INFLUENCE OF SCHOOL ENVIRONMENT ON JOB SATISFACTION OF PUBLIC SECONDARY SCHOOL TEACHERS IN BUNGOMA SOUTH SUB COUNTY, KENYA.

Kilwake Phanice

A research project submitted in partial fulfilment of the requirement for the award of degree of Master of Arts in Project Planning and Management of the University of Nairobi.

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DECLARATION

This is my original work and has not been presented for any academic award of any other university.

Signature…… Date……

Kilwake Phanice

L50/84860/2016

This Research Project has been submitted with my approval as the university Supervisor.

Signature…… Date……

Mr. Marani Vincent

Lecturer

Department of External Studies

University of Nairobi.

DEDICATION

This research work is dedicated to my loving husband, Mr.Kang’o David,and my wonderful daughter Juphaly.

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LIST OF ABBREVIATIONS AND ACRONYMS

KCSE	Kenya Certificate of Secondary Education
CEO	Chief Executive Officer
GOK	Government of Kenya
BOM	Board of Management
SPSS	Statistical Package of Social Science
TSC	Teachers Service Commission
TPAD	Teacher Performance Appraisal and Development

ABSTRACT

The main aim of this research was to investigate influence of school enviroment on performance of public secondary school teachers in Kenya. The objectives of the study included the following; to determine influence of Principal factors, physical facilities, teacher characteristic and instructional materials on performance of teachers. The target population for this research was 526 which include Principals/deputy, heads of department in schools, board of managers and educational officials. A pilot study was conducted in Bumula sub - county and was not included in the final study to avoid contaminating the final actual sample.A descriptive Research design was used. SPSS was used in the analysis of data to compute frequencies and percentages.The study revealed that teachers were not motivated (mean of 45%) . Also, there was no staff development(mean45%) and team work(mean 41%) from the principals thus negatively influenced job satisfaction of teachers.The study also revealed that there were adequate classrooms (mean 77%) in schools, there were no libraries(mean 49%) and laboratories(mean 32%) in schools which negatively influenced job satisfaction of teachers.The extent to which teacher characteristics influence job satisfaction of teachers, the study revealed that teachers in schools lacked experience (mean 49%), academic(mean 44%) and professional qualification (mean 48%) which influenced job satisfaction of teachers negatively.The extend to which instructional Materials influence job satisfaction of teachers, the study revealed that textbools (mean 32%), teaching Aids(mean of 41%) and printing materials(mean 42%) were crucial for the job satisfaction of teachers.The government through the ministry of education should organize continuous relevant in-service training to teachers to enable them improve on their curriculum delivery and principals to have regular seminars on appropriate application of shared leadership styles.

The study recommends that the school board of management and principals should formulate and implement internal policies on motivation of teachers which could enhance their job satisfaction. Schools should provide sufficient instructional materials for effective teaching and learning process.

CHAPTER ONE

INTRODUCTION

1.1: Background of the study

Anyamebo,K.O.(2005) looked at school environment as the physical environment; facilities and equipment, school policies;time allocated for physical and Health Educational Sport, and school practices regulating PE and Sport, banners to participation and strategies to promote participation.Holmes (2000), in a school set up, school enviroment refer to the way a school principal uses the human resources and other resources and promotes-best value and the way the school works with its governing body**.**Studies conducted in U.S by Marvel and Morton (2006) identified a principal as the single most influential person in a school. He/she is the person responsible for all activities that occur in and around the school building. It is the principals' management practices that set the school's tone, level of professionalism, climate for teaching, the morale of teachers and degree of concern for what students may or may not become. Harris and Brannick (1999) describe job satisfaction as extent to which workers like their jobs. These scholars assert that, the quality of education depends upon the availability of qualified and motivated teachers. Moreover, they believe that if quality education is the goal of the school then, then the aim should be on creating and maintaining the school climate that will encourage teachers to be committed to their school responsibilities.

A study done in Pakistan by Nadeem, 2011 on the Teacher's Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern Punjab) Pakistan. The study found that the following factors affected female teachers' performance negatively,:Poor salaries, poor conditions of school building, inadequate library facility, over workload,

inadequate teaching and learning materials, mental health, status of teacher, respect in society, professional attitude of teachers, responsibilities at home , teachers morale, distance to and from residing area, stress, interference from political leaders, posting in far flung areas, discrimination, lack of co-operation, working relations with staff and head teacher and working environment. Teachers belonging in urban areas attained better mean score as compared of those teachers in rural areas.

Over crowded classroom conditions make it difficult for students to concentrate on their lessons and unavoidably limit the amount of time for learning thus affecting teachers' performance especially the schoosl situated in the urban areas of district Bahawalpur. Some external factors can either aid or hinder a teacher's success. Overwork load teachers, double shifts, inadequate teaching materials, , absence of libraries, lack of proper facilities and generally poorly staffed are factors that affect the performance of female teachers. The other external factors are lack of gender justice, gender disparities and threat, posting at distant from their own house

In Malaysia,it is affirmed from the challenges teachers face daily in their schools could be influencing teachers' performance such as unprofessional working conditions, extra workload, poor communication and isolation, Buchanan et al., (2013). These challenges could negatively affect the teachers' performances. Some other problems reported by teachers are poor and unattractive salaries, overcrowded classes, inadequate teaching and learning materials, poor student behaviour and lack of facilities such as school libraries and computers (Suleman, Hussain, Butt, & Ahmad, 2012). These everyday challenges could lead to some other issues. For instance, overcrowded classes could lead to traditional methods of teaching and thus increase chances of poor student behaviour (Mohammad, 2011). Generally, teaching is really challenging in such schools where a large percentage of the students are under performing and the teachers

are held responsible to raise the standard, which in return increases job stress. Burnout and stress are some of the emotional factors which may arise from facing the everyday challenges and has foremost influence on teacher career satisfaction (Giacometti, 2005).

The teacher career satisfaction is paramount, as this may influence the productivity of the teachers in schools (Deneire, Vanhoof, Faddar, Gijbels, &Petegem, 2014). Teachers highly satisfied with their career, would be willing to give their hearts out for their work unlike those unsatisfied. These teachers would be excited, cheerful and helpful to their students and colleagues. The unsatisfied teachers may not give their full potential and this can affect their students. In fact, there are negative effects of career dissatisfaction, chiefly, increased absenteeism, high level of stress and less likely to meet students' needs (Troman& Woods, 2000). In particular, career dissatisfaction is among factors which influence teachers opting out of teaching (Huberman, 1993; Giacometti, 2005)

There are questions about whether the heads and schools in developing countries such as Ghana have the capacity and the needed resources to implement the effective leadership practices. Despite various attempts to improve upon the quality of education delivery in schools, it appears that issues regarding leadership in these schools still remain a major problem. This has led to several comments and criticisms from parents and the general public in the country about the deteriorating state of leadership and management in these secondary or senior high schools. Although there is no research on school leadership in the Ho Municipality of the Volta Region to substantiate the above claims, most people would blame the shift in leadership approach on the lack of adequate training and preparation of heads for the leadership issue experienced in our schools today. These and other factors together contribute to the low teacher performance and subsequently low student performance (Bimpeh, 2012)

In Uganda, a study was conducted by Nkundabanyanga, 2012 about the influence of governing boards on the performance in public schools in Uganda. Results show that the relationship between board's role performance and the schools' performance is the most significant in terms of the t-ratio of 3.99. This significant positive relationship suggest that the more boards fulfil their roles such as resource provision, service, monitoring and control, the better the performance of the school. Finance committee role performance is also positively and significantly associated with performance confirming the notion that finance committee role is important for the general performance of schools. The negative but significant regression between frequency of board meetings and performance is interesting since it suggests that boards which meet more frequently lead to worse performance. The positive and significant relationship between finance expertise and performance is consistent with the suggestion that individuals with finance expertise can offer advice to the organisation to improve the outcome of the organisation.

In Kenya,Duignan in Rodrigueiz (2014) identified school leadership as a crucial factor in the success of a school. He mentioned activities that constitute effective leadership in school by the Principal to include setting an atmosphere of order, creating a climate of high expectation and building commitment among students and staff to the school goals. Furthermore, the head teacher has a role of translating policies of education and objectives into programme within the school. He is also expected to execute administrative functions as well as instructional supervision. To carry out his role effectively he should be knowledgeable in managerial skills which would enable him to plan, supervise, control, evaluate and make proper decision. An effective Principal plays his or her role in six task areas which includes pupil person, staff personnel, school community relation, provision of physical facilities and financial management.

Kathuri (1986), asserts that there is a strong relationship between the quality of administration in a certain school and performance. He also maintained that the first effective aspect of administration is staff meeting. Such meetings give a head teacher an opportunity to convey any useful information. Teachers are also expected to air their views on how the school should be managed. The head teacher also does other duties which are important for facilitation of curriculum and instruction. Sifuna (1988) notes that factors leading to poor performance in secondary schools include lack of communication, inefficient instructional policies and practices, leaving parents out of school activities are significant poor relationships between principals, teachers and students.

1.2 Statement of the problem

A study by Nadeem, 2011 found that teachers belonging to urban areas attained better mean score as compared to those teachers in rural areas. Nadeem's claim is backed up by Wong,(2003); Harris & Sass, (2008) stating that teachers are vital in uplifting education in secondary levels.In this modern era, the effectiveness of teachers has been given increased importance across various nations (Lowrie& Jorgensen, 2015), as effective teachers are able to enhance performance of their students compared to the ineffective teachers (Hanushek&Wobmann, 2007). Consequently, teachers are entirely blamed for lower performance of students without comprehending the factors. In fact, teacher effectiveness does not depend only on the teachers. There are various factors influencing effectiveness of teachers for instance, management practice is an environmental factor influencing teacher performance. This study concentrated on how principal factors, physical facilities,teacher characteristics and instructional materials influence job satisfaction of teachers in sub county secondary schools in Bungoma south sub county.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of School Enviroment on job satisfaction of teachers in sub county secondary schools in Bungoma south sub county.

1.4 Objectives of the Study

The study was guided by the following objectives:

1.To invesigate how Principal factors influence job satisfaction of teachers in sub county secondary schools in Bungoma South Sub County.

2. To determinethe extent to which physical facilitiesinfluence job satisfaction of teachers in sub county secondary schools in Bungoma South Sub County.

3. To assess the extent to which teacher characteristics influence job satisfaction of teachers in sub county secondary schools in Bungoma South Sub County.

4. To evaluate the extent to which instructional materials influence job satisfaction of teachers sub county secondary schools in Bungoma South Sub County.

1.5 Research Questions:

The research questions that guided the study were**;**

1. How does Principal factor influence job satisfaction of teachers in sub county secondary schools in Bungoma South Sub County?
2. To what extend does physical facilities influence job satisfaction of teachers in sub county secondary schools in Bungoma South Sub County ?
3. To what extend teacher characteristics influence job satisfaction of teachers in sub county secondary schools in Bungoma South Sub County ?

4. How do instructional materials influence performance of teachers in sub county secondary schools in Bungoma South Sub County?

1.6 Significance of the Study

The study findings will give the government policy makers insight in forming policy issues on quality assurance and management of secondary schools. This is aimed at continuously improving academic performance over the long term by focusing on customers (students and teachers) while addressing all stakeholders needs. The research findings will also assist the secondary school leadership to be proactive and lead by example, understand and respond to changes in the external environment, establish a clear institution's vision of the future, establish shared values and ethical role models at all levels, build and eliminate fear, inspire, encourage and recognize people's contribution. This will help to bring about a culture of teamwork in the secondary schools in all the facets of operations.

Consequently, the study findings will help in bringing about the excellence in academic performance as well as value addition to the students. The study also will stimulate interest of future researchers to undertake further investigations in this field by identifying areas for further study. The research findings will form a basis for generalization of the recommendations for other education sectors in Kenya.

1.7 Limitations of the Study

The study limitations were inadequate time for the research thus the researcher was not in a position to cover a large geographical area. The study area was vast between secondary schools which might have made the researcher spend much time. Further the time scheduled to undertake the data collection was limited. For a more conclusive result set, a sample of all

secondary schools in all the Counties in Kenya should have been studied. However, this was not possible due to geographical vastness, financial constrains and time limit.

1.8 Delimitations of the Study

The study was delimited to sub county secondary schools of Bungoma South sub county. The study involved principals/deputy, heads of department in schools, board of managers and educational officials.

1.9 Basic Assumptions of the Study

The study was based on the assumptions that many respondents would give their views and information more objectively and sincerely.

The researcher assumed that the questionnaires would give the relevant information and consequently the respondents would find the study useful thus giving relevant responses that would reflect a true and honest explicability of facts on the grounds, that can be replicated by other people who carry out the same study in other times and in other places.

1.10 Definition of Significant Terms

Job satisfaction: how contented an individual or a teacher is with his or her job in the school.

Principal factors: these are activities done by the principal of a school so as to achieve the institutional goals

Physical facilities: all material resources needed to impart formal education. They include buildings;laboratories and library, furniture and land**.**

Teacher characteristic: these are attributes dependent on the teacher for job satisfaction.

Instructional materials:items that aid the teaching learning process so as to achieve the intended objectives

Board of Management: This is the committee that oversees the activites of the school.

School Environment: refers to facilities that are available in the school to enhance students learning outcome.It includes school buildings; classrooms, libraries, laboratories, furniture; availability of tables, chairs, chalkboards, shelves on which practical instruments are placed, recreational equipment, apparatus ,books, audio-visual, software and hardware of educational technology,size of classroom,sitting position and arrangement.

1.11 Organization of the study

This study was organized in chapter one (introduction) which included; background of the study, the statement of the problem, the purpose of the study, the research objectives: to determine influence of Principal factors, physical facilities, teacher characteristic and instructional materials on performance of teachers, research questions, significance of the study, limitation and delimitations of the study and definitions of significant terms. Chapter two (literature review) includes; theoretical framework, conceptual framework, summary of literature review and knowledge gap. Chapter three (research methodology) which includes; research design, target population, sample size and sampling procedures, data collection instruments, data collection procedure, piloting instruments, validity of instruments, reliability of instruments, data analysis techniques, ethical considerations and operational definition of variables. Chapter four; data analysis, presentation and interpretation of the findings and chapter five; summary of findings, discussion, conclusions and recommendation

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature on some of the studies carried out over the years on influence of school environment on job satisfaction of teachers in sub county schools. The chapter is arranged as per the objectives; principal factors, physical facilities, teacher characteristics and instructional materials. Also discussed is a theory related to the study, a conceptual framework, summary of the literature review and research gaps.

2.2Principal factors and job satisfaction

Freiberg and Stein (1999) assert that school climate is the feature of a school that motivates pupils, teachers and the headteacher to love the school and desire to be there each school day. It motivates members of the school that they feel comfortable while in school thus being attracted to the school. Also sustaining school climate requires continuous effort to retain its beauty. Continuous effort by implication involves motivation, staff development and team work.

Fulton and Maddock (1998) opine that principals have great opportunity to use the emotion which exist in the school in a constructive way to energize teachers, pupils and parents and maximize motivation, engaging them in school activities in pursuit of school goals. Therefore, as a motivator, the principal needs to consistently acknowledge and praise pupils, teachers and parents performance. This, to some extent, would motivate them and therefore enhance their participation and performance in school. A school community with high level of motivation is

fun to work in; it can accomplish tasks that are unthinkable and undoubtedly maintains a positive climate, Steffy (1989).

Schools are service organisations that are committed to teaching and learning, and because the goal of the school is student learning, it is imperative that schools should be learning organisations, places where both pupils and staff capacities to create and achieve are encouraged. Therefore, just as pupils increase in knowledge continuously, staff also need to increase and renew their professional knowledge: learning and developing more effective and efficient ways to achieve school goals.

Harris (2002) notes that staff development is critical to student progress and therefore school improvement. Also the findings from the study show that successful schools encourage and facilitate the learning of both teachers and pupils. Thus, the quality of staff development and learning is maintainedand thus enhance the quality of teaching and learning. However, Cohen and Scheer (2003) contends that most professional development, from a teacher's point of view does not cater for the diverse needs of teacher. Also teacher-centred development plan, which caters for the needs, interest and talents of teachers is central to improving performance in schools. This is why Speck and Knipe (2004) maintain that professional development plan should not be prescribed for teachers rather, teachers should have input in their professional development plans because they work directly with the pupils so, they are in the best position to understand pupils' needs. Besides, teachers are professional development content recipients. DuFour and Eaker (1998) maintain that the purpose of staff development is to help teachers as individuals and as a team to become more effective in helping pupils achieve the intended results of their education. In essence, staff development benefits both teachers and the school for the fact that teachers are learning for themselves and this makes them more effective teachers in

class; that is, the passion to learn will spill over to their pupils. More importantly, when teachers become learners, they are able to see and experience the frustrations and triumphs their pupils experience; this will probably help them to better understand pupils and to know how to handle them effectively. Ubben et al. (2001) believe that it is the responsibilities of the headteacher to set conditions that will enable teachers reach their full potentials. Thus, it is the headteachers' responsibility to initiate and support staff development in schools.

George (2003) defines a team as a group of people with complementary skills, who work actively together to achieve a common purpose that they themselves collectively hold accountable. In other words, teamwork occurs when teachers work together for the same purpose as their skills are well utilized to achieve common goals.

According to Cohen (2003), when teachers work as a team, they serve their customers better. In effect, when teachers share ideas and experiences with regard to teaching, learning and discipline, they are likely to be more effective and efficient in the classroom. Moreover, the findings of DuFour (2004) suggest that when teachers work collaboratively, it increases internal motivation, general job satisfaction, work efficiency and professional commitment. In this respect, when teachers work together it benefits both the teachers and the pupils. Working as a team enables teachers to develop coordinated pupils' management strategies to address learning and behaviour problems. As a result, pupils with learning problems receive necessary assistance and those who are exhibiting discipline problems receive proper guidance with regard to acceptable behaviour. Besides, it increases teachers' competence in their job and it boosts the relationship among teachers. Thus, to a reasonable extent, working as a team enhances positive school environment. It is assumed that teachers work better together as a group if they share common goals and if the school setting encourages it.

2.3 Physical facilities and job satisfaction

School facilities have been observed as a potent factor to quantitative education. The importance of the provision of adequate instructional facilities for education cannot be over-emphasized.

Environment here refers to facilities that are available to enhance students learning outcome. It includes books, audio-visual, software and hardware of educational technology, size of classroom,sitting position and arrangement, availability of tables, chairs,chalkboards, shelves on which practical instruments are arranged, Farombi(1998).Writing on the role of facilities in teaching, Balogun (2002) submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. Fabunmi(1997) noted that when school facilities are provided, they aid the teaching learning programme and thus improve academic achievement of students.

Jegede (1992)reported factors responsible for poor performance as inadequate number of learning facilities in school, poor laboratory facilities and inappropriate teaching methods.

2.4: Teacher's Characteristics and job satisfaction

Ferguson (1992) concluded from his research in Ghana that effective teachers have distinguishable impacts on students examination score. Sanders (1988) and Wenglinsky (1992) found that the simple largest factor affecting academic growth of population of students is differences in effectiveness of individual classroom teachers. He further added that the higher a teacher is qualified, the higher his or her level of education in the teaching profession.

Murnana and Kile (1978) defined teaching experience as all activities undertaken by the teachers in this pre and post teacher training exercise; it also includes participation in professional

development activities geared towards equipping the teacher for better service delivery. Thus the aspect of teacher quality has not been given adequate attention because it is a general belief that any one that can talk convincingly will do well as a teacher, not minding if he or she has experience.

Fafunwa (1970) said most teachers that are untrained point accusing fingers at students rather than on themselves when the students are unable to achieve the expected behaviour at the end of the lesson or examinations.

Soelein (2010) and Fafunwa (1975) found a positive correlation between teachers experience and students' outcomes-some studies out by them reveled that this teachers with years of experience in the professionespecially in science subjects turned out students with higher academic performance. This is due to the teachers experience in instructional process. Imogie (2007) identified that teachers are able to harmonize the minds and emotions of their students in class and this produces students with higher academic achievement . He also found out that teachers should use various media such as print, electronic and improvised materials in transmitting vital information to students. Recent students revealed that teachers with both content knowledge and instructional ability achieves a higher percentage of students' outcome than teachers without such experience. He is of the opinion that the aim of post-teacher training is acquisition of special skills and experience so as to enhance quality service delivery which in turn has a direct impact on their performance.

2.5: Instructional materials and job satisfaction

The use of instructional materials in the teaching process less stressful for both teacher and students. A study by Akinyemi (1995) revealed that performance of Nigeria students was generally poor. This was attributed to various factors of teaching, whereby teaching aids was considered as an important factor. In addition Bassey(2005) and Omosewo (1980) considered the human factors as the teacher's professional commitment, creativity, mechanical skills, initiative and resourcefulness. He said that many teachers were aware of improvisation possibilities but had poor attitudes towards improvisation. They also noted that afew teachers practice improvisation while majority depends on imported equipment claiming that improvisation is consumes a lot of time and often depleting. He also noted that students have little or no interest in improvisation.

Thus teachers should plan for choice of suitable teaching method, choice of suitable teaching materials, indepth research on the topic to be taught and determination of the objectives for the lesson.

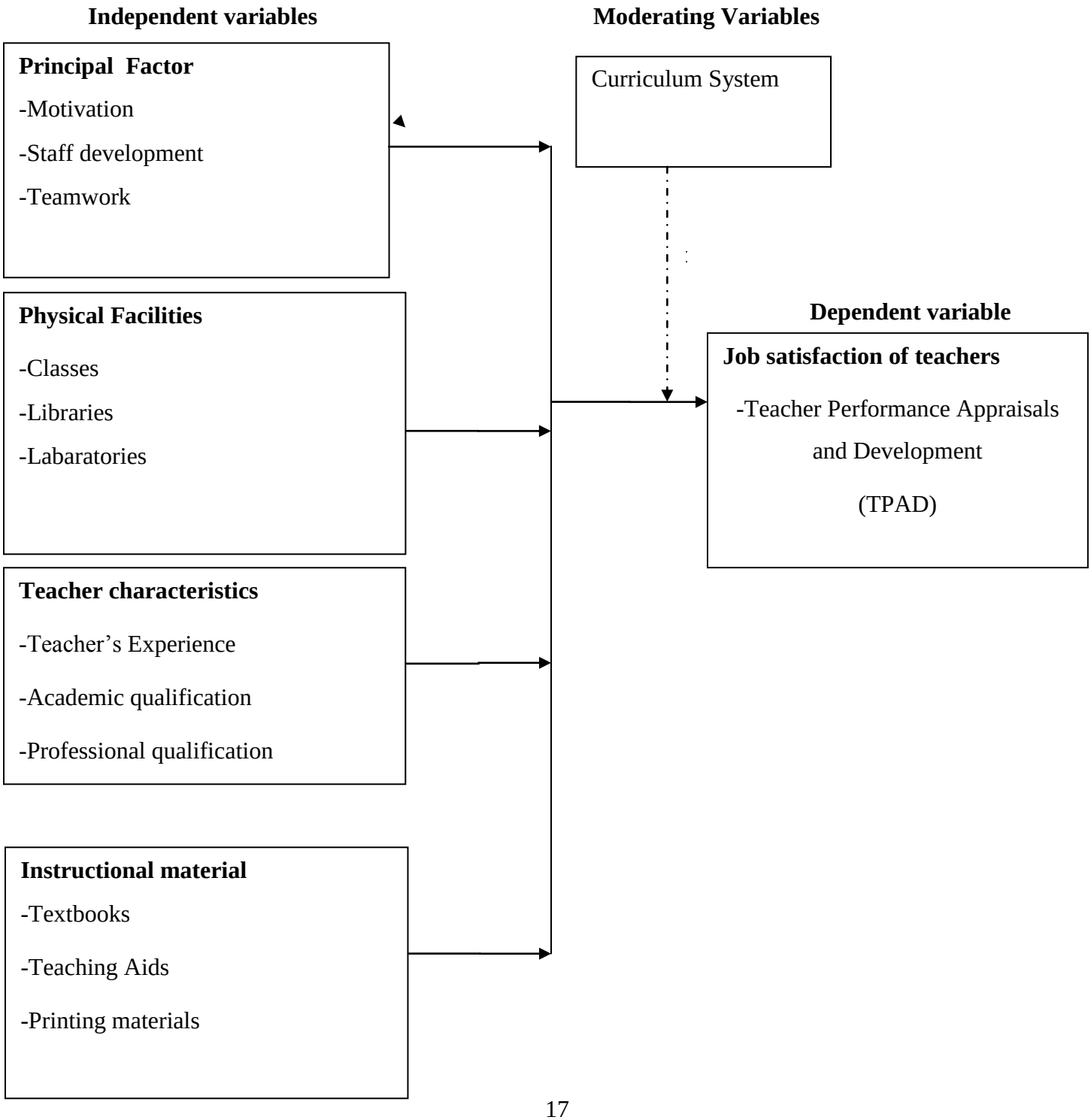
2.6. Theoretical framework

This is a systematic attempt to coordinate all aspects of a problem towards specific objective. An organization is a system with parts such as employees, products, assets, resources and information that form a complex system. A system is a unit as a whole encomposing all its aspects and parts like teachers, students, curriculum, content and evaluation of instructional objectives. A sytem could be open where it interacts with its environment or could be closed where there is no interaction with its environment. A school is an open system since it receives resources (inputs), transforms them and yield product(output). There are also feedback loops that provide information to the institution by connecting outputs and inputs.

Leaders work on system so as to achieve its goal. The aim of the system should be clear to all and also focus on the needs of the customer consistently so as to meet his or her needs. For optimization of the sytem, there should be effective communication and common understanding of roles and responsibilities. There should be synergy in the school so as to realize the common goal of the system.The teaching –learning process is viewed as communication and control taking place between the components of a system.

2.7 Conceptual framework

The study was guided by a conceptual framework in a diagrammatic representation containing all variables and indicators.



2.8 Summary of Literature Review

The chapter looked at influence of school environment on performance of teachers in sub county secondary schools, the chapter has discussed Principal factors, physical facilities, teacher characteristics and instructional materials, a theory related to the study and a conceptual framework.

2.9 Knowledge gap

Factors influencing performance of secondary schools have been researched over years therefore it is well documented. However, little literature can be found about influence of school environment on the job satisfaction of teachers in sub county secondary schools. There is generally lack of literature about how Principal factors, physical facilities, teacher characteristics and instructional materials influence job satisfaction of teachers in sub county secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology that was used in the study. It also highlights research design, target population, sample size, and sample selection, data collection instruments, piloting, instruments validity, reliability, data collection procedure, data collection techniques, as well as methods of data analysis.

3.2 Research Design

The study employed a descriptive survey research design. Descriptive survey research design considered appropriate for the study because the purpose was to obtain information which would describe the existing phenomena by asking individuals about their perception, behaviors, attitudes or values (Mugenda&Mugenda, 2007).

3.3 Target population

According to Mugenda (2003), target population is total number of elements that researcher specifies in his or her research. The target population for this research was 526 participants which was inclusive of 58 principals/deputy, 406 heads of department in schools,58 board of managers and 4 educational officials. According to the TSC records in Bungoma south sub county, there are a total of 58 sub county secondary schools in the region.

3.4 Sampling size and sampling procedures

In this section, the researcher discussed the sample size and sampling procedures that was used in the study. The researcher showed how both were determined, also explained how actual sampling was done during sampling procedure.

3.4.1 Sample size

Gall and Borg, 2003 was used to determine the sample size which recommends at least 30% of the total population. Therefore the study used 157 participants.According to Mugenda and Mugenda, 2003 the larger the sample the higher the validity of the study.

3.4.2 Sampling procedures

From a population of 58 sub county secondary schools in Bungoma south sub county, the researcher used 17 schools which is 30% of thetotal sub county schools in the region as recommended by Gall and Borg, (2003).The unit of analysis was therefore represented by 17 principals/deputy, 119HoDs, 17 BoM and 4educational officials of the sub county, propotional allocation was not used because the sample was small, Israel, (1996) recomends that when the sample is small (<200),all the elements are interviewed . The 17 schools wereconveniently selected to include St. Peters Musikoma secondary schools, St. John the Baptist Namasanda Secondary school, Luyekhe Secondary School and St. Martin Kitinda Secondary School.

Table 3.1 Breakdown of participants for the study

Subjects	Number
1. Principals/Deputy	17
2. Members of BoM	17
3. HoDs	119
4. Educational officials	4
Total	**157**

3.5 Research Instruments.

The study used questionnaires and interview schedules as the main tools for collecting data. The selection of these tools was guided by the nature of data collected, the time that was available as well as the objectives of the study.

3.6 Piloting of instruments

A minor study called pilot study was conducted to standardize the instruments before the instruments were used for actual data collection. This was carried out in Bumula sub county which was a different region from study areas.

3.7 Validity of the study

According to Mugenda and Mugenda (1999) validity is accuracy and meaningfulness of inference, which are based on the study results. It is the degree to which results are based on the study, results obtained from the analysis of data actually represents the phenomenon under study. The usual procedures in accessing the contents validity are to use professionals or experts in the particular field. The researcher gave the instruments to the supervisors to scrutinize if the instruments were valid. In order to determine the content validity there was need to use the research questions and objectives formulated earlier against the expected responses which the item elicited from the field. After verification of the instruments, a pilot study was conducted; this was exposing a very small target population to the study, collected data and analyzed. This helped to show whether the research tools could give the intended result.

3.8 Reliability of the instruments

Reliability is the degree in which a test consistently measures. To test for reliability of the instruments, the researcher pilot the study instruments with a small representative sample where Cronbach's alpha coefficient was determined, if the coefficient is 0.7 and above is deemed reliable and acceptable. A pilot test was conducted where few respondents were exposed to the test-retest method. This was where same instrument was given twice to the same group. This showed a correlation between scores on the two instruments. The results were consistent over time if the scores were similar.

3.9 Data collection procedure

The researcher applied for research permit from the National Council of Science and Technology (NCST) then proceeded to make appointments with the selected subjects. The researcher attached a cover letter to the questionnaire requesting the respondents to take part in the study.

3.10 Data analysis techniques

Data analysis refers to the computation of certain measures along with searching for patterns of relationships that exist among data groups. It helps in interpreting data, drawing conclusions and making decisions. The study used both qualitative and quantitative data analysis. Data analysis was by use of frequency tables, percentages, means and standard deviation where by the mean, which indicates the average performance of a group or a measure of some variable, and the standard deviation which indicates how to spread out a set of scores around the mean. Analysis was done using SPSS, a computerized statistical package for both descriptive and inferential data. The responses on open-ended question was reported by descriptive narrative. Then results of the study were compared with literature review to establish influence of school

enviroment on job satisfaction of sub county secondary school teachers in Bungoma South Sub County.

3.11 Ethical Consideration

According to Mugenda and Mugenda (1999), the researchers are people genuinely concerned with other people's quality of life. They must be persons of integrity who will not undertake research for personal gain or research that will have a negative effect on other people. The research therefore took into consideration ethical issues of life. Explained to the respondents openly and kept true facts about the research so as to be able to take informed decisions about participating. The informed consent was not based on information regarding the purpose of research benefit and compensation or lack of them. The researcher also gave the information given with confidentiality so that the respondents did not feel threatened and werefree to respond so that they were not physically or psychology harmed especially when promise had been guaranteed.

3.12 Operational definition of variables

There were two variables that were to be considered in the study, the independent and dependent variables. The independent variables in the study were: Principal factors, physical facilities, teacher characteristics and instructional materials.The dependent variable was job satisfaction of teachers.

Objectives	Variables	Indicators	Measurement	Tool of a
The influence of Principal factors on job satisfaction of teachers	**1.Independence V** Principal Factors **2.Dependence V** ● Job satisfaction of teachers	-Motivation - Staff development -Teamwork	Nominal	-Frequen -percenta
The influence of physical facilities on job satisfaction of teachers	**1 Independence V** physical facilities**2.Dependent V** ● Job satisfaction of teachers	-classrooms, -libraries -laboratories	Nominal	-Frequen -percenta
The influence of teacher characteristics on job satisfaction of teachers	**1 Independence V** teacher characteristics **2.Dependence V** ● Job satisfaction of teachers	-teacher experience -academic qualification -Professional qualification	Nominal	-Frequen -percenta
The influence of instructional materials on job satisfaction of teachers	**1 Independence V** instructional materials **2.Dependent V** ● Job satisfaction of teachers	-Textbooks -Teaching Aids -Printing materials	Nominal	-Frequen -percenta

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.1 Introduction

Results of the data analysis are presented in this chapter. Data has been organized and presented as per the objectives of the study and demographic information captured at the beginning of the analysis. The study was guided by the following objectives; to investigate how Principal factors, physical facilities, teacher experience and instructional materials influence job satisfaction of teachers in public secondary schools. This chapter analyzed data collected with a closed-ended questionnaire from a total of 153 teachers and data from open ended interview guide from 4 educational official in the county.

4.2 Questionnaire Return Rate

Table 4.1 contains the rate at which the questionnaires were returned after dispatch to the sampled respondents

Table 4.1: Questionnaire Return Rate

Questionnaire		percentage
Delivered	153	100
Returned	148	97
Missing	5	3

Out of 153(100%) questionnaires that were delivered to respondents 148 (97%) were returned dully filled while 5(3%) were not returned. These were considered adequate for this analysis.

4.3 Demographic Information of Respondents

In this part, general information of respondents was analyzed by use of frequencies and percentages for gender, age of respondents, number of years in the current position.

4.3.1: Gender of the respondents

The study sought to know the gender of the respondents which is summarized in table 4.2.

Table 4.2:Gender

Disagregation	Frequencies	Percentage
Male	103	70
Female	45	30
Total	**148**	**100**

Out of 153(100%), 103(70%) were male while 45(30%) were female. This shows that majority of the respondents were male

4.3.2 Present age of operation

The study sought to know the age of respondents which is summerized in the table 4.3.

Table 4.3:Present Age of Respondents

Present Age	Frequency	percentage
18-25	3	2
26-35	13	9
36-45	50	34
46-55	50	34
Above 50	32	21
Total	**148**	**100**

Out of 148(100%), 18-25 years old were 3(2%), 26-35 years old were 13(9%), 36-45 years old were 50(34%), 46-55 years old were 50(34%) while above 50 years were 32(21%). This shows that majority of the respondents were between the ages of 36-45 and 46-55 with frequency of 50(34%)

4.3.3 Number of years in the current position

The study sought to know the number of years the respondents have served in the current position which is summarized in table 4.4.

Table 4.4:Number of years served in the current position.

Disagregation Year	Frequencies	Percentage
1-3	37	25
4-7	77	52
8-11	14	9
12-15	17	11
>above 15	3	2
	148	100

Out of 148(100%), 37(25)% had worked for between 1-3years, 77(52%) had worked for 4-7 years, 14(9%) had worked for between 8-11 years, 17(11%) had worked for between the years of 12-15 years and 3(2%) had worked for 15 years and above.

4.4: Principal factors and job satisfaction of teachers in sub county secondary schools

This was the first objective that the study was out to achieve and areas of focus included motivation, staff development, and teamwork, these are further discussed in the following subsequent themes;

4.4.1: Motivation in school

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that there is sufficient motivation by Principals in schools. Results are tabulated in table 4.5

Table 4.5: Motivation

	Frequency	%
Yes	46	30
No	102	70
Total	148	100

Out of 148(100%), 46(30%) said yes that there is sufficient motivation by Principals in schools while, 102(70%) said no on the same.

4.4.2: Motivation by Principals and job satisfaction of teachers in sub county secondary schools.

The study was interested in establishing how motivation by Principals influence the job satisfaction of teachers in public secondary schools. The respondents were asked on their opinions about how much they agree or disagree that motivation by Principals improves job satisfaction of teachers in public secondary schools, this was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.6 .

Table 4.6: Motivation and job satisfaction of teachers

	Frequency	%
strongly agree	10	7
agree	8	5
neither agree nor disagree	20	14
disagree	84	57
strongly disagree	26	18
Total	148	100

Out of 148(100%), 10(7%) strongly agreed that motivation by Principals influences job satisfaction of teachers in public secondary schools, 8(5%) agreed to the same, 20(14%) neither agreed nor disagreed, 84(57%) disagreed, and 26(18%) strongly disagreed

Table 4.6 showed 84(57%) respondents disagreed with a mean of 45% which was below average thus motivation by Principals does not promote job satisfaction of teachers in

public secondary schools . 102(70%)teachers in table 4.5 said that there was no motivation of teachers from the Principals, lack of motivation implies a negative influence to job satisfaction of teachers. This study agrees with Fulton and Maddock (1998) that headteachers have great opportunity to use the emotion which already exists in the school in a constructive way to energize teachers, pupils and parents and maximize motivation, getting them to be personally engaged in school activities in pursuit of school goals.

4.4.3: Staff development in school

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that there is sufficient staff development by Principals in school. Results are tabulated in table 4.7

Table 4.7: Staff development by Principals in schools

	Frequency	%
Yes	65	44
No	83	56
Total	148	100

Out of 148(100%), 65(44%) said yes that there is sufficient staff development by Principals in school while, 83(56%) said no on the same.

4.4.4: Staff development and job satisfaction of teachers in public secondary schools.

The study was interested in establishing how Staff development by Principals influence job satisfaction of teachers in public secondary schools. The respondents were asked on their opinions about how much they agree or disagree that Staff development by Principals improves the job satisfaction of teachers in public secondary schools, this was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.8.

Table 4.8: Staff development and teacher job satisfaction of teachers

	Frequency	%
strongly disagree	66	45
disagree	15	10
neither agree nor disagree	45	30
agree	10	7
strongly agree	12	8
Total	148	100

Out of 148(100%), 12(8%) strongly agreed that staff development by Principals influences job satisfaction of teachers in public secondary schools, 10(7%) agreed to the same, 45(30%) neither agreed not disagreed, 15(10%) disagreed, and 66(45%) strongly disagreed to the same with a mean of 45%.

Table 4.8 shows that 66(45%) respondents strongly disagreed with a mean of 45% that staff development by Principals influences job satisfaction of teachers in public secondary schools.

83(56%) teachers in table 4.7 said that there was no staff development from Principals, from respondents opinion, lack of staff development implies a negative influence to job satisfaction of teachers. This study agrees with Ubben et al. (2001) believe that it is the responsibilities of the headteacher to set conditions that will enable teachers reach their full potentials. Thus, it is the headteachers' responsibility to initiate and support staff development in schools.

4.4.5: Teamwork

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that there is teamwork as fostered by Principals in school. Results are tabulated in table 4.9

Table 4.9: Teamwork in schools

	Frequency	%
Yes	22	15
No	126	85
Total	148	100

Out of 148(100%), 22(15%) said yes that there is teamwork as fostered by Principals in school, 126(85%) said no to the same.

4.4.6: Teamwork and job satisfaction of teachers in public secondary schools.

The study was interested in establishing how teamwork as fostered by Principals influence job satisfaction of teachers in public secondary schools. The respondents were asked on their opinions about how much they agree or disagree that teamwork by Principals influences the

job satisfaction of teachers in public secondary schools, this was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.10 .

Table 4.10: Teamwork and teacher job satisfaction

	Frequency	%
strongly disagree	42	29
disagree	77	52
neither agree nor disagree	17	11
agree	7	5
strongly agree	5	3
Total	148	100

Out of 148(100%), 5(3%) strongly agreed teamwork by Principalsinfluences the job satisfaction of teachers in public secondary schools, 7(5%) agreed to the same, 17(11%) neither agreed nor disagreed, 77(52%) disagreed, and 42(29%) strongly disagreed to the same with a mean of 41%.

Table 4.10 shows that 77(52%) respondents disagreed with a mean of 41% that teamwork by Principals influences job satisfaction of teachers in public secondary schools. 126(85%) teachers in table 4.9 said there was no teamwork as fostered by Principals in school, from respondents opinion, lack of teamwork in schools implies a negative influence to job satisfaction of teacher.This study agrees with DuFour (2004) who suggested that when teachers work collaboratively, it increases internal motivation, general job satisfaction, work efficiency and professional commitment

4.5:Physical facilities and job satisfaction of teachers in public secondary schools

This was the second objective that the study was out to achieve and areas of focus included availabilityclassrooms, libraries and laboratories, these are further discussed in the following subsequent themes;

4.5.1: Availability of classrooms

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that there is enough classrooms in school. Results are tabulated in table 4.11 below

Table 4.11: Availability of classrooms in schools

	Frequency	%
Yes	101	68
No	47	32
Total	148	100

Out of 148(100%), 101(68%) said yes that there were enough classrooms in schools, 47(32%) said no to the same.

4.5.2: Availability of adequate classrooms and job satisfaction of teachers in public secondary schools.

The study was interested in establishing how availability of classrooms influences the job satisfaction of teachers in public secondary schools. The respondents were asked on their opinions about how much they agree or disagree that adequate classrooms influences the job satisfaction of teachers in public secondary schools, this was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.12 below.

Table 4.12: availability of classrooms and teacher job satisfaction

	Frequency	%
strongly disagree	16	11
disagree	22	15
neither agree nor disagree	5	3
agree	27	18
strongly agree	78	53
Total	148	100

Out of 148(100%), 16(11%) strongly disagreed thatadequate classrooms influences the job satisfaction of teachers in public secondary schools, 22(15%) disagreed to the same, 5(3%) neither agreed not disagreed, 27(18%) agreed, and 78(53%) strongly agreed to the same with a mean of 77% .

Table 4.12 shows that 78(53%) respondents strongly agreed with a mean of 77% that adequate classrooms influences job satisfaction of teachers in public secondary schools, 90(61%)

teachers in table 4.11 said there were adequate classrooms, from respondents opinion, adequate classrooms positively influences job satisfaction of teachers in schools. This study agrees with Fabunmi(1997) that school facilities when provided will aid teaching learning programme and consequently improve academic achievement .

4.5.3: Libraries and job satisfaction of teachers in public secondary schools.

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that there were enough Libraries in schools. Results are tabulated in table 4.13 below

Table 4.13: Availability of Libraries in schools

	Frequency	%
Yes	58	39
No	90	61
	148	**100**

Out of 148(100%), 58 (39%) said yes that there Libraries in school, 90(61%) said no to the same

4.5.4:Availability of Libraries and job satisfaction of teachers in public secondary schools.

The study was interested in establishing how availability of Libraries influences the job satisfaction of teachers in public secondary schools. The respondents were asked on their opinions about how much they agree or disagree that Libraries influences the job satisfaction of teachers in public secondary schools, this was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.14.

Table 4.14: availability of Libraries and teacher job satisfaction

	Frequency	%
strongly disagree	54	36
disagree	30	20
neither agree nor disagree	22	15
agree	28	19
strongly agree	14	10
Total	148	100

Out of 148(100%), 54(36%) strongly disagreed that adequate Libraries influences the job satisfaction of teachers in public secondary schools, 30(20%) disagreed to the same,22(15%) neither agreed not disagreed, 28(19%) agreed, and 14(10%) strongly agreed to the same with a mean of 49%.

Table 4.14 shows that 54(36%) respondents strongly disagreed with a mean of 49% that there were adequate Libraries which influences job satisfaction of teachers in public secondary schools, 90(61%) teachers in table 4.13 said there were adequate Libraries, from respondents opinion, lack of Libraries negatively influences job satisfaction of teachers in schools, this implies a negative influence to job satisfaction of teachers.This study agrees with Fabunmi(1997) that school facilities when provided will aid teaching learning programme and consequently improve academic achievement of students.

4.5.5:Availability of laboratories

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that there were enough laboratories schools. Results are tabulated in table 4.15

Table 4.15: Availability of laboratories in schools

	Frequency	%
Yes	35	24
No	113	76
	148	**100**

Out of 148(100%), 35 (24%) said yes that there Libraries in school, 113(76%) said no to the same

4.5.6:Availability of laboratories and job satisfaction of teachers in public secondary schools.

The study was interested in establishing how availability of laboratories influences the job satisfaction of teachers in public secondary schools. The respondents were asked on their opinions about how much they agree or disagree that laboratories influences job satisfaction of teachers in public secondary schools, this was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.16.

Table 4.16: availability of laboratories and teacher job satisfaction

	Frequency	%
strongly disagree	38	26
disagree	21	14
neither agree nor disagree	22	15
agree	6	4
strongly agree	13	9
Total	148	100

Out of 148(100%), 13(9%) strongly agreed that there were adequate laboratories in schools, 6(4%) agreed to the same,22(15%) neither agreed not disagreed, 21(14%) disagreed, and 38(26%) strongly disagreed to the same with a mean of 32%.

Table 4.16 shows that 38(26%) respondents strongly disagreed with a mean of 32% that adequate laboratories influences job satisfaction of teachers in public secondary schools, 113(76%)teachers in table 4.15 said there were adequate laboratories, from respondents opinion, lack of laboratories negatively influences job satisfaction of teachers in schools, this implies a negative influence to job satisfaction of teachers.This study agrees with Balogun (2002)submitted that no effective science education programme canexist without equipment for teaching. This is because facilitiesenable the learner to develop problem-solving skills andscientific attitudes

4.6: Teacher characteristics and job satisfaction of teachers in public secondary schools

This was the third objective that the study was out to achieve and areas of focus included Teacherexperience,academic qualification and professional qualification, these are further discussed in the following subsequent themes

4.6.1:Teacher experience

The researcher sought to know the opinion of the respondents about level of agreement or disagreement on whether there are experienced teachers in schools. Teachers were asked to choose the bracket they belonged to. Results are tabulated in table 4.17

Table 4.17:Teacher experience in schools

Category in years	**frequency**	**Percentage**
Below 5	65	44
(6 - 9)	53	36
(10- 14)years	27	18
Above 15 years	3	2
Total	148	**100**

Out of 148(100%), 65 (44%) teachers belonged to below 5 years as their experience in school, 53(36%) belonged to 6 years to 9 years, 27(18%) 10years to 14 years and 3(2%)Above 15 years.

4.6.2:Teacher experience and job satisfaction of teachers in public secondary schools.

The study was interested in establishing how Teacher experience influence job satisfaction of teachers in public secondary schools. The respondents were asked on their opinions about how much they agree or disagree that Teacher experience improves the performance of teachers in public secondary schools, this was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.18 .

Table 4.18:Teacher experience and job satisfaction of teachers

	Frequency	%
very low	43	29
low	40	27
neutral	38	26
high	19	13
very high	10	7
Total	148	100

Out of 148(100%), 43(29%) were very low while 40(27%) were low, 38(26%) neutral, 19(13%) high and 10(7%) were very high about teacher experience in schools..

Table 4.18 shows that 43(29%) respondents disagreed with a mean of 49% that teacher experience influences job satisfaction of teachers in public secondary schools, 65(44%) teachers in table 4.17 said they had experience of below 5 years, from respondents opinion, lack of experienced teachers negatively influences job satisfaction of teachers in schools, this implies a

negative influence to job satisfaction of teachers.This study agrees with Soelein (2010) and Fafunwa (1997) that there is a positive correlation between teachers experience and students' outcomes-some studies out by them reveled that this teachers with years of experience in the profession especially in science subjects turned out students with higher academic performance.

4.6.3: Academic qualification and job satisfaction of teachers in public secondary schools.

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that there were academically qualified teachers in schools. Results are tabulated in table 4.19

Table 4.19: Academic qualification in schools

	Frequency	%
Form four leavers	77	52
Degree holders	45	31
Masters holders	24	16
PhD holders	2	1
Total	148	100

Out of 148(100%), 77(52%) were form four leavers,45(31%) degree holders, 24(16%) Masters and 2(1%) were PhD holders.

4.6.4: Academic qualificationand job satisfaction of teachers in public secondary schools.

The study was interested in establishing how academic qualification of teachers **in**fluence their job satisfaction in public secondary schools. The respondents were asked on their opinions whether they agree or disagree that academic qualification of teachersimproves their job satisfaction in public secondary schools, this was measured on the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.20 .

Table 4.20: Academic qualification and job satisfaction of teachers

	Frequency	%
very low	73	50
low	12	8
neutral	37	25
high	11	7
very high	15	10
Total	148	100

Out of 148(100%), 73(50%) were very low that there were academically qualified teachers in schools, 12(8%) low to the same, 37(25%) neutral, 11(7%) were high while 15(10%) were very high on the same with a mean of 44%.

Table 4.20 shows that 73(50%) respondents were very low with a mean of 44% that there were academically qualified teachers in schools which influences job satisfaction of teachers in public secondary schools while 77(52%) teachers in table 4.19 said there were no enough qualified teachers in schools, from respondents opinion, lack of qualified teachers in schools implies a negative influence on job satisfaction of teachers.This study agrees with Sanders (1988)and Wenglinsky (1992) that the simple largest factor affecting academic growth of population of students is differences in effectiveness of individual classroom teachers. He further propounded that the higher a teacher is qualified, the higher his or her level of education in the teaching profession.

4.6.5:Proffesional qualification and job satisfaction of teachers in public secondary schools.

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that there were qualified teachers in schools. Results are tabulated in table 4.21

Table 4.21:Proffesional qualification in schools

Qualification	Frequency	%
Bachelor of Education	23	16
Diploma in Education	29	20
None	96	65
Total	148	100

Out of 148(100%), 23(16%) said that they were qualified in Bachelor of Education while, 29(20%) Diploma in Education and 96(65%) had none.

4.6.6: Proffesional qualification and job satisfaction of teachers in public secondary schools.

The study was interested in establishing how qualified teachersinfluence their job satisfaction in public secondary schools. The respondents were asked on their opinions whether they agree or disagree that qualification of teachers improves their job satisfaction in public secondary schools, this was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.22 .

Table 4.22:Proffesional qualificationand job satisfaction

	Frequency	%
disagree	114	77
neither agree nor disagree	11	8
agree	18	12
strongly agree	5	3
Total	148	100

Out of 148(100%), 5(3%) strongly agreed that that there were qualified teachers in schools, 11(8%) neither agreed not disagreed to the same, 18(12%) agreed to the same and 114(77%) disagreed with a mean of 48%.

Table 4.22 shows that 114(77%) respondents disagreed with a mean of 48% that schools had qualified teachers thus negatively influence job satisfaction of teachers in public secondary

schools. While 96(65%) teachers in table 4.21 said there were no professionally qualified teachers in schools , from respondents opinion, lack of qualified teachers in schools implies a negative influence on job satisfaction of teachers .Qualified teachers are backborn to the performance of a teacher. This result agrees with Akiri (2013) who stated that what the teacher does, influences, the whole process of learning. Effective and well qualified teacher produces better performing students.

4.7: Instructional materials and job satisfaction of teachers in public secondary schools

This section looked at the how instructional materials in terms of textbooks, Teaching Aids and printing materials influences the performance of teachers in public secondary schools

4.7.1 Availability of textbooks

The researcher sought to know the opinion of the respondents about level of agreement or disagreement on whether there are enough textbooks in schools. Results are tabulated in table 4.23

Table 4.23. **Availability of textbooks**

	Frequency	%
Yes	52	35
No	96	65
Total	**148**	**100**

Out of 148(100%), 52(35%) said yes that there were enough textbooks in schools, while 96(65%) said no to the same

4.7.2: Availability of textbooks and job satisfaction of teachers in public secondary schools.

The study was interested in establishing whether availability of textbooks influence job satisfaction of teachers in public secondary schools. The respondents were asked on their opinions whether they agree or disagree that availability of textbooks improved the job satisfaction of teachers in public secondary schools, this was measured on the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.24

Table 4.24. Availabilitty of textbooks and job satisfaction of teachers

	Frequency	%
Strongly disagree	94	64
disagree	26	18
neither agree nor disagree	16	11
agree	8	5
strongly agree	4	2
Total	148	100

Out of 148(100%), 98(66%) strongly disagreed that there are enough textbooks in schools, 26(18%) disagreed, 16(11%) neither agreed not disagreed to the same, 8(5%) agreed to the same and 4(2%) strongly agreed

Table 4.24 shows that majority of the respondents 98(66%) strongly disagreed with a mean of 32% that there were enough textbooks in schools which has negative influence on job satisfaction of teachers in public secondary schools.96(65%) teachers said that there were no enough textbooks in schools.

4.7.3: Teaching Aids

The researcher sought to know the opinion of the respondents about level of agreement or disagreement on whether there were enough Teaching Aids in schools. Results are tabulated in table 4.25

Table 4.25: Availability of Teaching Aids in schools

	Frequency	%
Yes	38	26
No	110	74
Total	148	100

Out of 148(100%), 38(26%) said yes that there were sufficient Teaching Aids in schools while, 110(74%) said no on the same.

4.7.4: Availability of Teaching Aids and job satisfaction of teachers in public secondary schools.

The study was interested in establishing how availability of Teaching Aids influence the job satisfaction of teachers in public secondary schools. The respondents were asked on their opinions about how much they agree or disagree that availability of Teaching Aidsimproves job satisfaction of teachers in public secondary schools, this was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.26

Table 4.26: **Availabilitty of teaching Aids and job satisfaction of teachers**

	Frequency	%
strongly disagree	60	41
disagree	53	36
neither agree nor disagree	11	7
agree	12	8
strongly agree	12	8
Total	148	100

Out of 148(100%), 60(41%) strongly disagreed that there were enough Teaching Aids, 53(36%)disagreed, 11(7%) neither agreed nor disagreed, 12(8%) agreed to the same and 12(8%) strongly agreed with a mean of 41 %.

Table 4.26 shows that 60(41%) respondents strongly disagreed with a mean of 41% that there were enough Teaching Aids in schools which influences job satisfaction of teachers in

public secondary schools. While 110(74%) teachers in table 4.25 said there were no enough Teaching Aids in schools, from respondents opinion, lack of Teaching Aids in schools implies a negative influence on job satisfaction of teachers.This study agrees with Akinyemi (1995) that poor performance was attributed to many factors of teaching, of which teaching aids itself was considered as an important factor.

4.7.5: Printing Materials in schools

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that there were sufficient printing materials in schools. Results are tabulated in table 4.27

Table 4.27: Printing Materials in schools

	Frequency	%
Yes	26	18
No	122	82
Total	148	100

Out of 148(100%), 26(18%) said yes that there there were sufficient printing materials in schools while, 122(82%) said no on the same.

4.7.6: Printing Materials and job satisfaction of teachers in public secondary schools.

The study was interested in establishing how sufficient printing materials influence the job satisfaction of teachers in public secondary schools. The respondents were asked on their opinions about how much they agree or disagree that sufficient printing materials improves job satisfaction of teachers in public secondary schools, this was measured in the scale of 1-5

where 1 strongly disagree, 2 disagree, 3. neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.28 .

Table 4.28 : Availabilitty of Printing Materials and job satisfaction of teachers

	Frequency	%
strongly disagree	63	43
disagree	42	28
neither agree nor disagree	16	11
agree	17	11
strongly agree	10	7
Total	148	100

Out of 148(100%), 63(43%) strongly disagreed that there were sufficient printing materials in public secondary schools, 42(28%) disagreed to the same, 16(11%) neither agreed nor disagreed, 17(11%) agreed, and 10(7%) strongly agreed with a mean of 42%.

Table 4.28 shows that 63(43%) respondents disagreed that there were sufficient printing materials which influences job satisfaction of teachers in public secondary schools, 122(82%) teachers in table 4.27 said that there were insufficient printing materials, lack of sufficient printing materials implies a negative influence to job satisfaction of teacher

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary of the findings, conclusions drawn from the study as well as recommendations based on the study findings and suggestions for further studies.

5.2 Summary of findings

5.2.1 Principal factors and job satisfaction of teachers in public secondary schools

Table 4.6 showed 84(57%) respondents disagreed with a mean of 45% which was below average thus motivation by Principals does not promote job satisfaction of teachers in public secondary schools . 102(70%)teachers in table 4.5 said that there was no motivation of teachers from the Principals.

Table 4.8 shows that 66(45%) respondents strongly disagreed with a mean of 45% that staff development by Principals influences job satisfaction of teachers in public secondary schools. 83(56%) teachers in table 4.7 said that there was no staff development from Principals, from respondents opinion, lack of staff development implies a negative influence to job satisfaction of teachers.

Table 4.10 shows that 77(52%) respondents disagreed with a mean of 41% that teamwork by Principals influences job satisfaction of teachers in public secondary schools. 126(85%) teachers in table 4.9 said there was no teamwork as fostered by Principals in school.

5.2.2 Physical facilities and job satisfaction of teachers in sub county secondary schools

Table 4.12 shows that 78(53%) respondents strongly agreed with a mean of 77% that adequate classrooms influences job satisfaction of teachers in public secondary schools, 90(61%) teachers in table 4.11 said there were adequate classrooms in schools.

Table 4.14 shows that 54(36%) respondents strongly disagreed with a mean of 49% that there were adequate Libraries which influences job satisfaction of teachers in public secondary schools, 90(61%) teachers in table 4.13 said there were adequate Libraries, from respondents opinion, lack of Libraries negatively influences job satisfaction of teachers in schools, this implies a negative influence to job satisfaction of teachers.

Table 4.16 shows that 38(26%) respondents strongly disagreed with a mean of 32% that adequate laboratories influences job satisfaction of teachers in public secondary schools, 113(76%)teachers in table 4.15 said there were adequate laboratories, from respondents opinion, lack of laboratories negatively influences job satisfaction of teachers in schools, this implies a negative influence to job satisfaction of teachers.

5.2.3 Teacher characteristics and job satisfaction of teachers in public secondary schools

Table 4.18 shows that 43(29%) respondents disagreed with a mean of 49% that teacher experience influences job satisfaction of teachers in public secondary schools, 65(44%) teachers

in table 4.17 said they had experience of below 5 years, from respondents opinion, lack of experienced teachers negatively influences job satisfaction of teachers in schools, this implies a negative influence to job satisfaction of teachers.

Table 4.20 shows that 73(50%) respondents were very low with a mean of 44% that there were academically qualified teachers in schools which influences job satisfaction of teachers in public secondary schools while 77(52%) teachers in table 4.19 said there were no enough qualified teachers in schools, from respondents opinion, lack of qualified teachers in schools implies a negative influence on job satisfaction of teachers.

Table 4.22 shows that 114(77%) respondents disagreed with a mean of 48% that schools had qualified teachers thus negatively influence job satisfaction of teachers in public secondary schools. While 96(65%) teachers in table 4.21 said there were no professionally qualified teachers in schools , from respondents opinion, lack of qualified teachers in schools implies a negative influence on job satisfaction of teachers .Qualified teachers are backborn to the performance of a teacher.

5.2.4 Instructional Materials and job satisfaction of teachers in public secondary schools

Table 4.24 shows that majority of the respondents 98(66%) strongly disagreed with a mean of 32% that there were enough textbooks in schools which has negative influence on job satisfaction of teachers in public secondary schools.96(65%) teachers said that there were no enough textbooks in schools.

Table 4.26 shows that 60(41%) respondents strongly disagreed with a mean of 41% that there were enough Teaching Aids in schools which influences job satisfaction of teachers in public secondary schools. While 110(74%) teachers in table 4.25 said there were no enough Teaching Aids in schools, from respondents opinion, lack of Teaching Aids in schools implies a negative influence on job satisfaction of teachers.

Table 4.28 shows that 63(43%) respondents disagreed that there were sufficient printing materials which influences job satisfaction of teachers in public secondary schools, 122(82%) teachers in table 4.27 said that there were insufficient printing materials, lack of sufficient printing materials implies a negative influence to job satisfaction of teachers.

5.3: Conclusion

On the research objective which was to invesigate how Principal factors influence job satisfaction, the study has revealed that teachers were not motivated . Also, there was no staff development and team work from the principals thus negatively influenced job satisfaction of teachers.

On the objective which was to determine the extent to which the physical facilities influence job satisfaction of teachers, the study revealed that there were adequate classrooms in schools and this influenced job satisfaction of teachers positively. Also there were no libraries and laboratories in schools which negatively influenced job satisfaction of teachers.

On the objective which was to assess the extent to which teacher characteristics influence job satisfaction of teachers, the study revealed that teachers in schools lacked experience,academic and professional qualification which influenced job satisfaction of teachers negatively.

Lastly, the extend to which instructional Materials influence job satisfaction of teachers, the study revealed that textbooks, teaching Aids and printing materials were crucial for job satisfaction of teachers.

5.4 Recommendations

In line with the findings and conclusions of the study, the researcher makes the following recommendations:

a) The government through the ministry of education should organize continuous relevant in-service training to teachers to enable them improve on their curriculum delivery and principals to have regular seminars on appropriate application of shared leadership styles.

b) The study recommends that the school board of management and principals should formulate and implement internal policies on motivation of teachers which could enhance their job satisfaction.

c) Schools should provide sufficient instructional materials for effective teaching and learning process.

5.5 Suggestion for further research

Based on scope and limitations of the study, the following areas were suggested for further studies :

A replica of the study should be carried out in other sub-counties other than Bungoma sub-county.

Also a study to be carried out to find out the extend to which the nature of the school: national or extra county influence performance.

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APPENDIX 1: LETTER OF INTRODUCTION TO THE RESPONDENTS/LETTER OF TRANSMITTAL

KILWAKE PHANICE,

P.O BOX 589,

BUNGOMA.

Dear respondent,

REF: FILLING OF THE QUESTIONNAIRE

I am a postgraduate student at the University of Nairobi, school of continuing and distance education, currently undertaking a master's degree in project planning and management. You have been identified as a respondent to this questionnaire. Please find the attached questionnaire, which is designed to gather information on the the influence of school enviroment on job satisfaction of teachers in sub county secondary schools in Bungoma south sub county.All answers are confidential and will only be used for academic purposes.This research will be carried out in partial fulfillment of the requirements for the award of the degree of Master of Arts in Project Planning and Management in. I will be glad if you fill and return the completed questionnaire at a suitable time.

Thank you.

Yours faithfully,

APPENDIX 2: QUESTIONNAIRE

SECTION 1:Principal Factors and job satisfaction of teachers

Using a scale of 1-5 Please choose the best option appropriate.

1 = Strongly Disagree, 2 = Disagree, 3 = neither Agree nor Disagree, 4 = Agree,

5 = Strongly Agree

To what extent does the followingPrincipal Factors influence job satisfaction of teachers?

Factors under consideration	**1**	**2**	**3**	**4**	**5**
There is effective teacher motivation provided by the school Principal					
There is staff development in school					
There is team work among teachers in the school					

In your own view,

how does motivation influence job satisfaction of teachers?

_____

_____

how does staff development influence job satisfaction of teachers?

_____

_____

how does teamwork influence job satisfaction of teachers?

_____

_____

SECTION 2: Physical Facilities and job satisfaction of teachers

Using a scale of 1-5 Please choose the best option appropriate.

1 = Strongly Disagree, 2 = Disagree, 3 = neither Agree nor Disagree, 4 = Agree,

5 = Strongly Agree

To what extent do the following physical facilities influence job satisfaction of teachers?

Factors under consideration	**1**	**2**	**3**	**4**	**5**
There are enough classrooms in school					
There are libraries in school					
There are enough laboratories in school					

In your own view:

how does availability of classrooms influence job satisfaction of teachers?

_____

_____

how does availability of libraries influence job satisfaction of teachers?

_____

_____

how does availability of laboratories influence job satisfaction of teachers?

SECTION 3:Teacher Characteristic and job satisfaction of teachers

Using a scale of 1-5 Please choose the best option appropriate.

1 = Strongly Disagree, 2 = Disagree, 3 = neither Agree nor Disagree, 4 = Agree,

5 = Strongly Agree

To what extent does the followingteacher characteristic factors influence job satisfaction of teachers?

Factors under consideration	**1**	**2**	**3**	**4**	**5**
There are experienced teachers in school					
There are highly qualified teachers in school					
There are enough TSC registered teachers					

In your own view:

how does teacher experience influence job satisfaction of teachers?

_____

_____

how does teacher academic qualification influence job satisfaction of teachers?

_____

_____

how does teacher professional qualification influence job satisfaction of teachers?

SECTION 4: Instructional Materials and job satisfaction of teachers

Using a scale of 1-5 Please choose the best option appropriate.

1 = Strongly Disagree, 2 = Disagree, 3 = neither Agree nor Disagree, 4 = Agree,

5 = Strongly Agree

To what extent does the following Instructional Material factors influence job satisfaction of teachers?

Factors under consideration	**1**	**2**	**3**	**4**	**5**
There are enough textbooks in school					
There are adequate teaching Aids in school					
There are enough printing materials in school					

In your own view:

how does enough textbooks influence job satisfaction of teachers?

_____

_____

how does enough teaching aids influence job satisfaction of teachers?

_____

_____

how does enough printing materials influence job satisfaction of teachers?

_____

_____

INTERVIEW GUIDE

1. In your own view, how does Principal Factors influence job satisfaction of teachers?

_____

_____

2. In your own view, how do physical facilities influence job satisfaction of teachers?

_____

_____

3. In your own view, how do teacher characteristic factors influence job satisfaction of teachers?

_____

_____

4. In your own view, how does instructional material factors influence job satisfaction of teachers?

_____

_____

5. In your own view, how does the current 8.4.4 school curriculum influence job satisfaction of teachers?

_____

_____