachers student ratio. This was attributed to the fact that majority of these schools are single streamed and generally teachers are burdened with workload because of shortage of teachers. Generally those teachers with over 22 lessons complained that they are burdened and this caused dissatisfaction with their job. Thirteen percent were slightly dissatisfied, while only 4.3 percent satisfied with the workload and the teachers' student ratio. Ten point four percent were slightly satisfied while only 3.5 % were highly satisfied with the work load and these were mainly in those schools where teachers teaching the same discipline

were more than one; this greatly reduced the total weekly lessons being taught by an individual teacher. According to TSC operational manual, the maximum lessons a teacher can handle per week is 28 by all teachers felt they were too many especially in languages and other disciplines which required correcting students work at regular intervals. The standard teacher student ratio by TSC is 1:45 of which teachers felt was manageable.

Regarding the teachers' offices and the teachers' staffroom, 71.2% responded that they were highly dissatisfied with the furniture and they felt they were not comfortable thus causing their job dissatisfaction. Only 11.3% were slightly dissatisfied and only 4.3% were satisfied. Eight point nine percent were slightly satisfied and only 4.5 % were highly satisfied.

On environment conducive for learning, 58.3 of the respondents were highly dissatisfied with the working environment and 20.9 % were slightly dissatisfied. 7.8% were satisfied while 6.9% were slightly satisfied and 6.1% were highly satisfied. About 42.6 % were highly dissatisfied with their schools general physical infrastructure and 27% were slightly dissatisfied. 11.3% were satisfied, 14% were slightly satisfied and only 5.1% were highly satisfied. Researchers have explored the relationship between the work place conditions and job satisfaction and concluded that attractiveness of the teaching profession and satisfaction in the work place is closely associated with working conditions (Ingressol, 2003).

Table 4.8.2: Supervision of Teachers in Mixed Day Secondary Schools in Imenti South District.

The respondents were also asked to various aspects of job supervision affect their job satisfaction. The results are presented in Table 4.8 below.

Table 4.8: Supervision of Teachers

	<u>HD</u>	<u>SD</u>	<u>S</u>	<u>SS</u>	<u>HS</u>	<u>TOTALS</u>						
	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>CF</u>	<u>%</u>		
Consultation in Decision making.	43	37.4	56	48.7	6	5.2	7	6.1	3	2.6	115	100
Delegation of Duties & Communication Strategies.	47	40.8	37	32.2	13	11.3	10	8.7	8	7.0	115	100
Recognition & Appreciation	29	25.2	34	29.6	25	21.7	15	13.1	12	10.4	115	100

The above table 4.8 shows, 37.4% teachers were highly dissatisfied and a big number at 48.7% were slightly dissatisfied. Only 5.2% were satisfied, 6.1% slightly satisfied and only 2.6% were highly satisfied with the supervision they got from their head teachers among mixed day secondary schools in Imenti South district. According to Ingersoll (2001), leadership and administrative support is the most often cited component of working conditions influencing teacher job satisfaction.

Regarding delegation of duties and adequate communication strategies, 40.8% were highly dissatisfied and 32.2% were slightly dissatisfied. Those satisfied were 11.3% and further 8.7% were slightly satisfied while only 7.0% were highly satisfied. 25.2% of the respondents said they were highly dissatisfied and

29.6% responded they were slightly dissatisfied. Only 21.7% were satisfied, 13.1% slightly satisfied and 10.4% highly satisfied with the recognition and appreciation they received from their head teachers among mixed day secondary schools in Imenti South district. According to Taylor and Tashakkori (1994), aspects of leadership and administrative support include clearly defined expectations and vision, behaviour towards staff that is supportive and encouraging in school, teacher learning, instructional practices, recognition and rewards for a job well done and fair distribution of teaching assignments.

4.8.3:Teaching and Learning Facilities among Mixed Day Secondary Schools in Imenti South District.

Respondents were requested to indicate levels of satisfaction with teaching and learning facilities in schools. The findings were as per Table 4.9 below.

Table 4.9: Teaching and Learning Facilities.

Level of Satisfaction	Frequency	Percentage
Highly dissatisfied	73	63.5
Slightly dissatisfied	31	26.9
Satisfied 3	2.7	
Slightly satisfied	7	6.0
Highly satisfied 1	0.9	
Total	115	100

From the table 4.9, 63.5% of the respondents said they were highly dissatisfied with the learning and teaching facilities in their respective schools and 26.9% were slightly dissatisfied. Only 2.7% were satisfied, 6.0% slightly satisfied and

merely 0.9% was highly satisfied with teaching and learning facilities found in mixed day secondary schools in Imenti south district. This was attributed to the fact that majority of these schools were still developing and mainly charged very little amount for developing the schools in their fee structures. This is because the main goal for their establishment was to provide education to those who could not afford high school fees charges at boarding secondary schools. All of mixed day secondary schools in Imenti South district were started by Constituency Development Funds (CDF) and it is the same fund that has been supporting their growth in an effort to achieve EFA goals by the government of Kenya. Gerrishon (2010) notes that, day secondary schools have alleviated the problem of overcrowding in boarding schools. However poor school facilities (such as lack of basic teaching materials and absence of sufficient equipment for laboratories) and inadequate infrastructure also seem to add to the woes of the unmotivated teachers.

4.8.4: Institutional Reward Strategies.

On the question on the availability of the institutional reward strategies in mixed day secondary schools, the findings were presented in Table 4.10 below.

Table 4.10: Institutional Reward Strategies

Reward Strategies	Frequency	Percentage
Availability of Reward Schemes	110	95.6
Lack of Reward Strategies	05	4.4

Total	115	100
--------------	------------	------------

Table 4.10 shows that, majority of teachers at 95.6% responded that their schools had some form of reward strategies as a form of motivating teachers while 4.4 percent said that there were no reward strategies in their schools.

4.8.5: Rank of Reward Strategies.

Respondents were requested to rank the reward strategies that were available in their schools. The findings were as per the Table 4.11 below.

Table 4.11: Rank of Reward Strategies

Rank	Frequency	Percentage
Payment of Top Grades	43	37.4
Availability of Paid Tuition	31	29.6
School Sponsored Trips	17	4.9
Free Meals	12	10.5
Tips from B.O.M& Parents	8	6.9
Others	4	3.4
Total	115	100

Table 4.11 outlines the reward strategies as they were ranked by the respondents as follows: Payment for top grades, availability of paid tuition, school sponsored trips, free breakfast and lunches and monetary tips from the parents and boards of management. 37.4% indicated that payment for top grades

was the top most reward strategy in their school followed by the availability of the paid tuition. School sponsored relaxation trips was third at 14.9, free breakfast and lunch followed at 10.5 and tips from boards of management was at 6.9%. Other reward strategies that were not specified were at 3.4%.

4.8.6: Impact of Reward Strategies on Job Satisfaction.

On the impact of reward strategies on teachers' job satisfaction, respondents indicated as presented in Table 4.12 below.

Table 4.12: Impact of Reward Strategies

Impact of Reward Strategies	Frequency	Percentage
Rewards strategies enhance hard work	55	47.8
Rewards enhance work attitude	45	39.1
Rewards enhance liking of the school	15	13.1
Total	115	100

Table 4.12 indicates the impact of listed reward strategies whereby, 47.8% of the respondents said that the reward strategies enhances hard work in the performance of their duties while 39.1% said that the available reward strategies makes them like the job more. 13.1% said that the reward strategies make them like the schools they teach

.Fig 4.2, Teacher's Opinion on the Reward Strategies in Mixed Day Secondary Schools, Imenti South District

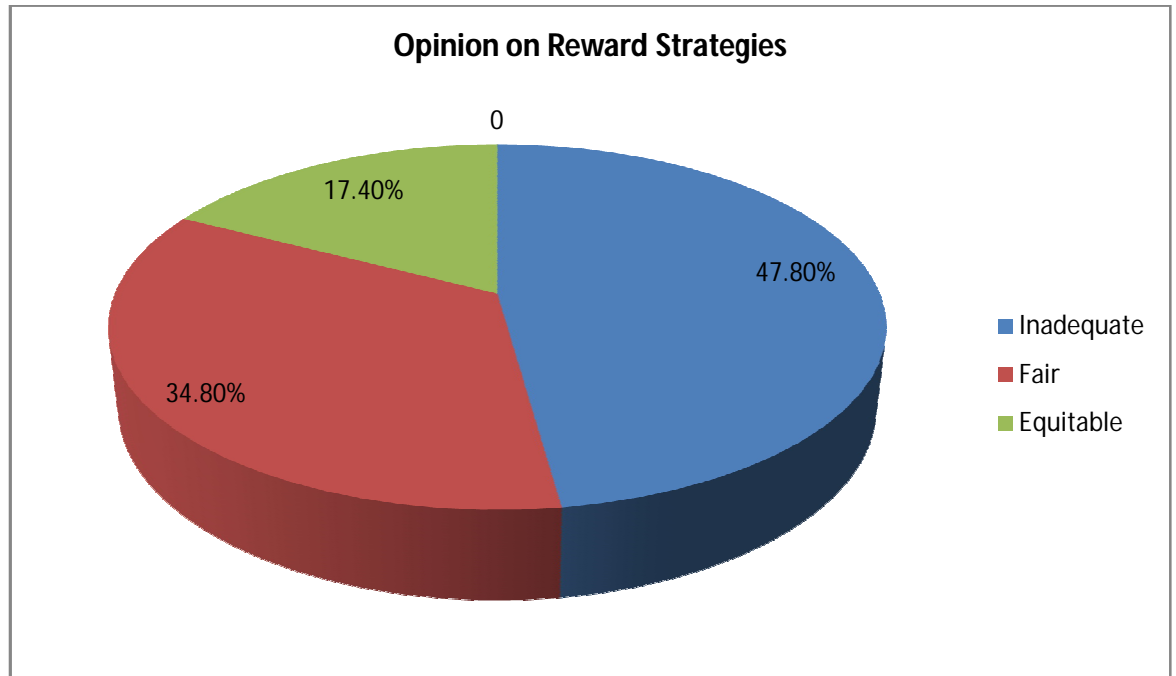


Figure 4.2 shows that, 47.8% of the respondents said that the reward strategies were inadequate while 34.8% said they were fair while 17.4% said that they equitably distributed among all teachers among mixed day secondary schools in Imenti south district.

4.9: Aspects of Job Satisfaction.

4.9.1: Aspects that Contribute to Job Satisfaction in Mixed Day Secondary Schools

On the aspects that contribute to job satisfaction among the the respondents, the findings were presented in Table 4.13 below.

Table 4.13: Aspects that Contribute to Job Satisfaction.

Aspects of Job Satisfaction	Frequency	Percentage
Salary	41	35.7
	55	

Good performance by students	29	25.2
Reward strategies	24	20.8
Working conditions	12	10.5
School's leadership	9	7.8
Total	115	100

Table 4.13, respondents ranked the aspects of job satisfaction that they found most important in their teaching stations in order of importance. 35.7% identified salary as one factor that contributed the most to their job satisfaction even if the factor is not an institutional one. This is supported by researchers like Ingersoll (2001) and Stinebrickner (1998) who agreed that higher salary is associated with lower teacher attrition. Shiundu (1984) argued that one way of attracting the best brains in the teaching profession is by offering better terms of service, better working conditions and remove any element that would harm the status and lower the morale of teachers. It was followed by students' performance whereby 25.2% said that good performance contributed to the teachers' job satisfaction. The third factor, the respondents identified reward strategies at 20.8% followed by working conditions at 10.5% while schools leadership ranked as the fifth most important factor that contributed to teachers' job satisfaction at 7.8% among Mixed Day Secondary Schools in Imenti South district. The respondents also identified inadequate salary, poor performance by the students, inadequate reward strategies, school inaccessibility, poor leadership, lack of adequate teaching facilities as among some of the factors that they considered as the most demotivating in their teaching job.

4.9.2: level of Job Satisfaction among Teachers in Mixed Day Secondary Schools in Imenti South District.

The respondents were asked to indicate their levels of job satisfaction. The findings were presented in the Table 4.14 below.

Table 4.14: Levels of Job Satisfaction

Level of Job Satisfaction	Frequency	Percentage
Highly Satisfied (HS)	3	2
Slightly Satisfied (SS)	15	13
Satisfied(S)	6	5
Slightly Dissatisfied (SD)26		23
Highly Dissatisfied (HD)	65	57
Total	115	100

From the above table 4.14, a massive 57% of the respondents indicated that they were highly dissatisfied with their teaching job in mixed day secondary schools in Imenti south district. Partly 23% were slightly satisfied. Only 5% were satisfied while 13% indicated that they were slightly satisfied and only 2% said that they were highly satisfied.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter involves: summary of the study, summary of the findings, conclusions, recommendations of the study and suggestion for further research.

5.2 Summary of the Study

The purpose of this study was to establish the institutional factors influencing job satisfaction among teachers in mixed day secondary schools in Imenti south

district, Kenya. The analysis of the data enabled the researcher to come up with the findings based on the following four study objectives:

- i) To determine the extent to which teachers working conditions influence job satisfaction among mixed day secondary schools in Imenti South district.
- ii) To establish the extent to which the reward strategies influence teachers' job satisfaction among mixed day secondary schools in Imenti South district.
- iii) To examine the extent to which the supervision by head teachers influence teachers' job satisfaction among mixed day secondary schools in Imenti South district.
- iv) To assess the extent to which teaching and learning facilities influences teachers job satisfaction among mixed day secondary schools in Imenti South district.

The target population of the study was in all the 36 sampled mixed day secondary schools out of the total of 43. The selected sample of 36 had a total of 223 teachers and following the Krejcie and Morgan) (1970) table 140 teachers were randomly sampled. Out of the six wards that are in Imenti South district, 6 schools were randomly sampled from each ward and an average of four teachers were also randomly selected out of each school sampled. The main tool that was employed for data collection in the process of this study was a questionnaire.

On the extent by which the working conditions influence teachers job satisfaction 60.2% were highly dissatisfied, 18% were slightly dissatisfied, 7%

were satisfied while 5% were highly satisfied with the workload, student teacher ratio, general amenities in the school and the school infrastructure.

Reward strategies in mixed day secondary schools in Imenti South district, 95.6% established that their existed some form of reward strategies in their respective schools. They outlined payment for top grades, availability of paid tuition, school sponsored trips, free breakfast and lunches and tips from parents and BOMs as some of the reward strategies in their schools in order of importance. However, a whopping 47.8% said that the reward strategies were not adequate.

With supervision by the schools principals, 34.5% were highly dissatisfied and only 7% were highly satisfied with various aspects of the supervision by their respective principals, thus, affecting their job satisfaction. Teaching and learning and facilitiesin, 63.5% were highly dissatisfied with them, while only 0.9% of the teachers were highly satisfied.

The study revealed that salary was one of the aspects that contributed to the most to teachers' job satisfaction which coincidentally was not an institutional factor. Salary was ranked as the top most factor that enhanced their satisfaction. It was followed by good performance by the students, then the reward strategies available in the school, favourable working conditions and school leadership in that order. Teachers also identified inadequate salary, poor performance by the students, inadequate reward schemes, and inaccessibility of the school, poor

leadership and lack of adequate teaching facilities as some of aspects that greatly enhance the most to their job dissatisfaction.

5.3 Conclusions

Based on the findings of the study, the following conclusions were put forward: Institutional factors within mixed day secondary schools in Imenti south district can be attributed to low morale by the teachers which affect their productivity to a very great extent, thus making them dissatisfied with their work. Since institutional factors in a school are directly in control of the respective boards of managements, then, there is need for a relook onto them with an aim improving them. This will on the other hand increase to the teachers' job satisfaction thus increasing their productivity. All the stakeholders in mixed day secondary schools need to work hand in hand in improving the image of their schools and devising ways by which they can boost the performances of their students. This will go hand in hand with enhancing the job satisfaction for the teachers.

5.4 Recommendations

The study recommends the following:

The Government of Kenya through the Ministry of Education should increase the budgetary allocations for the mixed day secondary schools so that they can improve the institutional factors within the school.

The Ministry of Education Science and technology and the respective BOM for the schools should put in place mechanisms such as regular trainings that will constantly improve the principal's supervision roles within the school.

The school BOM should regularly sensitize the parents and all other stakeholders of the school on the benefit of well-motivated teachers within their schools. This can be done through putting up kitties to ensure that there are adequate rewards strategies are within their schools.

The Meru County Government and the South Imenti Member of Parliament should work in collaboration to ensure that all mixed day secondary schools are easily accessible by paving and maintaining the roads linking mixed day secondary schools within the district.

5.5 Suggestions for Further Research

This study found that further research need to be undertaken on the non-institutional factors that influence the teachers' job satisfaction in order to get a complete picture and also for comparative purposes with the institutional based factors. It canalso be done for comparative purposes on the boarding secondary schools and on job satisfaction based on teachers' gender within Imenti South district for comparative purposes. Research can be conducted to other districts within the Meru County and the entire nation at large for comparison purposes.

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APPENDIX A

LETTER OF INTRODUCTION

**University of Nairobi,
P. O Box 30197,00100
Nairobi.**

Dear Respondent,

RE: PARTICIPATION IN RESEARCH.

I am a post graduate student undertaking a master's degree in Corporate Governance in Education in the Department of Education Administration and Planning, University of Nairobi. I am carrying out a study on the "Institutional Factors Influencing Teachers Job Satisfaction in Mixed Day Secondary Schools in Imenti South district".

Kindly, fill the attached questionnaire which is intended to facilitate the study. The findings will be useful in recommending the best methods to improve job satisfaction among teachers in mixed day secondary schools and the nation in general.

The information given will be treated with strict confidentiality.

Yours Faithfully,

Eric Mwenda Mutwiri

APPENBIX B
TEACHERS' QUESTIONNAIRE

INSTRUCTIONS

This questionnaire is designed to gather general information about yourself and your school for the use in the study on the Institutional Factors Influencing Job Satisfaction among Teachers in Mixed Day Secondary Schools in Imenti South District.

Kindly, you are requested to provide answers to these questions as honestly and precisely as possible. Do not write your name or your school anywhere in the questionnaire. Responses to these questions will be used for the purpose of this study and they will be treated as confidential.

PART ONE

(Demographic Information)

Please tick where appropriate or fill in the required information on the spaces provided.

1 What is your gender?

Male [] Female []

2) Please indicate your academic qualifications?

- Doctorate degree..... []
- Masters degree..... []
- B.Ed.....,[]
- B.A,Dip..... []
- B.SC,PGDE..... []
- B.A,PGDE.....[]
- B.SC,PGDE..... []
- MA/M.Sc..... []
- Dip.Ed..... []
- Please specify any other.....

3) Indicate your teaching experience:

- 1-5 years [] 6-10 years [] 11-15 years [] 16-20 years [] Over
- 20years []

5) a) Where is your school located

- a) Rural area [] b) Urban area [] c) rural/urban fringe []

b) Please, describe the accessibility of your school.

- I) Highly accessible [] II) Not highly accessible [] III) Highly inaccessible []

c) Briefly, explain how does the 5[a] and 5[b] above affect your work.....

.....

PART TWO

(Institutional Factors Influencing Job Satisfaction)

This part contains institutional factors that are related to your work. Please read each factor item carefully and then rate them accordingly using the scale provided.

Highly satisfied 5 [HS], slightly satisfied 4 [SS], Satisfied 3[S], slightly dissatisfied 2[SD], highly dissatisfied, 1 [HD]

A) Working Conditions.

Scale

	1	2	3	4	5
	HD	SD	S	SS	HS
Workload and teacher student ratio					
Staffroom& offices which is conducive for teachers					
Environment which is conducive for working					
General physical infrastructure in the school					

B) Supervision.

Scale

	1	2	3	4	5
	HD	SD	S	SS	HS
Availability of consultation in decision making					
Delegation of duties					
Recognition and appreciation of good work done					
Adequate and clear communication strategies					
Fairness and justice in supervision					
Supportive and understanding of teachers needs					

C) Teaching and Learning Facilities

Scale

	1	2	3	4	5
	HD	SD	S	SS	HS
Availability of textbooks, chalks and other learning materials					
Availability of playing grounds and sporting facilities					
Adequate and fully equipped science laboratories					
Standard classes with requisite furniture					
Availability of other learning facilities like dining halls, enough lavatories in the school					

D) Institutional Reward Strategies

i) Does your school have reward strategies for motivating teachers?

Yes []

No []

If yes, please list them down:

i).....

ii) In your own opinion are they:

i) Adequate [] ii) Fair [] iii) Equitable []

b) Please, list the reward and motivation strategies in your school in order of importance:

a)

b)

c) Are those strategies satisfactory? Yes []

No []

c) Do they have any impact on your job satisfaction, please explain.....

.....

PART THREE

Job Satisfaction

This part deals with questions on levels of job satisfaction. The respondents are supposed to propose changes that would enhance their job satisfaction.

1) List down in order the most important aspects that contribute the most to your job satisfaction as a teacher?

i)

ii)

2) Which are some of the aspects do you consider most de-motivating with your teaching job at your current teaching station?

i).....

ii).....

3) Tick, your overall level of job satisfaction with your present teaching job

1) Highly satisfied [HS].....[]

2) Slightly satisfied [SS].....[]

3) Satisfied [S].....[]

4) Slightly dissatisfied[SD].....[]

5) Highly dissatisfied[HD].....[]

4) Please suggest some of the institutional measures that can enhance your job satisfaction at your current teaching station.

i)

ii)

THANK YOU AND MAYGOD BLESS YOU

APPENDIX C

KREJCIE & MORGAN SAMPLE SIZE DETERMINATION TABLE

Table 4.15:

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	189	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377

75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

N.....Population Size

S.....Sample Size

APPENDIX D

LIST OF MIXED DAY SECONDARY SCHOOLS IN IMENTI SOUTH DISTRICT

Table 4.16: List of Mixed Day Secondary Schools in Imenti South District

1. MworogaMixed Day Secondary School	11. GankondiMixed Day Secondary School
2. Kionyo Mixed Day Secondary School	12. A.C.K Mitunguu Mixed Day Secondary School
3. NyombayathiMixed Day secondary School	13. KianguaMixed Day Secondary School
4. RwompoMixed Day Secondary School	14. MurembuMixed Day Secondary School
5. NkumariMixed Day Secondary School	15. KigarineMixed Day Secondary School
6. Blessed Joseph Mixed Day Secondary School	16. Upper Mikumbune Mixed Day Secondary School
7. KathanthatuMixed Day Secondary School	17. KinoroMixed Day Secondary School
8. NthareneMixed Day Secondary School	18. St Martins Ngongo mixed day Secondary School
9. KithakanaroMixed Day Secondary School	19. NkubuMixed Day Secondary School
10. YururuMixed Day Secondary School	20. KaroeMixed Day Secondary School

21. St Eugene Mixed Day Secondary School	33. St Joseph Mixed Day Secondary School
22. Kaubau Mixed Day Secondary School	34. Mweru Mixed Day Secondary School
23. Rurama Mixed Day Secondary School	35. Mukaragatine Mixed Day Secondary School
24. Kithunguri Mixed Day Secondary School	36. Gaatia Mixed Day Secondary School
25. Kiune Mixed Day Secondary School	37. Menwe Mixed Day Secondary School
26. Kairaa Mixed Day Secondary School	38. Maraa Mixed Day Secondary School
27. Kagwampungu Mixed Day Secondary School	39. Geeto Mixed Day Secondary School
28. Kothine Mixed Day Secondary School	40. Mugae Hill Mixed Day Secondary School
29. Mbaine Mixed Day Secondary School	41. Kianjogu Mixed Day Secondary School
30. Mutunguru Mixed Day Secondary School	42. St Paul's Gitiine Mixed Day Secondary School
31. Machikine Mixed Day Secondary School	43. Lower Chure Mixed Day Secondary School
32. Kathigu Mixed Day Secondary School	

APPENDIX F

RESEARCH AUTHORIZATION LETTER

APPENDIX F

RESEARCH AUTHORIZATION LETTER

THIS IS TO CERTIFY THAT: MR. ERIC MWENDA MUTWIRI of UNIVERSITY OF NAIROBI, 55-62206 KANYAKINE, has been permitted to conduct research in Meru County

Permit No : NACOSTI/P/14/8230/3731 Date Of Issue : 13th November,2014 Fee Received :Ksh 1,000

on the topic: INSTITUTIONAL FACTORS INFLUENCING JOB SATISFACTION AMONG TEACHERS IN MIXED DAY SECONDARY SCHOOLS IN IMENTI SOUTH DISTRICT, KENYA

for the period ending: 3rd December,2014

Applicant's Signature



Secretary National Commission for Science, Technology & Innovation

APPENDIX E

RESEARCH CLEARANCE PERMIT

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 3614

CONDITIONS: see back page