

**SCHOOL FACTORS INFLUENCING JOB SATISFACTION
AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN
MACHAKOS TOWN SUB-COUNTY, KENYA**

Nzomo Michael King'oo

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

University of Nairobi

2016

DECLARATION

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

Nzomo M. King'oo
E55/75933/2014

This research project has been submitted for examination with our approval as university supervisors.

Dr. Ursulla Okoth
Senior Lecturer
Department of Educational Administration and Planning
University of Nairobi

Dr. Mari Nelson
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This work is dedicated to my family, mom, Rebecca Mwendu, dad, Onesmas King'oo, sisters, Virginia Nzambi & Lilian Ndanu.

ACKNOWLEDGMENTS

Before acknowledging anyone on this earth, I must first thank God for being at my side during this time of my academic life. I needed God to do this project to conclusion, and indeed the spiritual support has helped to keep me focused. Secondly, I acknowledge my supervisors Dr. Ursulla Okoth and Dr. Mari Nelson for their guidance and support during the writing of this project. If it were not for them really, this work could not have been a success. Thirdly, I acknowledge my mom, dad and sisters for their support, concern, love, understanding, and guidance throughout my life. Thank you for being the family that means more than anything on this earth. Fourth, I acknowledge my two wonderful nieces Abigail Ami and Shirleen. Fifth, my heart goes to my colleagues in the masters regular 2014 class (Hillary Shikokoti, Gladys Mwachaki, Vincentia Wanyonyi, Bonface Owiti, Chepkurui Ann, Agnes Wairimu, Fatuma Abdi and Zipporah Karanja). Your brilliance and support throughout the course will never be forgotten friends. Finally, I acknowledge all the teachers and principals of public secondary schools in Machakos town sub-county who participated in the study for their time in giving all the information required for the study.

TABLE OF CONTENTS

Content	Page
Title.....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of contents.....	v
List of tables.....	x
List of figures	xi
Abbreviations and acronyms	xii
Abstract.....	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	6
1.3 Purpose of the study	7
1.4 Objectives of the study.....	7
1.5 Research questions.....	8
1.6 Significance of the study.....	8
1.7 Limitations of the study	9
1.8 Delimitations of the study	9
1.9 Basic assumptions of the study.....	9
1.10 Definition of significant terms	10
1.11 Organization of the study	11

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	12
2.2 The concept of job satisfaction.....	12
2.3 Rewards systems and teachers' job satisfaction.....	13
2.4 Job demands and teachers' job satisfaction.....	14
2.5 Work-situational factors and teachers' job satisfaction.....	15
2.6 Summary of literature review.....	17
2.7 Theoretical framework.....	18
2.8 Conceptual framework.....	19

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	21
3.2 Research design.....	21
3.3 Target population.....	22
3.4 Sample size and sampling procedures.....	22
3.5 Research instruments.....	23
3.5.1 Questionnaire.....	23
3.5.2 Interview schedule.....	24
3.6 Instrument validity.....	24
3.7 Instrument reliability.....	25
3.8 Data collection procedures.....	26
3.9 Data analysis procedures.....	27
3.10 Ethical considerations.....	27

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction	28
4.2. Response rate.....	28
4.3 Demographic data.....	29
4.3.1 Distribution of teachers by gender.....	30
4.3.2 Distribution of respondents by age.....	31
4.3.3 Distribution of respondents by academic qualification.....	32
4.3.4 Distribution of respondents by teaching experience.....	33
4.3.5 Distribution of principals by service in their schools.....	34
4.3.6 Distribution of teachers by teacher population in their school.....	34
4.4 Reward system and teachers' job satisfaction.....	35
4.4.1 Satisfaction with current pay.....	36
4.4.2. The influence of the reward system on teacher job satisfaction.....	37
4.5 Job demands and teachers' job satisfaction.....	39
4.5.1 Responsibilities teachers hold at school.....	40
4.5.2 Lessons taught by teachers per week at the schools.....	41
4.5.3 Principals' responses on influence of job demands on teacher job satisfaction.....	42
4.5.4 Class size description by teachers.....	43
4.5.5 Satisfaction with job demands.....	44
4.6 Work-situational factors and teachers' job satisfaction.....	45
4.6.1 Satisfaction with school environment.....	46
4.6.2 Principals' feelings whether work-situational factors influence job satisfaction.....	47

4.6.3 Influence of work-situational factors on job satisfaction of teachers.....	48
4.7 Job satisfaction levels of teachers.....	50
4.7.1 Intention to leave teaching job	51
4.7.2 Transfer requests	51
4.8 Job satisfaction of teachers on some aspects of the job.....	52
4.8.1 Satisfaction of being a teacher.....	53

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	63
5.2 Summary of the study.....	63
5.3 Findings of the study.....	64
5.3.1 Reward system and teachers’ job satisfaction.....	64
5.3.2 Job demands and teachers’ job satisfaction	65
5.3.3 Work situational factors and teachers’ job satisfaction.....	65
5.3.4. Teacher job satisfaction.....	66
5.4 Conclusions.....	67
5.5 Recommendations.....	68
5.6 Suggestions for further research.....	68
REFERENCES.....	69

APPENDICES

Appendix A...Letter of introduction	74
Appendix B...Teachers’ questionnaire.....	75
Appendix C...Principals’ interview schedule.....	80

Appendix D...List of public secondary schools in Machakos town sub- county.....	81
Appendix E...Letter of authorization.....	83
Appendix F... Research permit	84

LIST OF TABLES

Table	Page
Table1.1 Athi River, Yatta and Machakos sub-county KCSE performance.....	5
Table3.1 Sample size and sampling procedures.....	23
Table 4.1 Surveys sent and received per secondary schools.....	29
Table 4.2 Distribution of teachers by gender.....	30
Table 4.3 Distribution of respondents by age group.....	31
Table 4.4: Teacher distribution by highest academic qualification.....	32
Table 4.5 Distribution of teachers by teaching experience.....	33
Table 4.6: Distribution of teachers by number of teachers in their schools.....	35
Table 4.7 The influence of the reward system on teacher job satisfaction.....	37
Table 4.8 Teachers love for their job.....	38
Table 4.9 Pearson correlation of reward system and job satisfaction.....	39
Table 4.10 Influence of job demands on job satisfaction of teachers	44
Table 4.11 Pearson correlation of job demands and teachers' job Satisfaction...	45
Table 4.12 Satisfaction with work-situational factors.....	49
Table 4.13 Pearson correlation of work-situational factors and job Satisfaction.	50
Table 4.14 Responses of Teachers on Intention to Leave the Profession.....	51
Table 4.15 Responses on teachers' job satisfaction with aspects of the job.....	55
Table 4.16 Mean score on satisfaction with aspects of the job.....	60
Table 4.17 Mean score on job factor ratings.....	62
Table 4.18 List of public secondary schools.....	81

LIST OF FIGURES

Figure	Page
Figure 2.1 Conceptual framework.....	19
Figure 4.1 Duration in current school as principal.....	34
Figure 4.2 Satisfaction with current salary.....	36
Figure 4.3 Responsibilities teachers hold at school.....	40
Figure 4.4: Number of lessons taught weekly by teachers.....	41
Figure 4.5: Principals' responses on influence of job demands on teacher job satisfaction.....	42
Figure 4.6 Class size descriptions by teachers.....	43
Figure 4.7: Satisfaction with school environment.....	46
Figure 4.8: Principals' responses on influence of work-situational factors on job satisfaction of teachers.....	48
Figure 4.9: Transfer requests in schools.....	52
Figure 4.10: General satisfaction being a teacher.....	56

ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
D.E.O	District Education Office
FDSE	Free Day Secondary Education
FPE	Free Primary Education
HOD	Head of Department
KCSE	Kenya Certificate of Secondary Education
KNUT	Kenya National Union of Teachers
MSQ	Minnesota Satisfaction Questionnaire
MoE	Ministry of Education
NACOSTI	National Commission for Science Technology and Innovation
NUT	Nigeria Union of Teachers
PGDE	Post Graduate Diploma in Education
SAGA	Semi-Autonomous Government Agency
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNICEF	United Nations Children’s Fund
USA	United States of America.

ABSTRACT

The purpose of this study was to determine the school factors influencing teachers' job satisfaction in public secondary schools in Machakos town sub-county, in Machakos County in Kenya. Three research objectives and three research questions were formulated to guide the research. The research objectives sought to assess the relationship between job satisfaction and selected variables. The study also looked into the level of job satisfaction among public secondary school teachers in Machakos town sub-county. The study was carried out using descriptive correlational-survey research design and data collection done using questionnaires and interview schedules. Random sampling was employed to generate a sample of the schools for inclusion in the study. Data was collected using a questionnaire for teachers and interview schedule for principals. The study sample comprised of 225 teachers from a target population of 814 public secondary school teachers in the sub-county. Data analysis was done using descriptive statistical techniques with the aid of the SPSS computer program version 20.0. The findings were presented using frequency tables, percentages bar charts and pie charts. Correlation relationships between reward system and teachers' job satisfaction yielded a strong positive coefficient of 0.64. Relationship between job demands and teachers' job satisfaction, revealed that there was a positive relationship of 0.56. Findings further revealed that there was a positive (0.48) relationship between work-situational factors and teachers' job satisfaction. Findings on job satisfaction revealed low levels of job satisfaction with 7 out of the studied 12 aspects. The study concluded that most teachers were not satisfied with the reward system and only loved their jobs because of the monetary rewards that came with the job. Job demands were found to cumulatively influence the job satisfaction of teachers. The study further concluded that teachers prefer to work in conducive environments. Teachers of public secondary schools were found to have low levels of job satisfaction. The study recommends the following: first that the employer of teachers (TSC) and the government should put up measures to improve the job satisfaction of teachers and prevent the loss of teachers to other areas like the private sector. TSC should deploy more teachers to Machakos town sub-county to ensure that teachers are not overloaded with work and the many responsibilities and demands of the teaching job. School managements should ensure that the school environment should be conducive.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Job satisfaction isn't a new issue in the field of organizational behaviour. Since 1943 when Abraham Maslow came up with the theory of Hierarchy of Needs, employees' job satisfaction has been appreciated. Tudor-Craig (2002); Chimwenje (2003) and Heywood (2008) have conducted various analytical studies on the issue of job satisfaction. In this context, job satisfaction of teachers will be determined by the ability of the teaching job to meet their needs as well as improve their overall effectiveness as teachers and that of schools as organisation.

According to Heywood (2008), workers in the United States of America (USA) not don't expect job satisfaction to come from their bosses but rather derive it from the work itself, however, they are free to seek employment elsewhere once they detect dissatisfaction. Heywood goes on to argue that satisfied workers show less absenteeism, and few cases of turnover. Therefore, to both the employee and the employer, job satisfaction is a substantial factor (Heywood, 2008).

According to the House of Commons Educational and Skills Committee (2004), most teachers in the Great Britain were resigning from their posts and a third had shown interest to leave the profession over the next half a decade. The report further notes that teachers quote dissatisfaction with compensation and working conditions as reasons for them leaving their jobs.

According to Werner and Desimone, (2006), there has been an increasing variance in teaching jobs in China in terms of their compensation forcing some teachers to

move to better jobs in other sectors and consequently making the schools serving the poor rural neighbourhoods to have major challenges in retaining qualified teachers. Khan (2004) supports this by showing the enormity of the challenges realized from problems of inadequate job satisfaction by teachers.

Nigeria has also reported issues to do with teacher job satisfaction. However, owing to the scarcity of resources in the country's Ministry of Education, some of the issues have been neglected. This has made the teachers in the country's public schools to be in constant standoffs with the government over the betterment of salaries and benefits (Nwachukwu, 2006). In Malawi, most teachers are very dissatisfied with their remuneration and other conditions of services and consequently, the overall levels of job satisfaction and motivation are very low in public schools Tudor-Craig (2002) & Chimwenje (2003).

In Kenya the teaching profession can be historically traced to the early missionary period. Missionaries were keen to train teachers whom they regarded as spearheads of conversation and amplifiers of Christianity as opposed to educators (Indre & Sifuna, 1974). Missionaries then used to pay the teachers small tokens as salaries for their services. The issue of job satisfaction for teachers is directly linked with different aspects of teachers' activities especially those that teachers spent their day doing at school.

Olando (2003) conducted an investigation into job satisfaction of public secondary school teachers in Nairobi County and established that low job satisfaction coupled with low motivation could cripple an organisation. It leads to strikes, slowdowns, absenteeism and employees' turnover. It may also lead to low productivity, disciplinary and organisational difficulties.

Over the years, nation-wide strikes of the Kenyan public school teachers have been paralysing learning in the schools. Some of the latest notable teacher strikes include the January 2009 one dubbed by KNUT the “mother of all strikes”, the 24-day long July 2013 nation-wide teachers’ strike whereby the teachers were demanding a 300% pay rise and responsibility allowance, and the most recent 2015 January two-week and September five-week long strikes (Polo, 2015). It is worth noting that even after engaging in the latest strike, which was declared unprotected by the court, the teachers had to return back to work without securing any pay increment, in compliance with a court order and thus a disgruntled lot. Hence, there is an urgent need therefore for researchers to look into the issue of job satisfaction among school teachers.

According to Sims, (2002), reward systems comprise of compensation, incentives and benefits provided for the employee as a token of appreciation for their service. Employees view poor or unfair reward packages as a source of unfair treatment in the system which makes them become dissatisfied with their jobs, hence making them less committed to their work (Sims, 2002). According to Sims (2002), teachers in different institutional settings are impacted differently by the compensation packages they receive. This is also demonstrated by Macklin, Smith and Dollard (2007)’s assertion that similar compensation package don’t have the same impact because of the nature of the job and the stress incurred by the workers.

Job demands such as the time spent in academic work and other mandatory responsibilities in the school, class size and the position one holds in the school could be a source of satisfaction or dissatisfaction for the individual teacher.

According to Nelson (2008) the satisfaction of teachers with their work in schools in the USA decreased with the increase in their class sizes.

Sangay (2010) study in Bhutan reveals that a teacher's position in the school will determine his or her level of satisfaction with the work given that teachers have various responsibilities to hold at school. Sangay further notes that various teachers have different roles to play in their schools for example, class teachers are tasked with the duty of classroom pedagogy and master teachers should do the curriculum implementation. Otanga (2014) in his coastal Kenya study established that teachers are dissatisfied with some job demands such as the time spent in school engaged in non-academic matters.

Sangay (2010) established that teachers in Thimphu district of Bhutan were satisfied with work situational factors such as school resources, conducive learning environment, school policies and rules. Mutwiri (2015) established that working conditions ranked number four when ranked with other factors influencing job satisfaction of teachers. Compensation has been cited in many studies to influence job satisfaction of employees. Teachers' salaries have for long been cited as a cause of dissatisfaction by teachers in Kenya. Teachers' unions have been calling for national strikes agitating for better pay for the teachers. This hampers effective learning and teaching in schools.

Ndung'u (2003) conducted a study job satisfaction of teachers and made a recommendation that given the pivotal role that teachers hold in the educational system, every dissatisfier in their profession should be removed. According to Ndung'u, studies should be done in many parts and results compared and

contrasted to establish ways of improving on the job satisfaction of teachers as well as the responsible factors for it.

Machakos town sub-county has had a fluctuating performance in the Kenya Certificate of Secondary Education (K.C.S.E) results as shown on Table 1.1 between the years 2012 and 2014. When compared to the neighbouring Athi River and Yatta sub-counties which are also found in Machakos County, the sub-county registered lower means during the same years. According to the 2014 District Education Office (D.E.O) Annual Report, low job satisfaction has been cited as a contributing factor in the fluctuation of the performance on K.C.S.E. Table 1.1 reflects this.

Table 1.1: Athi River, Yatta and Machakos sub-county KCSE performance in mean scores

Year	2012	2013	2014
Athi River sub-county	4.95	4.88	5.08
Yatta sub county	4.58	4.73	4.47
Machakos town sub-county	4.09	4.54	4.00

Source: Machakos County Director of Education (CDE), 2016.

Teachers in Machakos town sub-county which is located in Machakos county have often complained of poor working conditions, problems of access to some of the schools and having to cope in a relatively expensive town. This was noted in the Machakos District Education Office (D.E.O) Annual Report of 2014 which raises worries into the levels of job satisfaction of the teachers serving in the sub-county. According to Machakos District Education Officer (2015), learning in the sub-county's public schools was stalled for five weeks in September 2015 owing to the nation-wide teachers strike. The annual report (Machakos D.E.O, 2014) indicated

that most of the teachers working in the sub-county are dissatisfied with the job as is the case reported in other parts of the country. It quotes one teacher in a conversation as having said “An acquaintance recently asked me why I am no longer passionate about teaching. I told him that the profession had lost the glamour of yesteryears”. This leaves some questions pending on the effectiveness of such teachers. Perhaps this trend of dissatisfaction by teachers in the sub-county could be explained by the failure or unwillingness by educational managers and policymakers to look into the factors responsible for teacher satisfaction with their jobs. The eye-catching discovery that emerges from the studies of teachers’ job satisfaction is that majority if not all of school teachers especially in sub-Saharan Africa, register low motivation as well as job dissatisfaction (Tudor-Craig, 2002). This background therefore forms the basis for this study.

1.2 Statement of the problem

One of the major agendas for any government in any country, Kenya not excluded is that of achievement of quality education. In addressing teachers’ plight, the government of Kenya has reviewed teachers’ salaries and allowances over the years. Recruitment and replacement of teachers has been done on an annual basis to ensure that teachers have manageable workloads. The Kenyan government expenditure statistics show that the Ministry of Education has been receiving the highest proportion of the budget. The ministry’s total expenditure is projected to grow by 35 per cent from about Ksh. 251 billion in 2013/14 to about Ksh. 339 billion in 2014-2015 (Kenya National Bureau of Statistics (KNBS), 2015). These funds are meant to ensure that teachers are satisfied with their jobs and with the environments in which they work, hence they will be effective in executing their

duties. These efforts to boost teacher job satisfaction have had little success as evident in years of national strikes notably those of 1997, 1998, 2002, 2009, 2011, 2013, 2014 and 2015. Of concern also is the teacher turnover rates in Machakos town sub-county. A total 22 teachers requested transfers from their schools to other parts in 2014 alone (Machakos D.E.O. report 2015). Although teachers' job satisfaction affects their teaching effectiveness and students' performance, few studies have been carried out on teachers' job satisfaction in Kenya and more specifically none have being done in Machakos town sub-county.

Mwangi (2002), Barasa (2008), Mghana (2013) and Otanga and Mange (2014) studies on job satisfaction were conducted focusing on personal characteristics and institutional factors influencing job satisfaction. However, these studies did not dwell in depth how job demands and some work-situational factors influence the job satisfaction of teachers.

1.3 Purpose of the Study

The purpose of the study was to determine the factors influencing job satisfaction among teachers in public secondary schools in Machakos town sub-county, Kenya.

1.4 Research objectives

The following research objectives served as guide for the study:

1. To determine how the reward system influences the level job satisfaction of teachers in public secondary schools in Machakos town sub-county.
2. To establish the influence of job demands on job satisfaction among teachers in public secondary schools in Machakos town sub-county.

3. To establish the influence of work situational factors on job satisfaction among teachers in public secondary schools in Machakos town sub-county.

1.5 Research questions

The study was guided by the following questions:

1. What is the influence of the reward system on the job satisfaction of teachers in public secondary schools in Machakos town sub-county?
2. How do job demands influence job satisfaction among teachers in public secondary schools in Machakos town sub-county?
3. How do work situational factors affect the job satisfaction of teachers in public secondary schools in Machakos town sub-county?

1.6 Significance of the study

Secondary school administrators may use the findings of the factors affecting teacher job satisfaction to establish more dependable means of improving the levels of teacher job satisfaction in their schools. Policy makers may use the findings to frame up good policies and find out modern means of achieving high quality education. Teachers may also use the findings to understand how different factors affect teacher job satisfaction. This may assist them in adapting and accepting the prevailing conditions and in turn increase their overall effectiveness in their duties. The Ministry of Education, and more specifically the TSC may get to know the factors affecting teacher job satisfaction which if improved can lead to high levels of job satisfaction. Ultimately, future researchers may also make use of this work in school effectiveness literature.

1.7 Limitations of the study

Mugenda and Mugenda (1999), assert that limitations are aspects of research that may influence the result but which the researcher has no control over. The use of closed ended items in the questionnaire created a sealing effect. Control over the attitudes of the respondents as they provided answers to the questions was not guaranteed. However, this was addressed by the introduction of open ended items. Teachers tended to give socially acceptable answers to avoid offence and also in order to please the researcher. The respondents were assured by the researcher of the confidentiality on the responses they provided.

1.8 Delimitations of the study

Given that this study was conducted in the public secondary schools in Machakos town sub-county in Machakos County, it was delimited to public schools because they are managed through public funds and thus it did not cover private schools which are managed differently. The respondents for the study were the TSC-employed teachers of the public schools excluding the school boards and volunteer teachers although they are able to reveal some salient factors that may not affect teacher job satisfaction. Data was gathered from a carefully selected sample of respondents because it was not possible to investigate all the teachers.

1.9 Basic assumptions of the study

These three basic assumptions guided the study:

- i. Teachers' perceptions on aspects of their job will provide reliable and valid indicators of their job satisfaction.

ii. The Ministry of Education and school managements try to make teachers to be satisfied with their jobs.

iii. The respondents will be honest in terms of their job satisfaction and provide responses without bias or fear.

1.10 Definition of significant terms

These terms were found significant to be defined contextually in the study:

Factor refers to anything that contributes causally to a result.

Incentive refers to a pay on top of what an employee gets as salary to motivate them to work harder.

Job demands refers to the requirements of the job such as the time spent in curricular and co-curricular duties, class size, position held and workload.

Job Satisfaction refers to people's feelings about their work and its' aspects which can be positive or negative thoughts and feelings and the job factors such as good salary, fringe benefits considered pleasant by teachers.

Job satisfaction level refers to the extent on which a teacher is satisfied with his or her teaching job.

Public secondary school refers to a school started and owned by the government.

Reward System refers to the salaries and benefits given to teachers for the services they render in terms of salary and monetary incentives.

Work load refers to the number of lessons a teacher teaches in a week as per allocations in the school timetable.

Work situational factors refer to the school environment in which teachers teach (teaching-learning resources, rules and regulations, arrangement of offices, policies).

1.11 Organization of the study

The study consists of five chapters. Chapter one has the background to the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitations of the study, delimitations of the study, definition of significant terms, and organization of the study. Chapter two is made up of the literature review of the related areas under: the concept of job satisfaction, studies on job satisfaction, reward system and teachers' job satisfaction, job demands and teachers' job satisfaction, work situational factors and teachers' job satisfaction, summary of literature review, theoretical framework and conceptual framework. Chapter three gives the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the research instrument, data collection, data analysis procedures and ethical consideration. Chapter four has in it data analysis, presentation and interpretations and Chapter five is comprised by a summary of the study, conclusions, and recommendations as well as suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents related literature reviewed on teacher job satisfaction in relation to reward system, job demands and work situational factors. The theoretical and conceptual frameworks for the study are also provided as well as a literature review summary.

2.2 The concept of job satisfaction

According to Skaalvik and Skaalvik (2011), one of the contributors to school effectiveness which also predicts teacher turnover is the aspect of teacher job satisfaction. Okumbe (1998) in his definition of job satisfaction views it as a pleasurable emotional state that results from the appraisal and appreciation of one's job. Okumbe further asserts that an employee's perception of how well their job provides them their necessities of life, is in turn the determinant of their job satisfaction.

Field (2008) provides a job satisfaction model whereby he argues that job satisfaction is significant and has been linked to many variables including performance, absenteeism and turnover. In his model, Field gives factors such as good leadership practices, good manager relationships, recognition and advancement as some of factors leading to job satisfaction. According to Ali, uz-Zaman, Tabassum and Iqbal (2011), the job satisfaction of teachers is not a static

process, but rather one that depends on many factors such as achievement in the schools, authority in the school and collegial relationships.

2.3 Reward systems and teachers' job satisfaction

Pratheepkanth, (2011) argues that many organizations are coming to agreement that they have to increase the morale of their employees by employing effective reward systems, which in turn improves their employee's job satisfaction. Organizations thus have to balance the employee's contribution to the organization and the organization's contribution to the employee.

Turinawe (2011) finds reward systems and job satisfaction as being strongly related to each other. Equal compensation packages influence the job satisfaction of workers meaning that an employees' compensation should match his or her skill and qualification in order for them to be satisfied. Equal treatment with colleagues of equal qualification and skill makes employees satisfied (Turinawe 2011).

Most research findings shows how reward systems strongly determine the job satisfaction of employees. Gerald and Dorothee (2004) established that reward systems are important factors determining the job satisfaction and professionalism of workers. Their finding supports the claim that job satisfaction for professionals depends on what the person gets from the job. Sangay (2010) in his study in Thimphu District of Bhutan established that work-environment related factors such as resources, policies of the school and working conditions made teachers satisfied. However, the same teachers showed moderate satisfaction with factors like income and intrinsic rewards.

Hu, Hsu, Lee and Chu (2007) pointed out that rewards that include monetary (salary, bonuses) and non-monetary incentives (participation in decision-making, public recognition), are key exchange resources that employers use to support their differentiation of employees. Giacometti (2005) had also similar findings in a discriminant analysis of stayers and leavers in the teaching profession in the United States. Giacometti concluded that teachers were least satisfied with rewards.

Barasa (2008) conducted a study and found that the TSC is regarded as not a serious employer by teachers in terms of their job satisfaction, security and special financial assistance. According to Barasa, the primary motive for working for most employees is money, although other factors are considered when people decide to take or remain in a job. His work did not consider that some job demands also affect teachers' job satisfaction. Another study by Illahuyah (2014) in Sabatia district by reveal that a majority of the teachers were dissatisfied with their salaries and were thus looking for other highly paying avenues.

2.4 Job demands and job satisfaction

Job demands include the time spent in school engaging in academic matters and the time spent engaged in non- academic responsibilities like counselling, games and clubs and societies which are mandatory for the teachers. The government of Kenya re-introduced the program known as the Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) most recently. These two programs resulted into large class. Curricular and co-curricular demands were more pronounced on the teachers (Otanga & Mange, 2014).

Studies have shown an opposite relationship between the aspects of role overload and teachers' levels of job satisfaction. Nelson (2008) in a study established that the levels of job satisfaction among teachers decreased as the sizes of the classes they teach increased. On the other hand, small class sizes are associated with increased concentration during learning and lesser indiscipline issues.

Turner (2007) conducted a study in the US and that class sizes and workloads could not be used to predict satisfaction. This study seeks to establish if curricular demands which include workload influence job satisfaction among teachers. A study by Saari and Judge (2004), reveals work overload is a cause of dissatisfaction for many teachers. Dehaloo (2011) conducted a study in KwaZulu-Natal, South Africa and established that just a few teachers were satisfied with the aspect of workload. Majority of the teachers reported that they also engaged in pastoral duties to the learners. Otanga and Mange (2014) conducted a study in coastal Kenya and established that the size of the class does not determine the level of job satisfaction of the teacher.

2.5 Work situational factors and job satisfaction

One of the contributors to high teacher attrition rates in rural schools is poor working conditions especially for secondary school teachers (Bennel & Akyeampong, 2007). Okumbe (1998) argues that workers are mostly interested with their work environment because of their personal comfort and also since it enhances their work efficiency. The workplace and its surrounding should be clean, safe and modernized with adequate equipment (Bennel & Akyeampong, 2007).

VSO Ethiopia (2010) reports commented on how lack of basic amenities such as desks, chairs and tables made the teaching more difficult as expressed in the statement captured as: “if there aren’t enough desks and benches, chairs and tables, the teacher is suffering and the teaching process is not good”. Judge and Church (2000) as cited in Otanga and Mange (2014), conducted many research studies over a period of several years around organizations, and based on types of jobs whereby employees were asked to evaluate different facets of their job such as supervision, pay. The nature of the job comes out as the most important job aspect. This doesn’t mean or imply that well-structured compensation programs are unimportant but rather that a lot can be done to influence the levels of job satisfaction by ensuring work is very interesting and challenging as well.

Orodho, Getange, Miriti and Waweru (2013) note that the situation of high teacher turnover is not any different in Kenya with that in the global and regional scene. One key to developing a high performance workforce is the awareness of how to utilize a positive work environment to increase employee satisfaction and reduce attrition (Orodho et al 2013). Giacometti (2005) studying beginning teachers in the USA found that a variety of factors can be attributed to the choice of the teachers to exit the profession to elsewhere. The findings concur with the study of Xaba (2003) who argues that in the Gambia, most teachers cite low job satisfaction and poor pay among the major reasons for teachers exit from teaching jobs.

Illahuyah (2014) argues that lean and alternative surrounding tends to make workers happy when doing their work thus increasing job satisfaction. Poor working conditions such as inadequate space, noisy and uncomfortable surroundings will make the workers dissatisfied with their work. Mwangi (2002) in his study on

factors influencing the morale of agriculture teachers in Machakos district found that factors like dissatisfaction with school authorities, low turnover, constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities and inadequate school disciplinary policy affected the morale of teachers. His study however doesn't show the level of satisfaction of the teachers and its generalizability is limited.

According to Osei (2006), most sub-Saharan Africa nations have teachers who serve in multiple-grade and overcrowded classrooms having between 40 and 80 pupils per class. This is mainly because of a considerable increase in student numbers in primary and secondary education. The absence of school facilities or presence of obsolete facilities and inadequate infrastructure like poor lighting also seem to add to the woes of dissatisfied teachers.

2.6 Summary of literature review

Literature was reviewed on the factors influencing job satisfaction of teachers. Concerning the effect of reward system to the job satisfaction of teachers, it was established that salary, bonuses, fringe benefits and allowances affect teachers' job satisfaction. In regard to job demands influencing job satisfaction of teachers, it was established that there is not a direct relationship between work overload and job satisfaction of teachers. Studies reveal that co-curricular activities and working conditions have a significant part to play in determining if teachers are satisfied with their work.

2.7 Theoretical framework

This study employed Herzberg's two factor theory. Frederick Herzberg (1959) had a two-continuum model of job satisfaction called the two-factor theory, where satisfaction and dissatisfaction were placed on both ends of a continuum. Herzberg's theory's main argument was that job characteristics generated by dissatisfaction were significantly different from the ones created by satisfaction. The factors that contribute to the first dimension were identified as "motivators" while those that contribute to the other were identified as "hygiene". Intrinsic factors which were identified to have a strong hold over the personal emotion towards the job and therefore generate the individual's satisfaction with his or her work were identified as the motivators. On the other hand, the factors that prevent the worker from being dissatisfied were identified as hygiene factors. These hygiene factors include salary, status, supervision, job security and working conditions. If the hygiene factors are limited, employees will be dissatisfied with their jobs. This does not mean that the complete absence of the hygiene factors will automatically guarantee satisfaction. Similarly, when motivators are present, employees are satisfied with their work, however, removing these factors will not lead to dissatisfaction automatically.

The relevancy of this theory to this study is because the focus of the study is on factors which are extrinsic in nature and whether they influence teacher job satisfaction. These factors include job demands, compensation and work environment factors.

2.8 Conceptual framework

Figure 2.1 gives a pictorial presentation of the interrelatedness of school factors and job satisfaction of teachers’.

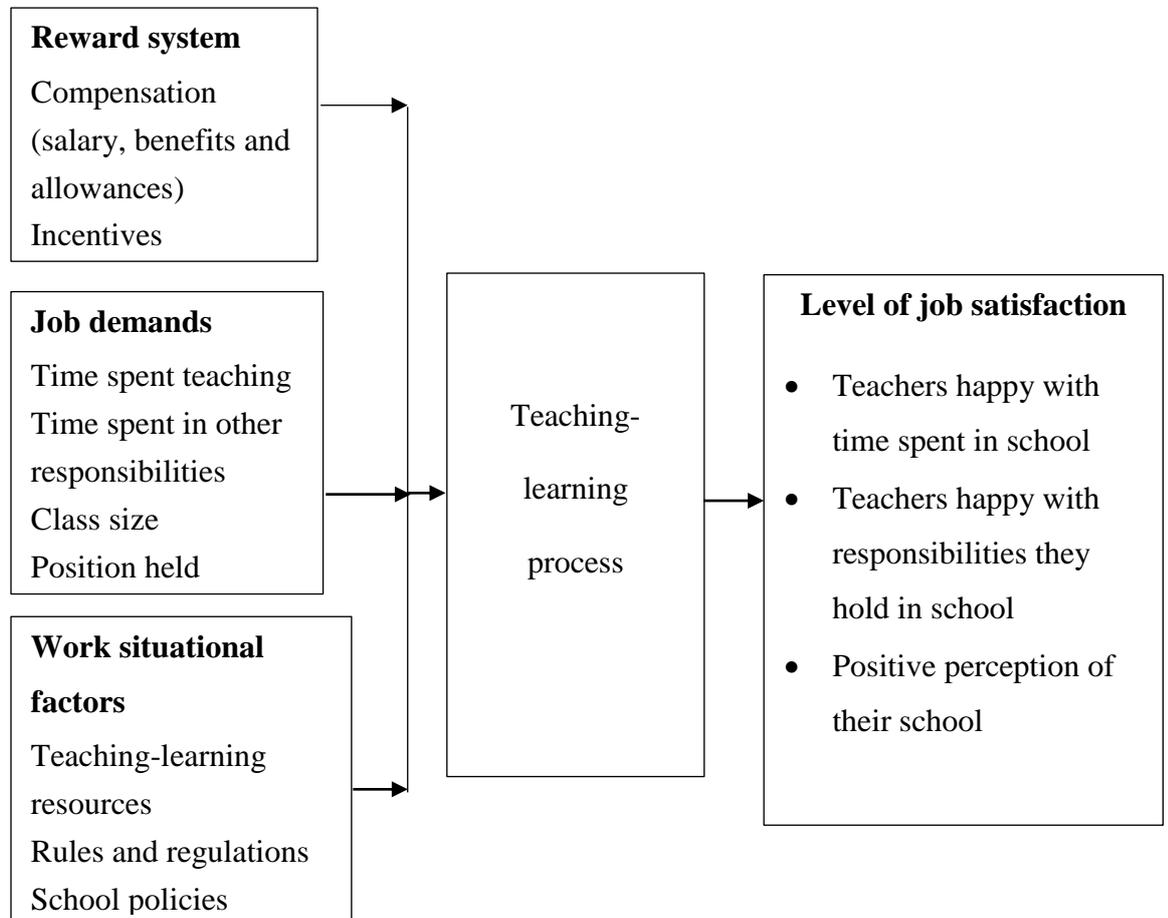


Figure 2.1 Interrelationship between school factors and job satisfaction of teachers

This study sought to determine the levels of job satisfaction and the school factors influencing job satisfaction among teachers in public secondary schools in Machakos town sub-county. Figure 2.1 shows how the reward system (including salary, benefits and allowances), job demands (time spend teaching, time spend in other responsibilities, class size and position held) and work-situational factors (teaching-learning resources, rules and regulations and school policies) relate to

teachers' job satisfaction. Job satisfaction is shown by teachers being happy with the time they spent in school, positive perception of their workplace and teachers being happy with the responsibilities they hold in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the various procedures employed in conducting the study which include research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures and data analysis procedures.

3.2 Research design

A descriptive correlational-survey design was employed as the primary methodology to determine the influence of school factors on job satisfaction among public secondary school teachers in Machakos town sub-county. Orodho (2005), argues that a descriptive correlational design provides a snapshot of the current status of affairs and the relationship of variables for the prediction of some future events from the present knowledge. This approach therefore helped the researcher to identify the relationship between the independent variables (reward system, job demands and work-situational factors) and the dependent variable (job satisfaction of teachers). According to Orodho (2004) descriptive survey collects information by conducting interviews or by administration of questionnaires to a carefully select and representative sample of respondents which provides appropriate information about the current status of the issue in anticipation to make generalizations of the facts. The study therefore adopted methodological pluralism.

3.3 Target population

According to Oso and Onen (2011), the target population is the total number of subjects or the total environment of interest to the study. This study targeted a total population comprising of 69 public secondary schools and all the 814 secondary school teachers in the public secondary schools in Machakos town sub-county.

3.4 Sample size and sampling procedures

A sample is identified as a representative part of a target population that is procedurally selected to represent it, (Oso & Onen, 2011). According to Mugenda and Mugenda (1999), 20 percent to 30 percent of the targeted population is sufficient to make a generalization. The researcher used a 25 percent sample out of the target 69 public schools in Machakos town sub-county which makes 17 schools. Simple random sampling technique was employed to identify 17 schools whose teachers formed the study sample. Using purposive sampling, a sample comprising of 225 teachers in each of the 17 sampled schools who formed the sample for the study. According to Oso and Onen (2011), a sample drawn through simple random sampling is unbiased in the sense that it accords each member of the population an equal and independent chance of being picked for inclusion in the select sample. The sample size and sampling procedures employed are presented in Table 3.1.

Table 3.1: Sample size and sampling techniques

Respondents	Target population	Sample size	Percentage	Sampling technique
Principals	69	17	24.64%	Purposive
Teachers	745	208	27.92%	Purposive
Total	814	225		

Table 3.1 shows the sample size and sampling techniques employed. The study used a sample of 225 teachers which made 27.64% sample size of the target population of 814 teachers.

3.5 Research instruments

Information on job satisfaction of workers can be gathered by several methods like conducting a survey, questioning or interviewing. However caution and careful attention need to be paid to the questions asked and the nature of answers accepted (Sangay, 2010). Two sets of research tools were used to collect data, namely: Questionnaire and interview schedule.

3.5.1. Questionnaire

Mugenda and Mugenda (2003) argue that a questionnaire is a preferred method of in data collection because it is easy to administer to a good number to the of respondents who respond to the items in private settings. A self-designed teachers' questionnaire through a careful modification and adjustment of the Minnesota Satisfaction Questionnaire (MSQ), was adopted to be the major tool for collecting data on job satisfaction from teachers. The selection of a questionnaire for use in this study was guided by the nature of the data to be collected.

The teachers' questionnaire was designed having five major parts namely parts A to E. Part A comprised of personal data of the respondents. Part B gathered data regarding reward systems and teacher job satisfaction and part C had items designed to get information on job demands and teacher job satisfaction. Part D gathered data on work-situational factors and part E had items designed to provide data on job satisfaction with regard to some job facets.

3.5.2. Interview Schedule

These are a set of questions a respondent is expected to give his or her view. Interviews were used to collect data because they permit much greater details through careful motivation of the respondents and the maintenance of a rapport with the respondents. Interviews also provide a means of ensuring the effectiveness of communication between the interviewer and the respondent. The researcher collected data by visiting the schools and interviewing the principals. Data collected was compared with data collected using questionnaire in order to minimize limitations that may have arisen due to the solitary use of questionnaires.

3.6 Instrument validity

Validity is defined as the extent to which results obtained from the data analysis actually represents the phenomenon under research, (Orodho, 2004). For this study, content validity is the extent to which a 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 to ensure their validity. Face validity was enhanced by conducting of a pilot study on two non-sampled schools and clarifications were done on ambiguous items in the instrument.

3.7 Instrument reliability

Reliability of a research instrument implies the degree of consistency of an instrument in availing same or similar results when used repeatedly (Mugenda & Mugenda, 1999). The researcher used the split-half method to test the reliability of the instruments. The method involved scoring the odd versus the even items of the test separately for different categories of the instrument and then computing the Karl Pearson product moment correlation coefficient for the two sets. Pearson's Correlation Coefficient Formula will be given as follows:

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

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 scores in the X distribution.
 - $\sum Y^2$ = the sum of the squared scores 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.

From the results, split-half reliability coefficient was calculated for the teachers' questionnaire using Spearman's-Brown Prediction formula as follows:

$$r = \frac{2 \times \text{Corr. between the halves}}{1 + \text{Corr. between the halves}}$$

2r

r + 1

Where r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items.

The split-half reliability coefficient for the teachers' questionnaire which was the principal data collection tool, was calculated using the SPSS computer programme and established a coefficient of 0.82. The reliability of the instrument used to collect data from school principals was determined using the Karl Pearson correlation coefficient which determines whether a relationship is positive or negative. This was chosen because of its ability to summarize the direction of correlation. If the correlation coefficient is closer to +1 or -1, then the variables are closely related. The instrument yielded a coefficient of 0.08. Therefore the instruments were deemed fit and reliable for use in the study. According to Orodho (2004), a reliability co-efficient of around 0.8 is sufficient enough to judge an instrument as reliable for use in conducting a study.

3.8 Data collection procedures

The researcher applied and obtained permission to carry out the study from the National Commission for Science Technology and Innovation (NACOSTI). Research permits were also obtained from the Machakos county education director and the Machakos town sub-county education officer, who also furnished the researcher with an actual list of the number of teachers in the sampled schools. Courtesy calls were made to each of the sampled school to inform the principals and teachers of the intended research. A date to administer the instruments was arranged. The questionnaires were personally administered in the sampled schools in order to yield a huge proportion of reliable responses and also a high response rate. The researcher then left the questionnaires to be filled by the teachers and collected them personally after three days to avoid low return rates.

3.9 Data analysis procedures

Data editing was performed on the primary data obtained from the field to minimize or do away with errors made by respondents. Data coding was also done to put responses of questions into specific categories reducing it into manageable summaries.

The data was entered, organized and analyzed through the Statistical Package for Social Sciences (SPSS) version 20.0 which is recommended for its accuracy and speed processing. The four research questions were answered through thematic discussions. Descriptive data analysis techniques were used to determine the frequency and percentages of demographic characteristics and extent of satisfaction in specific job satisfaction factors. The analysed data was presented in bar graphs, pie charts, tables and histograms where applicable.

3.10 Ethical considerations

This research dealt with people hence the researcher considered ethical issues. Respondents were assured of their confidentiality at all times in that their names were neither included anywhere in the instruments used for data collection nor disclosed at any time. The researcher obtained consent from all relevant authorities and subjects participating in the study because participation was of their own free will. The researcher also ensured that the study was impartial and totally independent so as to ensure that results were not influenced in any way.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter has the data and findings for the study and is organized into three main sections. The first section gives the demographic data which were obtained by the asking the participants to provide personal information in the first part of the questionnaire. The second section presents the data or findings as per participants' responses to the questionnaire. This section is divided into three sub-sections according to the three research objectives. The final part provides a summary of the main research findings.

4.2 Response rate

The study was conducted using a sample of 208 teachers and 17 principals from carefully sampled 17 public schools in Machakos town sub-county, forming a sample composed of 225 respondents. The study had forecasted to have 208 teachers and 17 principals respond but 195 teachers and 16 principals responded. This represents a response rate of 93.75% for the teachers and 94% for the principals, therefore on average 93.86% response rate. This response rates were sufficient and conformed to the argument by Mugenda and Mugenda (2003) that seventy percent response rate and over is considered excellent. The teachers who never returned their questionnaires were absent from school the researcher could not trace them. One interview was also not conducted because the principal was not available at school. Table 4.1 presents the rate of responses recorded for the questionnaires used for the study.

Table 4.1: Questionnaires sent and received per secondary schools

School	Questionnaires issued	Questionnaires returned	Return percentage (%)
School 1	11	11	100%
School 2	10	10	100%
School 3	10	8	80%
School 4	9	9	100%
School 5	11	11	100%
School 6	6	6	100%
School 7	24	20	83.33%
School 8	13	13	100%
School 9	12	11	91.67%
School 10	10	10	100%
School 11	27	20	74.07%
School 12	13	13	100%
School 13	12	12	100%
School 14	15	15	100%
School 15	7	7	100%
School 16	9	9	100%
School 17	8	8	100%
Total	207	195	

The 195 returned questionnaires met the criteria and were thus included in the study. The interviews were conducted in 16 of the sampled 17 schools.

4.3 Demographic data

The first part of the teacher's questionnaire, the participants were asked to provide information regarding their gender, highest educational qualification, teaching experience and the number of teachers in the school. The participants responded to all of these items appropriately and therefore the aspects were included in the data presentations and analysis. The demographic data of the respondents was analysed

using frequencies and presented in frequency tables and charts in the following sub-sections.

4.3.1 Distribution of teachers by gender in Machakos town sub-county

This study analyzed the gender representation of the teachers. This would enable the researcher identify the number of teachers who partook in the study by gender. The data on distribution of teachers by gender was presented in Table 4.2.

Table 4.2: Distribution of teachers by gender

	Frequency	Percent	Cumulative Percent
Female	108	55.4%	55.4%
Male	87	44.6%	100.0%
Total	195	100.0%	

The findings show that the majority of the teachers were female teachers at 55.4% of the total, while 44.6% were males. This implies that the majority of teachers who participated in the study were females. These results are not incidental but a reflection of actual facts because the trend across the country shows that there are less male teachers in the secondary schools compared to female teacher. The presence of many female teachers than male teachers could also be due to the assertion that they could be drawing more satisfaction from teaching than the male teachers.

4.3.2 Distribution of respondents by age

The teachers and principals were asked to provide their ages. Mwenda (2015) argues that on average teachers with than 20 years of teaching experience are more effective and committed to their work. This is also in agreement with Herzberg (1959) who argued that job satisfaction increases with age.

The findings are presented in Table 4.3.

Table 4.3: Distribution of respondents by age-group

Age group	Teachers		Principals	
	F	%	F	%
Less than 25 years	0	0	0	0
25 – 30 years	55	28.2	0	0
31 – 35 years	17	8.7	0	0
36 – 40 years	30	15.4	0	0
41 – 45 years	55	28.2	6	37.5
46 - 50 years	28	14.4	10	62.5
Over 50 years	10	5.1	0	0
Total	195	100.0	16	100.0

According to the findings of the study, 28.2% of the teachers are in the age brackets of 41 -45 years and 25- 30 years while 15.4 % are in the aged between 36- 40 years and 14.4% are in the age group 46-50 years. The study findings also show that most of the principals (62.5%) were aged between 46 years and 50 years. No principals were aged less than 41 years. This therefore was interpreted to mean that the

principals were of the appropriate ages and could comfortably talk about their job satisfaction and that of teachers in their schools.

4.3.3 Distribution of teachers by academic qualification

The researcher sought to understand the academic qualifications of the teachers. This data would enable the researcher find out if the teachers in the sub-county had actually attained the relevant academic levels to ensure their appropriateness in providing responses to the questions. This information would enhance determination of the capacity of human resources in terms of qualification which also mean that their productivity is high. The findings were presented in table 4.4.

Table 4.4: Teacher distribution by highest academic qualification

	Frequency	Percent	Cumulative Percent
Bachelors degree	144	73.8%	73.8
Masters	25	12.8%	96.4
Diploma	19	9.7%	83.6
Other(PGDE)	5	2.6%	99.0
Ph.D.	2	1.0%	100%
Total	195	100%	

From Table 4.4, majority of the teachers in Machakos town sub-county have a bachelor of education degree at 73.8%. This is because currently the government employs mostly teachers with bachelors degrees as high school teachers. Therefore it was expected that majority of the teachers would have bachelor degrees. However, 2.6% had Post Graduate Diploma in Education (PGDE) and 1% had Ph.Ds. With over 86% of the teachers having a bachelors degrees and above, this

means that teachers in public secondary schools in Machakos town sub-county have met the required TSC training.

4.3.4 Distribution of respondents by teaching experience

This study established the teaching experiences of the respondents. This information was to help determine whether the respondents were mature and therefore possessing adequate teaching experience to provide analytical opinion on job satisfaction and how the factors considered influence it. This data for both teachers and principals was presented in table 4.5.

Table 4.5: Distribution of respondents by teaching experience

Years	Teacher		Principals	
	F	%	F	%
1-4	45	23.1	0	0
5-6	30	15.4	0	0
7-9	44	22.6	0	0
10 and above	76	39.0	16	100
Total	195	100.0	16	100

The findings in Table 4.5 shows that many (39%) of the teachers reported to have teaching experience of 10 years and above. All the principals in the public schools had a teaching experience of 10 years and above. The teaching experiences of the respondents was deemed sufficient enough to enable them understand the factors that influence job satisfaction and how.

4.3.5 Distribution of principals by service in their schools

The researcher also set to establish the distribution of principals by years of service to their current schools. The researcher considered that the number of years that a principal has served in his position in a given station would put him in a position to explain how teachers in that station felt about their job satisfaction. The findings are presented in Figure 4.1.

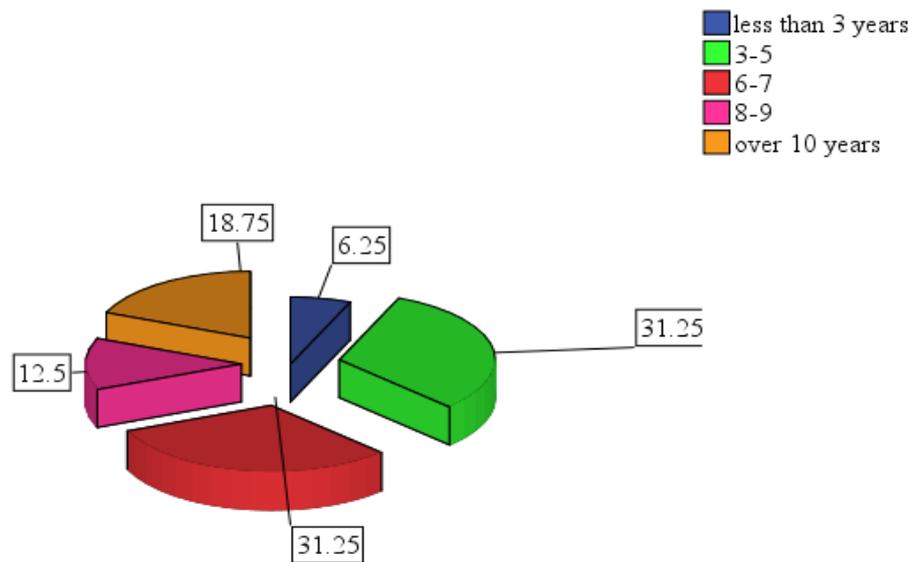


Figure 4.1: Duration of service current school as principal

The results of the study show that highest proportions of principals 10 (62.5%) have served as school principals in their schools for 3 to 7 years. The results further show that 3 (18.75%) of the principals have served as principals in their current schools for over 10 years. The findings of the study may be interpreted to mean that many of the principals have been in the schools long enough as serving school principals.

4.3.6 Distribution of teachers by teacher populations in their school

The researcher bore in mind that the number of teachers in a school can determine the amount of workload they are assigned which in turn can be used as a measure of their satisfaction or dissatisfaction with their job. The researcher required teachers to indicate teacher populations in their schools and the frequencies were calculated as follows in table 4.6.

Table 4.6: Distribution of teachers by number of teachers in their schools

Number of teachers (Groups)	Frequency	Percent	Cumulative Percent
7-10	39	20.0	20.0
11-14	99	50.8	70.8
15-19	15	7.7	78.5
20 and above	42	21.5	100.0
Total	195	100.0	

From the findings in table 4.6, it was established that most of the schools in the sub-county have teacher totals ranging between 11 and 14 teachers. This was because they registered the highest frequencies (50.8%).

4.4 Reward system and teachers' job satisfaction

The first research objective was “to determine how the reward system influences teacher job satisfaction in public secondary schools in Machakos town sub-county.” The influence of reward system on job satisfaction was measured using six items in the teachers' questionnaire. To answer the question under this

objective, descriptive statistical techniques were employed and results were as shown.

4.4.1 Satisfaction with current pay

The first item sought to establish how many teachers were satisfied with their current pay. The statement posed was “I am satisfied with my current pay” and the teachers were supposed to indicate by a simple “yes” or “no” response. The data is presented in figure 4.2.

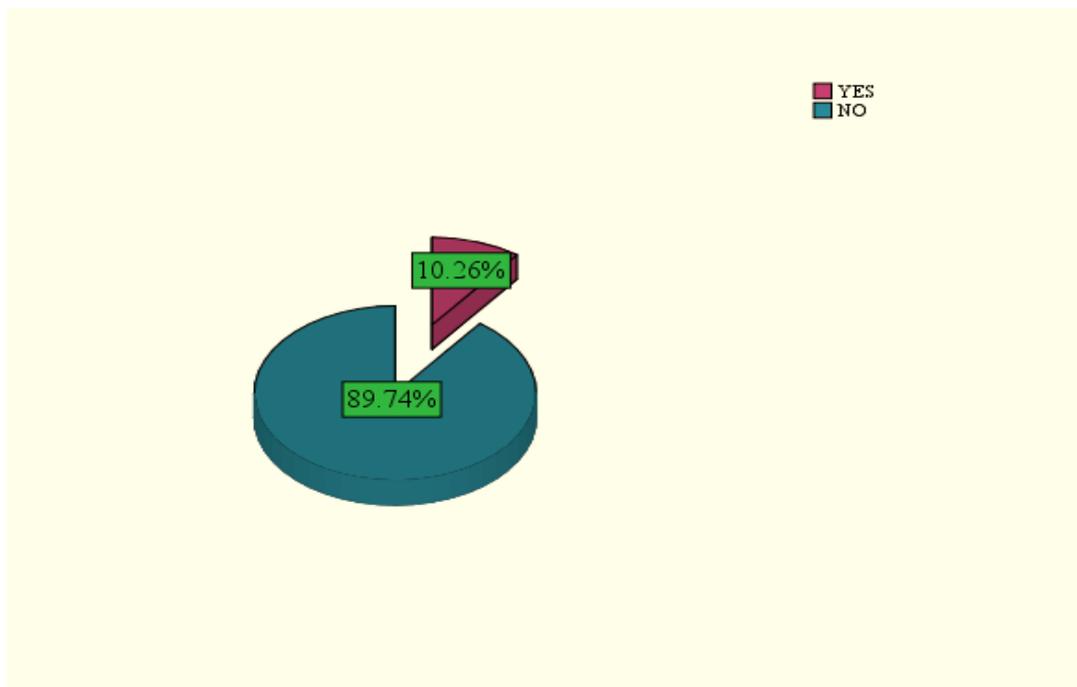


Figure 4.2: Satisfaction with current salary

Figure 4.2 show that majority 175 (89.74%) of the teachers indicated dissatisfaction with their current salary whereas only 20 (10.26%) indicated satisfaction with their salaries. This is in agreement with Kavutha (2014) who asserts that money remains the most significant motivational strategy leading to commitment and satisfaction.

4.4.2 The influence of the reward system on teacher job satisfaction

The teachers were required to show their level of satisfaction with statements regarding their reward system. Their level of satisfaction with the statements thereof was an indicator of the level of influence of the reward system on their job satisfaction. The results are presented in the Table 4.7.

Table 4.7: The influence of the reward system on teacher job satisfaction

Statement	Not satisfied		Slightly satisfied		Satisfied		Very satisfied	
	F	%	F	%	F	%	F	%
Salary is commensurate with services rendered	128	65.6	60	30.8	6	3.1	1	0.5
My present salary is enough to make me lead a decent life	43	22.1	137	70.3	15	7.7	0	0
Present monetary benefits beside salary	87	44.6	87	44.6	15	7.7	6	3.1
My current housing allowance paid to me	144	73.8	46	23.6	5	2.6	0	0
Pension scheme	122	62.6	73	37.4	0	0	0	0

The findings show that majority of teachers (65.6%) showed dissatisfaction the statement that their present salary is commensurate with the services they render. Further findings show that 70.3% of the teachers were slightly satisfied when asked to rate whether their salary was sufficient to give them a decent life. The results further show that over 89% of the teachers are either slightly satisfied not satisfied with the monetary benefits they get at school besides their salary. The findings

further show that majority (62.6%) of the teachers are not satisfied with their pension schemes. The data implies that reward systems and more importantly money has the power to attract, motivate and make teachers satisfied with their jobs. This finding agrees with Carraher et al (2006)'s assertion that an effective reward system is necessary to retain the firms' high performers. The researcher was also interested in establishing whether teachers loved their jobs because of the monetary rewards that came with the job. Table 4.8 shows the findings.

Table 4.8: Teachers' responses about love for their job

Response	Frequency	Percent	Cumulative Percent
Yes	164	84.1%	84.1%
No	31	15.9%	100.0%
Total	195	100.0%	

The findings show that majority (84.1%) of the teachers indicated that they loved their job because of the monetary rewards that come with it.

The statement being tested was, what's the influence of the reward system on the job satisfaction of teachers in public secondary schools in Machakos town sub-county? To establish the influence, the analyses were performed using Karl Pearson correlation coefficient of the findings on reward system and their job satisfaction. The data is presented in Table 4.9.

Table 4.9: Pearson correlation of reward system and job satisfaction

		Reward system	Job satisfaction
Pearson	Reward system	1.000	0.64
Si-1 tailed	Job satisfaction	0.64	1.000
	195	181	

The results in Table 4.9 indicate that reward system significantly influences the job satisfaction of teachers. The 0.64 coefficient established revealed that there is a strong positive relationship between reward systems and the job satisfaction of teachers. This finding confirms the findings suggested by table 4.8 as well as the study by Nyakundi (2012) who found that reward system influences job satisfaction and motivation of teachers.

4.5 Job demands and teacher-job satisfaction

The second research objective for the study was “to establish the influence of job demands on job satisfaction among teachers in public secondary schools in Machakos town sub-county.” This research objective sought to establish the influence of job demands on teachers’ job satisfaction. The job demands used for this part were in terms of the responsibilities and positions teachers hold at schools, lessons taught weekly, class sizes, time spent in curricular and other activities by teachers. A total of 9 items were used to answer the question under this objective. Data under this objective was presented in frequencies and analysed using the Karl Pearson product-moment correlation coefficient and the findings presented in the following sub-sections:

4.5.1 Responsibilities teachers hold at school

The study sought to establish the responsibilities held by teachers in secondary schools apart from teaching. The findings have been presented in Figure 4.3.

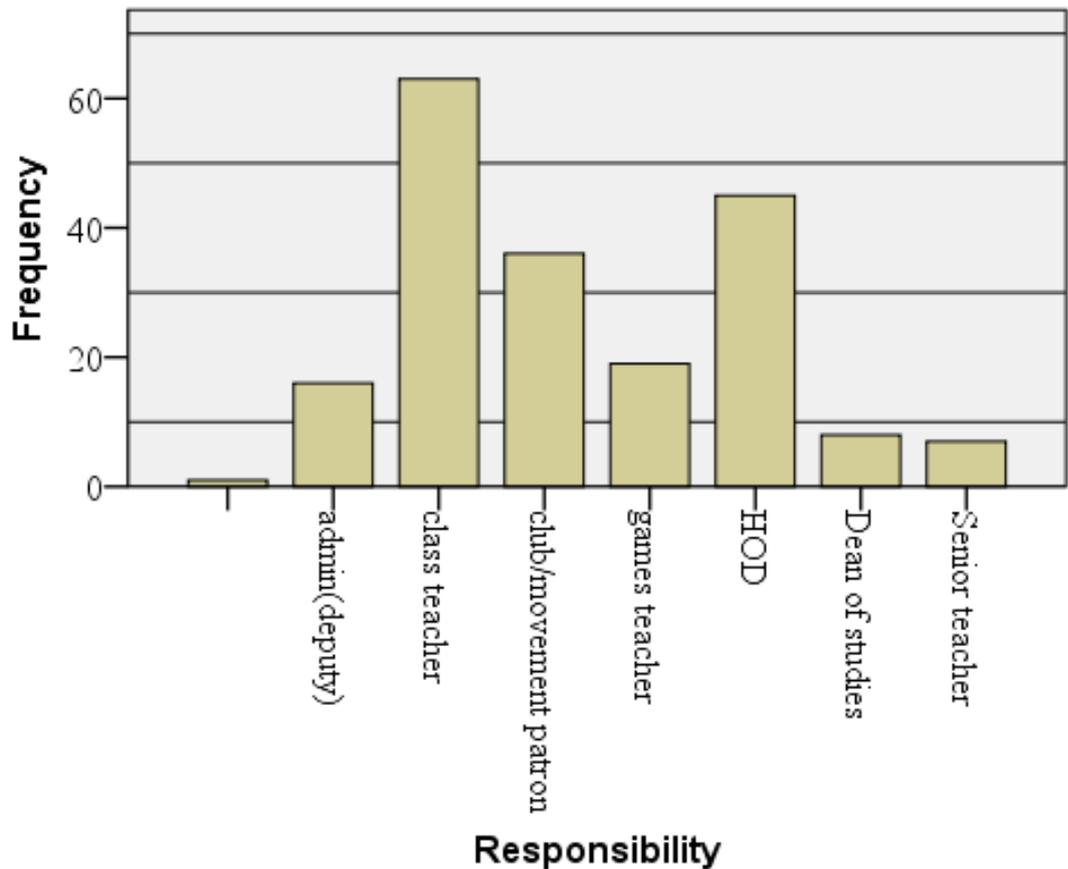


Figure 4.3: Responsibilities teachers hold at school

From the findings in Figure 4.3, majority (63) of the teachers indicated that they were class teachers. In the others category, 8 teachers indicated that they were the deans of studies in their schools and 7 indicated they were senior teachers in their schools. Only 1 teacher did not indicate having any of the listed responsibilities in the questionnaire. The findings show that almost all the teachers are involved in other responsibilities apart from teaching.

4.5.2 Lessons taught by teachers per week at the schools

This part sought to establish the number of lessons teachers teach in their schools per week in accordance with their school timetables. Teachers were required to show the number of lessons they teach per week as given within these five groups: “below 10, 10-18, 19-25, 26-30 and more than 30”. The findings were presented in Figure 4.4 as follows:

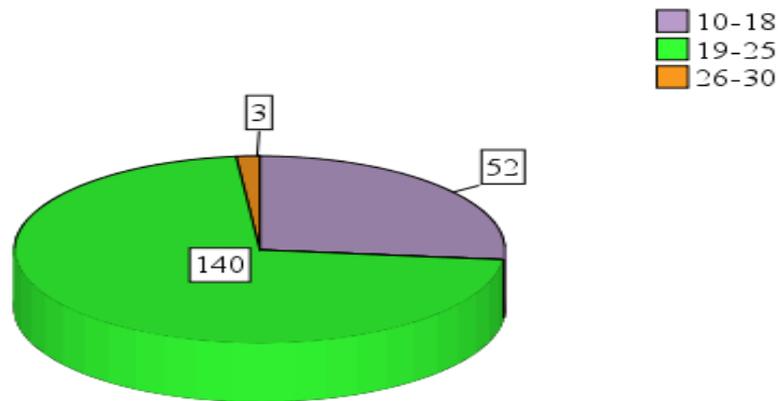


Figure 4.4: Number of lessons taught weekly by teachers

From the findings in figure 4.4, 140 (71.8%) teachers indicated that they teach between 19-25 lessons forming the majority of the teachers, while 52 (26.7%) teachers indicated that they teach between 10-18 lessons per week and only 3 (1.5%) teachers indicated that they teach 26-30 lessons per week.

4.5.3 Principals' responses on influence of job demands on teacher job satisfaction

Principals of secondary schools were asked during the interviews whether the demands of the teaching job influenced the job satisfaction of teachers in their schools. They were required to respond with a yes or no response and the findings are presented in are presented in Figure 4.5

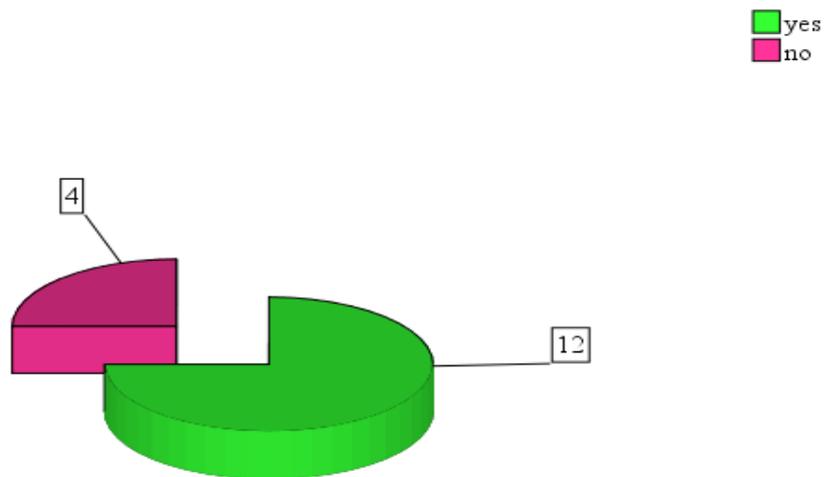


Figure 4.5: Principals' responses on influence of job demands on teacher job satisfaction.

The results in Figure 4.5 show that a majority 12 (75%) of the principals felt that job demands influenced the job satisfaction of teachers in their schools. However 4 (25%) principals felt that the job demands do not influence job satisfaction of teachers. These responses however could be from principals whose schools were adequately staffed in relation to their student populations. The principals were asked to provide brief explanations for their answers and those who agreed that

indeed job demands influence job satisfaction of teachers gave explanations such as if the job is less demanding, teachers will be very satisfied, teachers require not too large classes and not too many lessons to be satisfied with their jobs and that teacher satisfaction depends on the activities they keep doing at the schools. Those who felt that job demand do not influence job satisfaction of teachers gave explanations such as that the satisfaction of a teacher is majorly determined by what they receive out of what they give working.

4.5.4 Class size description by teachers

Teachers were asked to describe the sizes of the classes they teach as either small, average or large. The results were presented in figure 4.6.

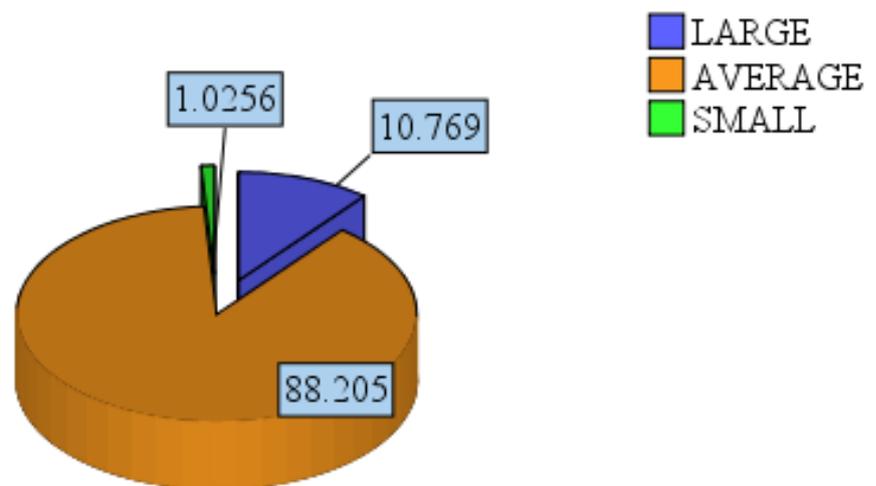


Figure 4.6: Class size descriptions by teachers

Figure 4.6 indicates that a vast majority 172 (88.2%) of the teachers describe their classes as average. Only 2 (1%) of the teachers describe their classes as large.

4.5.5 Satisfaction with job demands

The researcher sought to establish whether job demands influence teachers' job satisfaction. Teachers were required to score five statements related to the demands of the teaching job based on their satisfaction levels with each. The results were presented in Table 4.10.

Table 4.10: Influence of job demands on job satisfaction of teachers

No	Factor		Highly dissatisfied	Slightly dissatisfied	Satisfied	Slightly satisfied	Highly satisfied
1.	Time spent in school by teachers engaged in teaching activities.	F 0	16	146	10	23	
		% 0.0%	8.2%	74.9%	5.1%	11.8%	
2.	Time teachers spent at school engaged in other activities.	F 0	4	126	6	59	
		% 0.0%	2.1%	64.6%	3.1%	30.3%	
3.	The responsibilities assigned to me in my school.	F 0	1	106	12	76	
		% 0.0%	.5%	54.4%	6.2%	39.0%	
4.	The number of students in the classes I teach.	F 0	12	145	3	35	
		% 0.0%	6.2%	74.4%	1.5%	17.9%	
5.	My current position in the school.	F 1	1	117	14	62	
		% 0.5%	0.5%	60.0%	7.2%	31.8%	

The findings in table 4.10 show that majority (74.9%) of teachers indicated that they were satisfied with the time spent at school teaching. Further findings show that 64.6% of the teachers indicated that they were satisfied with the time teachers

spent at school engaged in other activities. 54.4% of the teachers said they were satisfied with the responsibilities assigned to them in school besides teaching. Further, the findings show that 74.4% of the teachers said they are satisfied with their class sizes and 60% were satisfied with their current position.

The statement being tested was how job demands influence job satisfaction of teachers in Machakos town sub-county. To examine the influence, the analyses were done using the Pearson correlation coefficient. The findings were presented in the Table 4.11.

Table 4.11: Pearson correlation of job demands and teachers' job satisfaction

		Job demands	Job satisfaction
Pearson	Job demands	1.000	0.56
Si – 1 tailed	Job satisfaction	0.56	1.000
N	195	181	

The data show that there was a positive relationship with a coefficient of 0.56 between job demands and teachers' job satisfaction. This finding concurs with the findings in Table 4.10 which show a majority of teachers being satisfied with many of the aspects thereof. This finding implies that teacher job satisfaction could be predicted by job demands. The above finding agrees with studies by Otanga and Mange (2014) who found that job demands influence job satisfaction.

4.6 Work-situational factors and job satisfaction of teachers

The third research objective was “to establish the influence of work-situational factors on job satisfaction among teachers in public secondary schools in Machakos town sub-county.” To achieve this objective, the teachers were asked to show their satisfaction with several statements related to the work situational factors. In total 5 items on the teachers’ questionnaire were used to answer this objective. Data under this objective was presented in frequencies and analysed using the Karl Pearson correlation coefficient and the findings presented under the following sub-sections:

4.6.1 Satisfaction with school environment

The teachers were asked whether the school environment in which they work every day was satisfactory. They were expected to respond with a yes or no response and subsequently provide an explanation. The findings were presented in figure 4.7.

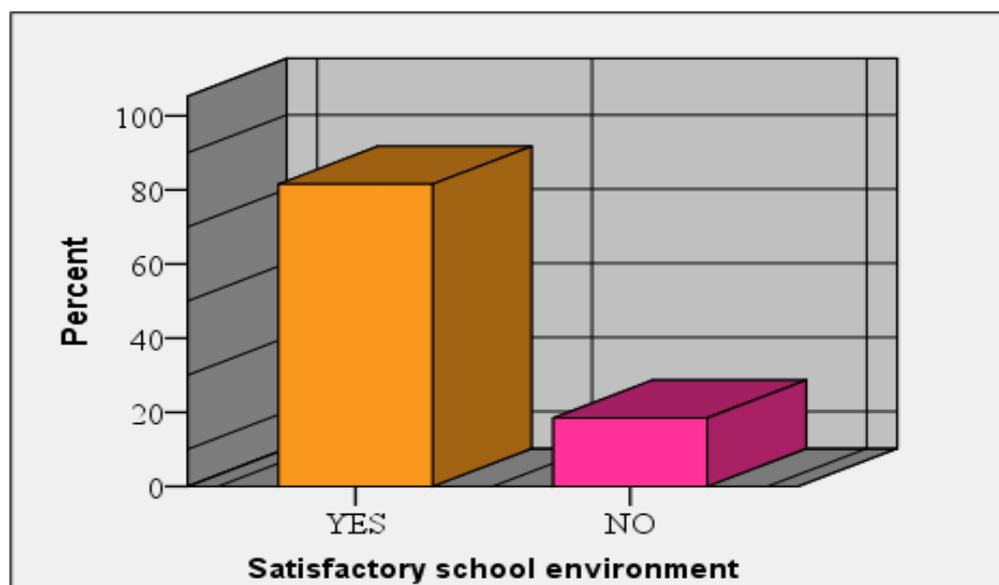


Figure 4.7: Satisfaction with school environment

From the findings 159 (81.5%) teachers reported that their school environments were satisfactory and 36 (18.5%) teachers reported dissatisfaction with their environment. Therefore it can be argued that most teachers in Machakos town sub-county are satisfied with the school environments in which they work. The teachers were further asked to give explanations for their answers why their school environments were or not satisfactory. Those that had indicated that they were satisfied with the school environment mentioned that there were adequate facilities and resources to facilitate teaching, that the school is convenient in terms of accessibility, that the school environment is peaceful and conducive for learning and that the teachers are respected in their schools. Those who indicated that their school environments were not conducive mentioned that sometimes their opinions are disregarded, decisions are made to suit the administrators and exploit the teachers and that some leaders are very strict making their school environments dissatisfactory.

4.6.2 Principals' responses on whether work-situational factors influence teachers' job satisfaction

The researcher sought to find out whether the principals found work situations to influence teacher job satisfaction. The data is presented in Figure 4.8.

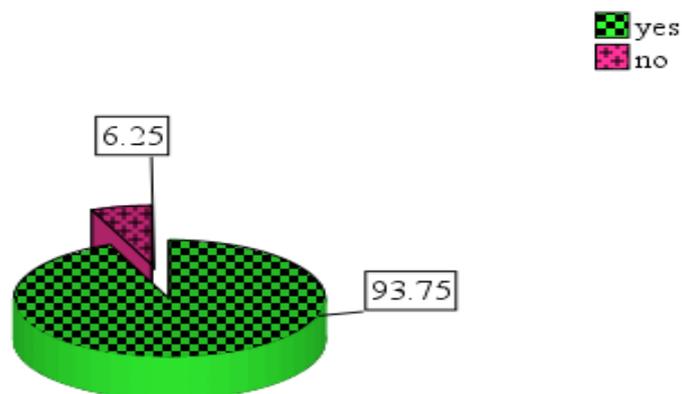


Figure 4.8: Principals’ responses on influence of work-situational factors on job satisfaction of teachers

The findings in Figure 4.8 show that most 15 (93.75%) principals in the schools feel that work-situational factors influence the job satisfaction of teachers in their schools. In an interview one principal explained that teachers and indeed all employees prefer to work in an environment that is conducive for maximum performance. Those who said work-situational factors did not influence job satisfaction of teachers said that they felt that satisfaction was dependent on rewards that are driven from work.

4.6.3 Influence of work-situational factors on job satisfaction of teachers

The influence of work-situational factors on job satisfaction was measured using four statements. The findings are presented in Table 4.12.

Table 4.12: Satisfaction with work-situational factors

Statement	Not satisfied		Slightly satisfied		Satisfied		Very satisfied		Extremely satisfied	
	F	%	F	%	F	%	F	%	F	%
My school environment is conducive for teaching.	4	2.1%	27	13.8%	23	11.8%	94	48.2%	47	24.1%
The strictness of school rules and regulations in my school.	4	2.1%	36	18.5%	113	57.9%	40	20.5%	2	1.0%
Education policies in schools.	2	1.0%	35	17.9%	127	65.1%	31	15.9%	0	0
Teaching and learning resources in my school.	121	62.1%	60	30.8%	14	7.2%	0	0	0	0

From the findings on Table 4.12, 94 of the teachers indicated that they are very satisfied with their school environments as conducive for teaching. 57.9% of the teachers were satisfied with the strictness of school rules and regulations. Further findings from the study show that 65.1% of the teachers were satisfied with the education policies in schools. Finally, majority (62.1%) of the teachers showed dissatisfaction with the teaching and learning resources in their schools and therefore making them dissatisfied with their jobs. This trend could imply that a vast majority of the teachers feel that their schools lack the adequate and relevant teaching and learning resources. This findings agree with Ondara (2004) who found out that most teachers in Kenya work in conditions that are not so good.

The statement being tested was, what is the influence of work-situations on the levels of job satisfaction among teachers in public secondary schools? To examine the influence, the analyses were done using the Karl Pearson-product moment correlation coefficient and findings presented in Table 4.13.

Table 4.13: Pearson correlation of work-situational factors and job satisfaction

		Work situational factors	Job satisfaction
Pearson	Work situational Factors	1.000	0.48
Si 1-tailed	Teachers' job satisfaction	0.48	1.000
N	195	181	

The data reveals a slight positive relationship between the job satisfaction of teachers and work-situational factors. This results imply that work-situational factors have some influence on the job satisfaction of teachers. This finding is in agreement with Nyakundi (2012) who found that work situational factors influence teacher satisfaction on their jobs.

4.7 Job satisfaction levels of teachers

The researcher sought to identify the levels of job satisfaction of teachers in public secondary schools in Machakos town sub-county. The teachers were asked indicate their level of satisfaction with each of 12 aspects of their job. Data was analysed using descriptive statistics.

4.7.1 Intention to leave teaching job

The researcher sought information from teachers whether they would leave teaching if they were given an opportunity to serve in another job within the formal sector. This data is presented in Table 4.14.

Table 4.14: Teachers' responses on Intention to Leave the Profession

Responses	Frequency	Percent (%)
Yes	142	72.8%
No	53	27.2%
Total	195	100.0%

The findings in Table 4.14 show that of the teachers who took part in the study, the majority (72.8%) responded that they could switch to other jobs if given a chance to do so. However, 27.2% of teachers said they would keep their teaching jobs. The implication from this could be that most teachers are dissatisfied with their teaching jobs. This is in congruence with Giacometti (2005) who found that most teachers in the USA would leave the teaching profession for other sectors with one of the major reasons cited for this being lack of job satisfaction and poor remuneration.

4.7.2 Transfer requests

The school principals were also required to tell the number of transfer requests they were receiving annually. The results were presented in Figure 4.9.

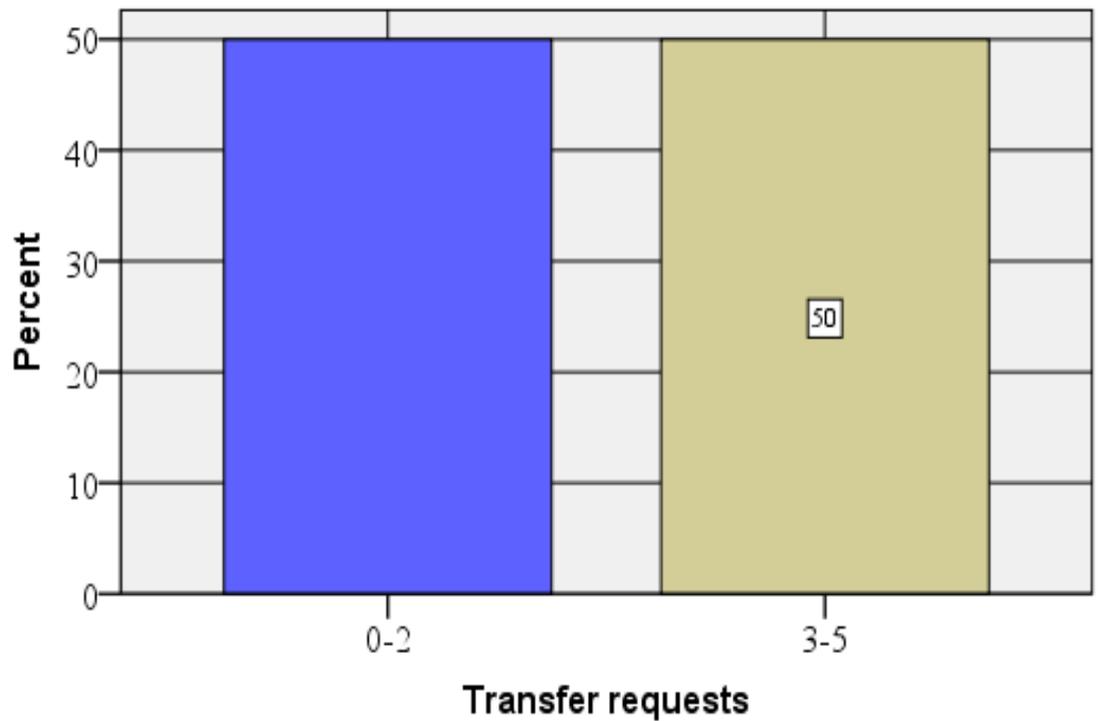


Figure 4.9: Transfer requests in schools

Findings show that 8 (50 %) of the teachers said they receive between 0-2 transfer requests with 8 (50 %) saying they receive between 3-5 transfer requests from teachers willing to leave their schools and join other schools. This finding implies low job satisfaction among teachers in the sub-county. This is in agreement with the low job satisfaction levels of teachers not only in the sub-county but also countrywide.

4.8 Job satisfaction of teachers on some aspects of the job

This part of the instrument sought to establish the job satisfaction of teachers in the sub-county. This was done using two parts. The first part consisted of a question on the satisfaction of teachers with their job overall, while the second part assessed job satisfaction levels using 12 aspects of the job.

4.8.1 Satisfaction of being a teacher

The teachers were asked show how much they either agree or disagree with the line “I am satisfied with my job as a teacher”, on the scale: (i) strongly disagree, (ii) disagree, (iii) no opinion, (iv) agree and (v) strongly agree. This item was meant to gauge how the teachers felt about their jobs and the results were presented in Figure 4.10.

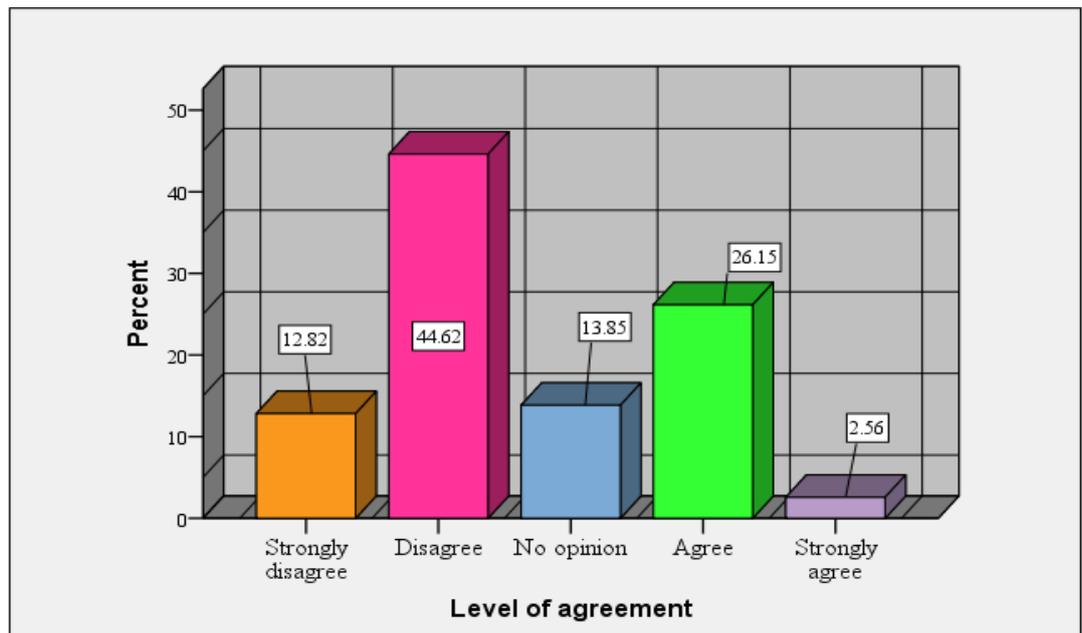


Figure 4.10: Satisfaction being a teacher

From the findings of the study, only 42 (8.71%) of the teachers who took part in the study are satisfied with being teachers. The teachers were asked to provide brief explanations as to why they are or not satisfied with their jobs as teachers. Those who said yes gave reasons such as they love their job, they chose teaching as a career, their job allows them to engage in other income generating activities, their job enables them to pay their bills and that their job enables them to take care of their families. Those who said no gave explanations such as that the job doesn't

pay that well, they wanted to pursue other careers but ended up in teaching, that the job is monotonous and that they don't feel challenged.

The level of job satisfaction of teachers was measured using 12 aspects of the job namely: current salary, allowances, job security, location of school, work load, recognition for work done, promotions, autonomy, decision making, relationship with supervisors, relationship with colleagues and opportunities for development. This was done using a five-point Likert scale in which the teachers rated each of the aspect. The items on the scale were rated as follows: Not satisfied (1), slightly satisfied (2), satisfied (3), very satisfied (4) and extremely satisfied (5). A respondent could score a highest possible mark of 60 and a lowest possible mark of 12. Teachers who scored less than the middle score of 30 were classified as dissatisfied, while those who scored 30 points and above were classified as satisfied. The low scores indicated low job satisfaction whereas a high score indicated high job satisfaction. The data in this regard is presented in Table 4.15.

Table 4.15: Responses on teachers job satisfaction with aspects of the job

	Aspect of job		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
i.	Current salary	F	113	78	4	0	0
		%	57.9	40	2.1	0	0
ii.	Allowances	F	101	89	4	1	0
		%	51.8	45.6	2.1	0.5	0
iii.	Job security	F	0	0	2	99	94
		%	0	0	1.0	50.8	48.2
iv.	Location of school	F	30	80	85	0	0
		%	15.4	41.0	43.6	0	0
v.	Workload	F	10	50	72	62	1
		%	5.1	25.6	36.9	31.8	0.5
vi.	Recognition for work done	F	14	54	89	31	7
		%	7.2	27.7	45.6	15.9	3.6
vii.	Promotions	F	78	100	17	0	0
		%	40.0	51.3	8.7	0	0
iii.	Autonomy	F	82	99	14	0	0
		%	42.1	50.8	7.2	0	0
ix.	Decision making	F	77	97	21	0	0
		%	39.5	49.7	10.8	0	0
x.	Relationship with supervisors	F	1	0	5	91	98
		%	0.5	0	2.6	46.7	50.3

xi.	Relationship with colleagues	F	0	0	0	23	172
		%	0	0	0	11.8	88.2
xii	Opportunities for personal and professional growth	F	2	1	56	129	7
		%	1.0	0.5	28.7	66.2	3.6

N=195

4.8.2 Current salary

The findings in Table 4.15 show that 57.9% and 40% of the teachers were not satisfied and slightly satisfied respectively with their current salaries. This finding shows that most teachers are dissatisfied with their current salaries. This finding of the study is in agreement with Wanjau (2011) who found that teachers in Tetu District were highly dissatisfied with their salaries.

4.8.3 Allowances

Besides the current salaries of the teachers, the researcher considered that the allowances awarded to teachers contribute a great deal to their satisfaction or dissatisfaction with their jobs. 51.8% of the teachers were not satisfied with their allowances and 45.6% indicated being slightly satisfied with their allowances. This finding supports Wang and Feng (2003)'s argument that the higher the allowances of the job the more likely workers will hold a positive attitude toward their jobs.

4.8.4 Job security

A majority (50.8%) of teachers were very satisfied with the job aspect of job security. None of the teachers registered dissatisfaction with this aspect of the job. This finding is in agreement with Illahuya (2014) who found that teachers in Sabatia District were very satisfied with the aspect of job security.

4.8.5 Location of school

Forty four percent (43.6%) of the teachers were satisfied with the location of their schools with 15.4% of them not satisfied with their school locations. The findings of Bennel and Akyeampong (2007) show that teachers working in schools located in the rural areas are less satisfied compared to their colleagues who work in urban located schools.

4.8.6 Workload

The findings of Table 4.15 show that on the job aspect of workload, 36.9% and 31.8% of the teachers were satisfied and very satisfied respectively. This means that a majority (68.7%) of teachers in the sub-county are satisfied with their weekly workloads. Ten teachers out of the one hundred and ninety five who took part in the study were not satisfied with their workloads. This finding disagrees with Mutwiri (2005) who found that many public school teachers were highly dissatisfied with their workloads.

4.8.7 Recognition for work done

Eighty nine (89) teachers of the 195 who took part in the study were satisfied with the job aspect of recognition for work done. This finding could be interpreted to

mean that most teachers are satisfied with the recognition accorded to them. According to Mghana (2013), recognition effects the job satisfaction of teachers in that the experience of recognition for workdone is very tremendous for the recipient and more so if it is accompanied with exceptional amusement.

4.8.8 Promotions

The findings of Table 4.15 show that 51.3% of the teachers were slightly satisfied with the aspect of promotions. Further findings show that only 8.7% of the teachers were satisfied with the job aspect of promotions. This finding could be interpreted to imply that teachers are either dissatisfied with the lengthy procedures and time that it takes for one to gain promotion or even the qualifications required to be fulfilled for one to be promoted. This finding is in agreement with Mghana (2013) whose study findings show that most teachers in Voi District cited promotions as one of the aspects causing dissatisfaction with their jobs.

4.8.9 Autonomy

The findings in Table 4.15 show that 50.8% and 42.1% of the teachers were slightly satisfied and not satisfied with the job aspect of autonomy respectively. This finding agrees with Pearson and Moomaw (2005) who found that teachers in secondary schools were dissatisfied with the job aspect of autonomy.

4.8.10 Decision making

Majority (49.7%) of the teachers were slightly satisfied with the job aspect of decision making with 39.5% not satisfied with the same aspect. This finding could be interpreted to mean that most teachers in the sub-county feel that decisions regarding their jobs come from somewhere above them. This finding agrees with

Mutwiri (2015) who found that teachers in Imenti South sub-county rated the aspect of decision making among those making them dissatisfied.

4.8.11 Relationship with supervisors

The findings in Table 4.15 show that most (50.3%) of teachers were extremely satisfied with the job aspect of relationship with supervisors. According to Otanga and Mange (2014), the variance in job satisfaction is mostly because of the availability of advice from the administrators. This finding agrees with Shann (2001) who found that teachers were satisfied with relationship with supervisors.

4.8.12 Relationship with colleagues

The teachers were also asked to indicate their satisfaction with the job aspect of relationship with colleagues. The findings show that a majority (88.2%) of the teachers were extremely satisfied with their relationships with colleagues. This finding agrees with Shann (2001) who found that teachers were highly satisfied with collegial relationships.

4.8.13 Personal and professional growth opportunities

The teachers were also asked to rate their satisfaction or dissatisfaction with the job aspect of opportunities for personal and professional growth. The findings show that majority (66.2%) of the teachers were very satisfied with the job aspect of professional and personal growth opportunities within the profession. This finding agrees with that of Nyakundi (2012) who found opportunities for personal and professional development influence job satisfaction of teachers in Thika West District.

The mean scores of the factors used to measure job satisfaction are presented on Table 4.16.

Table 4.16: Mean score on satisfaction with aspects of the job

Aspect of the job	Mean	Std. Error of Mean	Standard Deviation	Sum
Current salary	1.44	.038	.538	281
Allowances	1.51	.041	.569	295
Recognition for work done	2.81	.065	.914	548
Decision making	1.71	.047	.650	334
Autonomy	1.65	.044	.610	322
Promotions	1.69	.045	.626	329
Opportunities for personal and professional growth	3.71	.043	.594	723
Location of school	4.28	.051	.716	835
Work load	2.88	.064	.900	561
Job security	4.47	.037	.521	872
Relationship with supervisors	4.46	.043	.603	870
Relationship with colleagues	4.88	.023	.323	952

N=195

Table 4.16 shows that teachers have low levels of job satisfaction. This conclusion is arrived at because most of the facets studied registered low job satisfaction. These factors are current salary which recorded the lowest satisfaction levels among the teachers with a mean of 1.44. Teachers also indicated low satisfaction with the aspect of decision making with a mean of 1.71. Low satisfaction levels were also registered with the aspect of recognition for work done with a mean of

2.81. The job aspect called work load also registered low job satisfaction levels with a mean of 2.88. Teachers also indicated low satisfaction with promotions which had a mean of 1.69. Teachers however showed satisfaction with for personal and professional growth opportunities scoring a mean of 3.71. Teachers also indicated satisfaction with location of their schools with a mean of 4.28. high satisfaction levels were also registered with the job aspects of relationship with supervisors with a mean of 4.46 and job security with a mean of 4.47. The highest satisfaction levels were registered on the job aspect of relationship with colleagues having a mean of 4.88. Therefore the teachers register low satisfaction with most of the facets used to measure levels of job satisfaction. This finding agrees with Wachira (2013) and Illahuyah (2014) who established low job satisfaction among teachers in Murang'a East district and Sabatia district respectively. However, inconsistencies remain in studies from other parts of the world, for instance Sangay (2010) established average levels of teacher job satisfaction. The findings on the job aspects tested are presented in table 4.17 in order of their satisfaction levels.

Table 4.17: Mean score on job factor ratings

No.	Aspect of job	Mean	Sum	Standard Deviation
1.	Relationship with colleagues	4.88	952	.323
2.	Job security	4.47	872	.521
3.	Relationship with supervisors	4.46	870	.603
4.	Location of school	4.28	835	.716
5.	Opportunities for personal and professional growth	3.71	723	.594
6.	Work load	2.88	561	.900
7.	Recognition	2.81	548	.914
8.	Decision making	1.71	334	.650
9.	Promotions	1.69	329	.626
10.	Autonomy	1.65	322	.610
11.	Allowances	1.51	295	.569
12.	Current salary	1.44	281	.538

The findings show that the two most important factors which made teachers satisfied was relationship with colleagues (M=4.88, SD=.323) and job security (M=4.47, SD=.521). The two factors that led to most job dissatisfaction was current salary (M=1.44, SD=.538) and allowances (M=1.51, SD=.569).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five consists of five sections. The first section provides a summary of the study. Section two presents the major findings of this study have been discussed while section three presents the conclusions which have been deduced from the study findings. The fourth section gives the recommendations of the study that were drawn from the stated findings. Finally, the study is concluded by suggestions for further research which have been drawn from what this study failed to establish.

5.2 Summary of the study

This study sought to establish the factors influencing job satisfaction among teachers in public secondary schools in Machakos town sub-county, Kenya.

Data analysis enabled the researcher to come up with the findings based on the following four study objectives which were to determine the influence of the reward system on job satisfaction among teachers in public secondary schools in Machakos town sub-county, to establish the influence of job demands on job satisfaction among teachers in public secondary schools in Machakos town sub-county, to establish the influence of work situational factors on job satisfaction among teachers in public secondary schools in Machakos town sub-county, and to identify the level of job satisfaction among teachers in public secondary schools in Machakos town sub-county.

The study was done using multi-methodology (descriptive correlation-survey) research design in the study. The study used a sample size of 17 schools with a teacher population of 225. Data collection was done using a questionnaire for teachers and an interview guide for the principals of secondary schools. The teachers' questionnaire had a split-half reliability coefficient of 0.82. 195 teachers returned their questionnaires representing a 93.86% response rate. 16 principals out of the sampled 17 were interviewed, representing 94%. The sampling technique employed to identify the schools for inclusion in the study was simple random sampling. Data analysis was done using the SPSS computer software programme version 20.0. Descriptive data analysis were used to determine the frequencies and percentages of demographic characteristics.

5.3 Findings of the study

The study findings were based on the following:

The study managed to establish that most of the teachers in public secondary schools were not satisfied with their teaching jobs.

5.3.1 Reward system and teachers' job satisfaction

Findings of the study on how the reward system influences the job satisfaction of teachers revealed that a majority 128(65.6%) of teachers are not satisfied that their salary is commensurate with the services they render. Data from the same indicated that 89.74% were dissatisfied with their current pay. This implies that teachers were dissatisfied with their monetary rewards. Majority 144(73.8%) were not satisfied with their housing allowances. The study also found out that majority 122 (62.6%) of the teachers were not satisfied with their pension schemes. Majority

164(84.1%) of the teachers indicated that they loved the job because of the monetary rewards that come with it. This shows that reward system influences the teachers' job satisfaction.

The correlations between reward system and job satisfaction of teachers revealed a strong positive relationship of 0.64. The results show that the reward system influences the job satisfaction of teachers.

5.3.2 Job demands and teachers' job satisfaction

The study also determined how job demands influenced teachers' job satisfaction. Findings reveal that majority 146(74.9%) of the teachers were satisfied with the time they spend in school teaching and 64.6% were satisfied with the time they spent at school engaged in other activities. Findings show that majority 145(74.4%) of the teachers were satisfied with the sizes of their classes. Majority (88.21%) of the teachers described their classes as average. 60% of the teachers indicated that they were satisfied with their current positions in the school. Majority 12 (75%) of the public school principals felt that job demands influence the job satisfaction of teachers in the schools they head.

The correlations of job demands and job satisfaction revealed a strong positive relationship with a coefficient of 0.56. This means that job demands influence job satisfaction of teachers.

5.3.3 Work situational factors and teachers' job satisfaction

The study findings show that majority 159(81.5%) of the teachers agreed that their school environments were satisfactory. Majority 94(48.2%) of the teachers were satisfied with their school environments. 113(57.9%) of the teachers were satisfied

with the strictness of the rules and regulations in their schools. Majority 121(62.1%) of the teachers were not satisfied with the teaching and learning resources in their schools. The study found that a majority 15 (93.75%) of the principals in the sub-county agree that work-situational factors have some influence on the job satisfaction of teachers in their schools.

The findings of the correlations of work situational factors and teachers' job satisfaction revealed a coefficient of 0.48. This implied that work-situational factors influence the teachers' levels of job satisfaction in the sub-county.

5.3.4. General information on teachers' job satisfaction

The study established low levels of job satisfaction. The teachers showed dissatisfaction with seven out of the twelve facets used. Majority 113 (57.9%) of the teachers were dissatisfied with their current salaries and 101 (51.8%) of them were not satisfied with their allowances. These were the two facets of the job with which teachers were most dissatisfied with. The two facets of the job that teachers were very satisfied with were relationship with colleagues and job security. A majority 172 (88.2%) of the teacher were extremely satisfied with their relationships with their colleagues. 99(50.8%) of the teachers were very satisfied with the job aspect of job security. These two aspect had means and standard deviations of 4.88, 4.47; and 0.323 and 0.521 respectively. Generally, teachers were satisfied with the aspects of relationship with colleagues, job security, relationship with supervisors, location of school and opportunities for personal and professional growth. Teachers were dissatisfied with the job aspects of workload, recognition, decision making, promotions, autonomy, allowances and current salary. The overall finding was low teacher job satisfaction in the sub-county.

5.4 Conclusions

The study established that the reward system influences the job satisfaction of teachers. Most teachers were totally dissatisfied with their current salaries, allowances and pension schemes. In view of this finding, the study concluded that most teachers loved their jobs simply because of the monetary rewards that they receive from it, not because they are passionate about teaching. It was also concluded that the reward system contributed a great deal to the levels of job satisfaction that were registered in the sub-county. This indicates that however much a school would improve in making available and better the school factors, a significant number of public secondary school teachers would still not be satisfied if the issue of better rewards especially monetary compensation for them is not looked into.

Job demands studied were found to predict the job satisfaction of teachers. The study concluded that if the job is very demanding, it might mean that the worker will be dissatisfied and if it is less demanding, workers will be more satisfied.

The researcher further concluded that work-situational factors have some influence on teacher job satisfaction. It was established that teachers were dissatisfied with the teaching and learning resources but were satisfied with their school environments, school rules and education policies. The correlation coefficient obtained of 0.48 was an indicator of slight positive correlation between the work-situational factors and job satisfaction.

The teachers in Machakos town sub-county registered low levels of job satisfaction.

5.5 Recommendations

Based on the study's findings and conclusions, the following recommendations were made:

- (i) The Teachers Service Commission (TSC) should put up measures to increase the teachers' job satisfaction of and prevent attrition of teachers. This can be done by deployment of more teachers to the sub-county.
- (ii) The government through the Ministry of Education should equip schools with resources to enhance job satisfaction of the teachers. Such can be done through the provision of funds to equip schools with resources for teaching to enhance job satisfaction.
- (iii) The school Boards of Management (BOMs) should sensitize the parents and all stakeholders of the schools on the benefits of job satisfaction among teachers to enhance performance. This can be done by coming up with kitties to ensure that there are adequate rewards within schools

5.6 Suggestions for further research

The following research topics were suggested for further research:

A study should be conducted on how learner characteristics influence teachers' job satisfaction in public and private secondary schools should be carried out.

A comparative research of the job satisfaction of teachers across private and public secondary schools should be conducted in other parts of the country to establish any similarities and differences on different experiences.

The researcher recommends that another study should be done in a larger area like the entire country on the effect of school factors on teacher job satisfaction.

REFERENCES

- Ary, D. (2006). *Introduction to research in education* (7th edition). Canada: Vicki, Knight.
- Barasa, C. L. (2008). *The effect of rewards on job satisfaction among secondary school teachers in Sirisia/ Malakisi Division*. Unpublished masters project: Kenyatta University.
- Bennell, P. & Akyeampong, K. (2007). *Teacher motivation in sub-Saharan Africa and South Asia*. Sussex University: Brighton.
- Carraher, R., Gibson, A. & Buckley, R. (2006). Compensation in the Baltic and the USA, *Baltic Journal of Management*, 1(1), 7-23.
- Chimwenje, D. (2003). *Secondary Teacher Education in Malawi*. A paper presented at an international seminar on Teacher Education held on 27-28 March 2003 at Chancellor College, Zomba. Malawi.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education*. London, United Kingdom: Routledge. Taylor & Francis Group.
- Dehaloo, G. (2011). *The motivation and job satisfaction of secondary school teachers in Kwazulu-Natal; An education management perspective*. Unpublished doctoral thesis: University of South Africa.
- Gerald, M. & Dorothee, L. (2004). Relationship of professionalism, rewards, market orientation and job satisfaction among medical professionals. The case of certified nurse–midwives. *Journal of Business Research*, 57(2), 1042-1043.
- Giacometti, S. K. M. (2005). *Factors affecting job satisfaction and retention of beginning teachers*. Unpublished Doctor of Education Dissertation: Virginia Polytechnic and State University.
- Herzberg, F., Mausner, B. & Snyderman, B. (1959). *The motivation of works* (2nd edition). New York: John Wiley and Sons.
- Heywood, J. (2008). *Identifying global elements of job satisfaction*. Wisconsin: University of Wisconsin-Milwaukee press.
- Hu, H.H., Hsu, C.T., Lee, W.R. & Chu, C.M. (2007). *A policy-capturing approach to comparing the reward allocation decisions of Taiwanese and U.S. managers*, Tamkang University, Taipei: Taiwan.
- Illahuyah, J. I. (2014). *Determinants of teachers' job satisfaction in public day secondary schools in Sabatia District, Vihiga County-Kenya*. Unpublished masters project: University of Nairobi.

- Indire, F. F. & Sifuna, D. N. (1974). *A history of the development of teacher education in Kenya*. Nairobi: University of Nairobi Press.
- Ingersoll, R.M. (2001). *Teacher Turnover, Teacher Shortages and Organization of schools*. Seattle WA: Centre for Study of Teaching and Policy.
- Kasomo, D. (2007): *Research Methods in Humanities and Education*. Eldoret: Zapf Chancery.
- Kavutha (2014), *Influence of organizational culture on teachers' job commitment in primary schools in Mwingi central district, Kenya*. Unpublished masters dissertation: University of Nairobi.
- Kenya National Bureau of Statistics, Economic survey. (2015). Republic of Kenya. Nairobi: Government Printer.
- Khan, T. (2004). *Teacher job satisfaction and incentives: A case study of Pakistan*. Retrieved at <http://webache.googleusercontent>.
- Kombo, D. K. & Tromp, D. L. A. (2006). *Proposal writing: An Introduction*. Nairobi: Pauline's Publications Africa.
- Kothari, C.R. (2004). *Research Methodology, Methods and techniques*, (2nd edition). New Delhi, India: New Age International Ltd.
- Machakos District Education Office Annual Report. (2014). Republic of Kenya. Nairobi: Government printer.
- Machakos District Education Office Annual Report. (2015). Republic of Kenya. Nairobi: Government printer.
- Macklin, D. S., Smith, L. A., & Dollard, M. F. (2007). Public and private sector work stress; workers compensation, level of distress and job satisfaction, and the demand-control-support model. *Australian Journal of Psychology*, 58(3), 130.
- Marin, J. K., & Shehan, D. (1989). Education and job satisfaction: The influences of gender, wage-earning status, and job values. *Sociology of work and Occupations*, 16(1), 84-99.
- Mugenda, A. G. & Mugenda, O. M. (1999). *Research methods, quantitative and qualitative approaches*. Nairobi: Acts Press.
- Mugenda, A. G & Mugenda, O. M. (2003). *Research methods. Quantitative and Qualitative research*. Nairobi: Acts Press.
- Mutwiri, E. M. (2015). *Institutional factors influencing job satisfaction among teachers in mixed day secondary schools in Imenti South District, Kenya*. Unpublished masters project: University of Nairobi.

- Mwangi, J. G. (2002). Factors related to the morale of agriculture teachers in Machakos District. *Eastern Africa social science research review*, 18(2), 31-36.
- Mwenda, E. M. (2015). *Institutional factors influencing job satisfaction among teachers in mixed day secondary schools in Imenti South District, Kenya*. Unpublished masters project: University of Nairobi.
- Ndung'u, W.G. (2003). *A study of factors that lead to job satisfaction and dissatisfaction among teachers in public secondary schools in Kamwangi Division of Thika District*. Unpublished masters thesis: Kenyatta University.
- Nelson, J. C. (2008). *The effect of class size on a teacher's job satisfaction in a southeastern urban LEA*. Unpublished master's thesis: University of North Carolina, Chapel Hill.
- Ngimbudzi, F.W. (2009). *Job satisfaction among secondary school teachers in Tanzania: The Case of Njombe District*. Unpublished masters thesis: University of Jyväskylä.
- Nwachukwu, P. O. (2006). *Teacher job satisfaction and motivation for school effectiveness*. Published masters thesis: University of Helsinki, Finland.
- Nyakundi, T. K. (2012). *Factors affecting teacher motivation in public secondary schools in Thika west district, Kiambu County*. Unpublished M.Ed. Thesis: Kenyatta University.
- Olando, A. (2003). *An investigation into job satisfaction of public secondary school teachers in Nairobi County, Kenya*. Unpublished masters project: University of Nairobi.
- Okumbe, J. A. (1998). *Educational management: Theory and practice*. Nairobi: Nairobi University Press.
- Ondara, O. K. (2004). *An investigation into job satisfaction among secondary school teachers: A case Study of Borabu Division in Nyamira District, Kenya*. Unpublished Med Thesis: Kenyatta University.
- Orodho, J. A. (2004). *Essentials of educational and social science, research methods*. Nairobi: Masola Publishers.
- Orodho, J. A. (2005). *Techniques of writing research proposals and reports in education and social sciences*. Nairobi: Masola Publishers.
- Orodho, J. A., Waweru, P. N., Getange, K. N. & Miriti, J. M. (2013). Basic education in Kenya: Focus on strategies applied to cope with school-based challenges inhibiting effective implementation of curriculum. *International Journal of Education and Research*, 1(11), 1-10.

- Osei, G. M. (2006). Teachers in Ghana: Issues of training, remuneration and effectiveness, *International Journal of Educational Development*, 26(4), 38- 51.
- Oso, W.Y. & Onen, D. (2011). *A general guide to writing research proposal and report*. Nairobi: Prints Arts Limited.
- Otanga, H. & Mange, D. (2014). Contribution of personal characteristics and school-context factors to job satisfaction among primary school teachers in Coast province, Kenya. *International Journal of Education and Research*, 2(7), 474.
- Parker, O. & Wright, L. (2001). "Pay and employee commitment: The missing link." *Ivey Business Journal*, 5(5), 36-39.
- Pearson, C. L. & Moomaw, W. (2005). The Relationship between Teacher Autonomy and Stress, Work Satisfaction, Empowerment, and Professionalism. *Educational Research Quarterly*, 29 (1), 47-48.
- Polo, R. (2015). Strengthening Kenya's education sector Report: *A focus on teachers' strike*. Nairobi: Government Printer.
- Pratheepkanth, P. (2011). Reward system and its impact on employee motivation in commercial bank of Sri Lanka Plc, In Jaffna District. *Global Journal of management and business research*, 11(1), 30-45.
- Robbins, S. (2003). *Organizational Behavior: International Edition*. (10th Ed) New Jersey: Prentice Hall.
- Saari, L. M. & Judge, T. A. (2004). Employee attitudes and job satisfaction. *Human Resource Management*, 43(4), 395-403.
- Sangay, D. (2010). *Job satisfaction of secondary school teachers in Thimphu district of Bhutan*. Unpublished masters thesis: Mahidol University.
- Sargeant, T. & Hannum, E. (2003). *Keeping teachers happy: job satisfaction among primary school teachers in rural China*. University of Pennsylvania.
- Shahzada, K. A, Maroof, R. & Kamal, H. (2015). Teachers' job satisfaction and the role of principles for effective educational system in Secondary Schools of Karachi. *Research Journal of Educational Sciences*, 3(2), 3-5.
- Shann, M. H. (2001). Professional Commitment and Satisfaction among Teachers in Urban Middle schools. *The Journal of Educational Research*, 92 (2), 67- 73.
- Skaalvik, E. M. & Skaalvik, S. (2011) Teacher job satisfaction and motivation to leave the teaching profession: relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education Journal*, 27(2), 1029.
- Sims, R. (2002), *Organizational success through effective human resource management*. Santa Barbara, California, Quorun Books publishers.

- Tudor-Craig, M. (2002). *Teacher talking time: A policy research report on Malawian teachers' attitudes to their own profession*. Retrieved from http://www.vsointernational.org/images/teachertalkingtimemalawi_tcm7622693.pdf.
- Turinawe, H. (2011). *Reward systems, job satisfaction, organizational commitment and employee performance in public higher institutions of learning in Uganda*. Unpublished Dissertation: Makerere University.
- Turner, H. C. (2007). *Predictors of teachers' job satisfaction in urban middle schools*. Unpublished doctoral dissertation: University of North Carolina at Chapel Hill, North Carolina.
- (Voluntary Services Overseas (VSO), 2010). *How much is a good teacher worth?: A report on the motivation and the morale of teachers in Ethiopia*. Addis Ababa, Ethiopia.
- Wachira, C.M. (2013). *Job satisfaction of science teachers in public secondary schools in Murang'a east district, Murang'a County, Kenya*. Unpublished masters dissertation: Kenyatta University.
- Wang, H. M. & Feng, W. W. (2003). Review on employee job satisfaction. *Commercial Research, China*, 9, (43-5).
- Wanjau, J. N. (2011). Institutional and personal characteristics that influence teachers' levels of job satisfaction in public secondary schools in Tetu District, Kenya. Unpublished M. ed Project: University of Nairobi.
- Werner J. & Desimone, B. (2006). *Practical research planning and design*, 5th edition, New York: Macmillan Publishers.
- Xaba, M. (2003). Managing teacher turnover. *South Africa Journal of Education*, 23(4), 290.

APPENDIX A
LETTER OF INTRODUCTION

University of Nairobi
P.O. Box 30197
NAIROBI.
12 March, 2016

The Head teacher
.....Secondary School
P.O. Box
MACHAKOS.

Dear Sir/Madam,

RE: PERMISSION TO UNDERTAKE RESEARCH IN YOUR SCHOOL

I am a post-graduate student in the University of Nairobi undertaking a Masters of Education Degree course in the Department of Educational Administration and Planning. Currently, I am carrying out a research on the “**School Factors influencing job satisfaction among public secondary school teachers in Machakos town sub-county, Kenya**”. As part of my Masters of Education course, I am required to collect data and write a project.

Your school has been randomly selected for this study. Please allow me to collect the requisite data from the teachers in your school.

I wish to assure you that the information obtained in the exercise is purely for academic purposes and the identity of the respondents will be treated with utmost confidentiality.

Yours sincerely,

Nzomo Michael K.

APPENDIX B
TEACHERS' QUESTIONNAIRE

This study is purely intended purely for academic purposes. It is aimed at determining the levels of job satisfaction among public secondary school teachers. Kindly respond to the question as kindly and precisely as possible. All information provided will be treated with utmost confidentiality.

PART A: Personal Data

This part requires you to give information concerning yourself and your school. Please tick {√} in appropriate brace provided.

1. What is your gender? (a) Female { } (b) Male { }
2. Please indicate your age category (25-30) (31-35) (36-40) (41-45) (46-50) (50-above)
3. What is your highest academic qualification?
 - (a) PhD graduate { } (c) Bachelors Degree { }
 - (b) Masters Degree { } (d) Diploma { }
 - (e) Others (Please specify) _____
4. What is your teaching experience?
 - (a) 1-4 years { } (c) 5-6 years { } (b) 7-9 years { } (d) 10 years and above { }
5. Number of teachers in your school. Males_____ Females_____ Total_____

PART B: Reward System and Teacher Job Satisfaction

6. I am satisfied with my current pay as a teacher? Yes [] No []
7. The following are some statements on the compensation of teachers. Please indicate the extent of your satisfaction with each statement in relation to your school. 1-Not satisfied, 2-Slightly satisfied, 3-satisfied, 4-very satisfied and 5-extremely satisfied.

Statement	1	2	3	4	5
My present salary paid is commensurate with the services I render					

My present salary is sufficient enough to enable me lead a decent life in the society					
The present monetary benefits I receive from the school besides my salary					
My current housing allowance am paid alongside my salary					
My pension scheme					

8. Do you love your job because of the rewards that come with the job? **Yes** ()
No ()

PART C: Job Demands and Job Satisfaction

9. Other than teaching, what other responsibilities do you hold in the school?

- (a) Administration (Principal, Deputy Principal) { }
- (b) Head of Department { }
- (c) Class teacher { }
- (d) Games teacher { }
- (e) Club/Movement Patron { }
- (f) Any other, specify.....

10. How many lessons do you teach per week as per the school timetable?

- a) Below 10 { } b) 10-18 { } c) 19-25 { }
- d) 26- 30 { } e) More than 30 { }

11. How would you describe the size of the classes you teach?

- (a) Large { } (b) Average { } (c) Small { }

12. The following are some factors related to the demands of the teaching job. Please read them carefully and indicate the extent of your satisfaction with each based on this scale: 1- Highly dissatisfied, [HD], 2- slightly dissatisfied [SD], 3- Satisfied [S], 4-slightly satisfied [SS] and 5-Highly satisfied [HS].

Factor	1 HD	2 SD	3 S	4 SS	5 HS
Time spent in school by teachers every day engaged in teaching activities.					
Time spent in school by teachers engaged in other activities like games, clubs and societies in my school every day.					
The other responsibilities assigned to me in my school besides teaching					
The number of students in the classes I teach					
My current position in the school					

PART D: Work Situational Factors and Job Satisfaction

13. (a) Is the school environment under which you work as a teacher satisfactory?

Yes { } No { }

(b) Briefly explain your answer? _____

14. The following are some ways in which work situational factors influence job satisfaction. Please read each statement carefully and then indicate the extent to which each has affected you in relation to your job satisfaction or dissatisfaction and that of teachers in your school based on this scale: 1- not satisfied, 2- slightly satisfied, 3- satisfied, 4- very satisfied, and 5- extremely satisfied.

Statement	1	2	3	4	5
My school environment is conducive for teaching (i.e. I am satisfied working in my school)					
The strictness of school rules and regulations in my school.					
Education policies in schools?					
Teaching and learning resources in my school.					

PART E: Teachers' level of job satisfaction

This part is concerned about your satisfaction or dissatisfaction regarding some job factors.

15. (a) I am satisfied with my job as a teacher. State how you agree with this statement (tick appropriately)

- i. Strongly disagree { } ii Disagree { } iii. No opinion { }
 iv. Agree { } v. Strongly agree { }

(b) Briefly explain your answer? _____

16. The following are some factors influencing job satisfaction among teachers. Please indicate the extent to which each of the factors has affected job satisfaction among teachers in your school?

Aspect of Job	Satisfaction level				
	Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
Current salary					
Allowances					
Job security					
Location of school					
Work load					
Recognition for work done					
Promotions					
Autonomy					
Decision making					
Relationship with supervisors (principal, deputy and Heads of Department)					
Relationship with colleagues (other teachers)					

Opportunities for personal and professional development					
---	--	--	--	--	--

17. Would you leave the teaching profession given an opportunity in other departments in the formal sector? Yes [] No []

Thank you for your time and cooperation.

APPENDIX C

PRINCIPALS' INTERVIEW GUIDE

My name is Nzomo Michael, a postgraduate student at the University of Nairobi undertaking a Masters of Education course in the Department of Educational Administration and Planning. I am carrying out a research in public day secondary schools in Machakos town sub-county as a requirement for the course. Information gathered shall only be used in tabulation and presentation of the data and making valid conclusions. Please feel free to respond to the following questions.

1. What is your age bracket(25-30) (31-35) (36-40) (41-45) (46-50) (50-above)
2. What is your working experience in years?.....
3. For how long have you served as a school principal in this school?
.....years
4. Approximately how many transfer requests do you get annually from teachers in your school wishing to join other schools?_____
5. a) Do you think that the demands of the teaching job influence the job satisfaction of teachers? Yes [] No []

b) Briefly explain your answer_____
6. (a) Do you think that work-situational factors influence teachers' job satisfaction in your school? Yes [] No []

(b) If yes in 6 (a), briefly explain your answer_____

APPENDIX D

LIST OF PUBLIC SCHOOLS IN MACHAKOS TOWN SUB-COUNTY

Table 4.18: List of public schools

No.	School	Teacher population		
		Male	Female	Total
1.	Kyanda secondary school	5	5	10
2.	Muvuti Girls	3	2	5
3.	Mbukuni	8	3	11
4.	Kinoi secondary school	8	8	16
5.	Iiyuni secondary school	11	7	18
6.	Baraka SA Kavyuni	8	8	16
7.	AIC Nyayo Girls	7	9	16
8.	Kalama	10	11	21
9.	Nzaini	12	10	22
10.	Katanga	7	8	15
11.	Katoloni	6	7	13
12.	Kitulu Day	6	4	10
13.	Kyambuko	5	8	13
14.	Kwanthanze	9	5	14
15.	Machakos school	12	23	34
16.	Muindi Mbingu	6	6	12
17.	Machakos Baptist	7	5	12
18.	AIC Mbembani	6	6	12
19.	Konza ABC	6	4	10
20.	Kamweleni	5	4	9
21.	Upper Kitanga	4	6	10
22.	SA Mutituni	4	8	12
23.	Kamuthanga	8	6	14
24.	Keaa ABC	5	4	9
25.	Kyaani	6	8	14
26.	Ngelani secondary school	7	6	13
27.	Kyasila	8	7	15
28.	Ngomeni	8	5	13
29.	Mua Farm	4	6	10
30.	Mua Girls	9	7	16
31.	Mumbuni Girls	8	5	13
32.	Mikuini secondary school	6	8	14
33.	Machakos Girls	11	14	26
34.	Muvuti	5	8	13
35.	Kwakavoo	4	3	7
36.	Mumbuni Boys	4	5	9
37.	Katamani	5	7	12
38.	Kathekakai	4	6	10
39.	Kiseveni	5	4	9
40.	Kyeni Baptist	6	3	9

41.	Kiteini	4	5	9
42.	Kyanguli	8	3	11
43.	Kyemutheke	8	3	11
44.	AIC Kiima Kimwe	5	6	11
45.	Mungala	4	4	8
46.	Kimutwa	5	7	12
47.	Mang'auni	8	4	12
48.	Katelemba CIE	5	7	12
50.	Kusyomuomo	7	3	10
51.	Kikumbo	5	6	11
52.	Kyandili	4	6	10
53.	ABC Kanyongo	5	5	10
54.	Mulaani secondary school	4	6	10
55.	Masaani Girls	5	6	11
56.	Muumandu	6	4	10
57.	Kyangala	8	3	11
58.	Kitonyini	6	4	10
59.	Mbuani	3	4	7
60.	Kiuu	5	3	8
61.	Kithima ABC	4	6	10
62.	Kyanzasu	6	3	9
63.	Kivandini	5	5	10
64.	Kyangala Girls	6	4	10
65.	Iluvya	7	5	12
66.	Kaseve	4	5	9
67.	Machakos secondary for the deaf	4	3	7
68.	Miwani secondary school	5	7	12
69.	Kasinga secondary school	2	4	6
	Total			814

APPENDIX E

LETTER OF AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No: **NACOSTI/P/16/72999/10651**

Date: **23rd May, 2016**

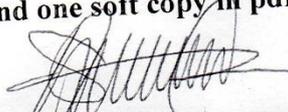
Nzomo Michael Kingoo
University of Nairobi
P.O. Box 30197-00100
NAIROBI:

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School factors influencing job satisfaction among teachers in public secondary schools in Machakos Town Sub-County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **23rd May, 2017.**

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

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


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

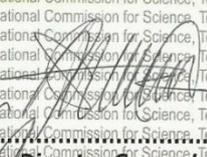
The County Director of Education
Machakos County.

APPENDIX F
RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MRS. NZOMO MICHAEL KINGOO
of UNIVERSITY OF NAIROBI, 0-100
Nairobi, has been permitted to conduct
research in Machakos County
on the topic: SCHOOL FACTORS
INFLUENCING JOB SATISFACTION
AMONG TEACHERS IN PUBLIC
SECONDARY SCHOOLS IN MACHAKOS
TOWN SUB-COUNTY, KENYA
for the period ending:
23rd May, 2016.

Permit No : NACOSTI/P/16/72999/10651
Date Of Issue : 23rd May, 2016
Fee Received : Ksh 1000


Director General
National Commission for Science,
Technology & Innovation

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
NACOSTI
National Commission for Science,
Technology and Innovation

Serial No. A 9158
RESEARCH CLEARANCE
PERMIT
CONDITIONS: see back page