

**A SURVEY OF JOB SATISFACTION AND PERFORMANCE OF
SECONDARY SCHOOLS' PRINCIPALS IN MOMBASA
DISTRICT**

BY

**UNIVERSITY OF NAIROBI
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D61/P/8595/2005

**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF A DEGREE OF MASTER OF BUSINESS
ADMINISTRATION (MBA), SCHOOL OF BUSINESS, UNIVERSITY
OF NAIROBI.**

2009

DECLARATION

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

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This project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This research project is dedicated to the Memory of my father John Wachira, my first teacher. I shall forever be grateful to you for having taught me by example that, someday I would become whom I am today.

ACKNOWLEDGEMENTS

I would like to thank the Almighty God through whose grace I have come to the completion of my MBA Degree.

My special thanks, to my supervisor Mr. James Gathungu of the University of Nairobi for his guidance and advice throughout this project, and to my course instructors for what they made me to be today. I appreciate your gentle guidance.

My sincere gratitude to all the secondary school Principals who responded to the questionnaires. Without your co-operation the study would have been impossible.

I am greatly indebted to my loving husband Michael for his uncountable kindness and love and for reading and re-reading the manuscript with a loving but lethal eye that tries to keep my work honest. I owe you big time!

X

To my two daughters, Mercy and Esther and Son Nick, thanks for your patience and understanding and for putting up with me during my long hours of hard work and absence. I love you!

A huge "Thank you" to my classmates. You inspired and provided encouragement in various forms.

To my computer ladies, Violet and Helen. Thanks for your help and enthusiasm while typing this work.

I cannot forget to thank my mother Esther Waigumo, in-law Hannah Nyambura and Joseph Gikuni, brothers, sisters and friends for their encouragement and prayers throughout the course.

Finally, I wish to extend my special appreciation to my friend Mary Muturi. Thanks for your prayers and moral support you gave me all this time. What a blessing you are all to me!

ABSTRACT

Few studies have examined job satisfaction and performance of workers in top management. The primary purpose of this research project was to establish whether there is a relationship between job satisfaction and performance of principals in secondary schools. The population target was all the principals in both private and public secondary schools in Mombasa District.

To realize the purpose of the research study, a survey was done to collect primary data by use of structured questionnaires. Drop and pick method was used to collect the questionnaires. A census of all the 37 schools was carried out in Mombasa District of which a total of 30 questionnaires were responded to and returned.

The relationship between job satisfaction and performance was such that 63.3% of the respondents said job satisfaction affects their performance. The research further indicates that majority who accounted for 36.8% of the respondents said that to a large extent they were able to handle the challenges that emanate while performing their administration functions, only 10.8% indicated that they are not able to perform due to the prevailing challenges.

Also, the principals were dissatisfied as far as the remuneration and fair reward is concerned. Other factor such as uncooperative parents and rampant student indiscipline was a cause of dissatisfaction. Based on this findings it is recommended that the ministry of education and other education stakeholders should formulate policies regarding merits and performance of principals in secondary schools among others.

It is also recommended that greater attention on disciplinary procedures which are fair, full and quick should be agreed upon between the management and the principals.

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LIST OF ABBREVIATIONS

- i) KNUT - Kenya National Union of Teachers**
- ii) KUPPET - Kenya Union of Post Primary Teachers**
- iii) KIE - Kenya Institute of Education**
- iv) HIV - Human Immuno- Deficiency Virus**
- v) AIDS - Acquired Immune Deficiency Syndrome**
- vi) TSC - Teachers Service Commission**
- vii)BOG - Board Of Governors**

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

1.1.1 Job Satisfaction

Job satisfaction is vital not only for employees but for employers as it increases productivity and decreases employee turnover. According to Syptak (1999) report, job satisfaction is an important element in a work situation and has been associated with improved performance as well as increased commitment to the organization. Employee satisfaction has been an important issue for academicians and scholars. High levels of absenteeism and staff turnover have affected various organizations as recruitment and retaining take their role. Very few organizations have made job satisfaction a top priority, because of failure to understand the significant opportunity that lies in front of them. Organizations that create work environments that attract, motivate and retain hard-working individuals, shall be in a better position to succeed in a competitive environment that demands quality and cost-efficiency.

An individual is said to be satisfied with his/her job if he/she likes more aspects of the work than he dislikes others (Gravett, 2002). Broom (1972) defines job satisfaction as a "positive orientation of an individual towards the work role which he is presently occupied". Specter (1997) defines job satisfaction as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Job satisfaction is a general or global effective reaction that individuals hold about their jobs. Jobs satisfaction has a relationship with various variables such as achievement, advancement, job enhancement, teamwork, promotion, cooperation, job stress, mentoring and training needs, the development, management and recognition of success.

Job satisfaction level may be measured through employee's feelings about pay, work itself, benefits, career advancement, coworker performance, supervisory consideration, supervisory promotion of teamwork and communication, human resource/personnel policies, concern for employees, productivity training and development. Job satisfaction is important to all employees in that it determines employee retention, motivation and productivity, happiness of customers and revenue levels. It is with assumption that a person's attitude determines his/her behavior, therefore, a happier employee has more returns that are positive. Mududa (1983) report, suggests

that there are four dimensions of satisfaction, which include Work related, reward, self, and supervision.

Factors that influence job satisfaction include among others: Achievement, recognition, work itself, responsibility, advancement and possibility of growth. If the above are addressed where majority of the employees are satisfied this later translates to good performance. Job satisfaction is measured by, looking at employees' productivity, retention, and costs related to turnover, rates of absenteeism, quality of work, output and commitment to the organization. Measuring the level of job satisfaction is therefore an important task for an employer. There are two types of job satisfaction measures namely: - Single question and Multiple item measures

Single question measures typically ask a question such as; overall would you say you are satisfied or dissatisfied with your job (Quinn et al, 1974). A respondent may then be presented with a scale of measure from satisfaction to dissatisfaction or vice versa. Multiple item measures, the respondents' rate of various aspects of their job on a scale running from say levels of dissatisfaction to levels of satisfaction. According to Lawler (1967) report, the interest in job satisfaction is of interest to scientists to learn more due to absenteeism and turnover. There is need to ensure employees are satisfied with their jobs as this reduces the rate of absenteeism and turnover in the organization, which is very costly and affects the overall performance of both the employees and the organization. Performance is defined as how well an individual or individuals fulfill the requirements on their job. Donnel et al (1992) indicates that performance must be measured accurately and systematically so that rewards are equitably distributed. Principal's performance may be assessed in terms of how close his or her school comes to accomplishing the objectives. On many occasions, principals who are satisfied and have high abilities attain higher performance as opposed to those who are less satisfied and have low abilities. This is noted through the Unions, KNUT and KUPPET frequent agitations, which reveal that teachers are not well paid as they keep bargaining for wage increases for their members. This is so much so especially when the principals themselves are registered members and some among them are union officials.

1.1.2 Performance

Performance is how well an individual (s) fulfill the requirements on their jobs. Performance is also seen in terms of how well the objectives of a particular task are met. Looking at the quality of the product when one look at performance, the concern is how much effort has been used.

The concept of performance management has been one of the most important and positive developments in the sphere of human resource management in the recent past. A principal's performance can be assessed in terms of how close his or her unit comes to accomplishing objectives. More than effort determines performance. Principals with high abilities attain higher performance for a given level of effort as opposed to Principals with less ability. Similarly, effort results in higher performance when employees clearly understand and are comfortable with their roles (Kreitner, 1986).

1.1.3 Link between job satisfaction and performance of Administrative Functions.

Graham and Bennet (1998) report , noted that though common sense might lead us to expect that a worker who finds a job satisfying would produce more than the one who is not satisfied. Investigations have shown that performance and job satisfaction may be related. From the employees' point of view, work brings many kinds of rewards, money, friendship, status and achievement among others. In some circumstances, working hard may increase these rewards; in others, it may reduce them.

1.1.4 Education System In Kenya

The modern education foundations in Kenya were laid down by the missionaries who came to the country with the aim of spreading Christianity. In order to accomplish this, they taught the locals how to read and write and later on taught practical subjects such as carpentry and gardening. In 1902, schools exclusively for European children started.

A British government sponsored study of education in East Africa; know as the "Frazer report of 1909", proposed that separate educational systems for Europeans, Asians and Africans be retained. By 1910, the British government had started thirty-five mission schools. This pattern continued until independence. After independence, Kenya reformed its education system to cater

for the local African needs i.e. to trained for middle and upper level government service and for the commercial and industrial section of the economy (Kaplan, 1976)

Beecher report (1949) saw the establishment of board of governors and education system changed from 6-2-4 to 4-4-4 (Primary, Intermediate and Secondary) .There was an introduction of school fees in schools.

The Ominde education commission (1964) laid the foundation of the pattern of education in independent Kenya. It recommended that abolition of segregation in schools along racial lines and standardization of national curriculum for all. It further recommended that education must serve to foster national unity, and serve the needs of national development. Gachathi committee (1976) report recommended the need to relate education to employment opportunities and the requirements for rural development and the extension of education to upper levels. That is, teaching class five to class 8 science and practical subjects.

Mackey (1981) report saw the establishment of a second university and a change from the 7-4-2 to 8-4-4 (Primary, Secondary, and University), later the second University was established which is the Moi University, Eldoret. The presidential working party on Education and labor development in the next decade and beyond Kamunge (1988) report recommended among other things the teaching of environmental studies be emphasized at all levels of education system and put more emphasis on vocational and technical education. In 1989, the 8-4-4 system (Primary, Secondary, and University), was introduced to schools and it is in operation to date. The system has incorporated technical education and teaching of H.I.V and AIDs in secondary schools.

The recommendation by Koech (2000) report that the introduction of manageable curriculum where examinable subjects were reduced from eight to five in Kenya Certificate of Primary Education saw scrapping of the 8-4-4 system. K.C.P.E It also recommended the totally integrated quality education and Training (TIQET) approach and proposed a review of education Act. While all the above recommendations were effected, the scrapping of 8-4-4 was not done.

In the management of education, the permanent secretary is the accounting officer and overall administrative head, and the director of education is responsible for all professional matters in education. In the field, there are provincial directors of education, District and municipal education officers in charge of administration and supervision of education in their respective

provinces, districts and municipalities. The national education advisory board, provincial and district education boards have been established to manage education at their respective levels. The above two bodies were established through legal notices number 16 and 17 of 1996 respectively, while the district education board is provided for in the education Act Cap. 211. Educational institutions are managed by boards of governors, school committees and administered by their respective institutional heads who are the principals. The principal is the secretary to the Board of Governors. The Parents Teachers Association (P.T.A) comprises of all parents and teachers. It is responsible of approving the budget and the school development plan. Under the Principals are the deputy Principals in-charge of discipline and the secretary to staff meetings. There are also senior teachers, class teachers and school prefects who help in the management of schools.

1.2 Statement of Problem

Job satisfaction is extent to which employees perceive their work. High job satisfaction indicates a strong co-relation between one an employee's expectation of the rewards accruing from the job and two what the job actually provides. Satisfied workers will be co-operative and well motivated. Those who are dissatisfied will be inclined than others to produce low quality output, go on strike, be absent from work on even leave the organization.

The generally perception on performance is on how well an individual(s) fulfill the requirements on their jobs. Performance is also perceived in terms of how well met are the objectives of a particular task. (Harte, 1995). Job satisfaction has been one of the most extensively discussed and studied concepts in organization and personnel management. Job satisfaction forms a conservative in the inquiring into the psychology of motivation, preference and attitudes whereby over 3300 studies on the same have been published as per (Locke, 1963) report. The information generated by research in this area has practical indications for both organizations and individuals. As the employees strive for better quality of life, they face with ever-increasing challenge of operating an efficient and effective organization using the resources available to them.

Understanding job satisfaction and performance of administrative functions, is not only desirable but also a critical aspect for both organizations and individuals. Most studies in corporate organization in Kenya have focused on the levels and factors affecting job satisfaction (Chanzu

2005; Okullu, 2005) others have linked job satisfaction to career development (Ukur, 2003) job satisfaction to career development (Koech, 2005).

Malum (1993), probable causes of job satisfaction among university library workers.

Okoth (2003) on factors that determine the level of job satisfaction among teachers, in top ranking private secondary schools in Nairobi.

Although am not aware of studies that have been carried out to measure the levels of job satisfaction in the education sector, none has been done on the principals in secondary schools in Mombasa as they perform their administrative functions. A gap exist in that as observed in previous studies, senior managers or government officials are not perceived to be dissatisfied. Lately there have been demonstrations and strikes by both teachers and students of public secondary schools in Mombasa and the country at large.

This happenings simply points to the fact that their challenges have never been fully addressed. These challenges may include among others; the lack of adequate facilities in form of classrooms, laboratory equipments, computers to mention but a few. There is also lack of sufficient funds to run the schools yet the principals are expected to be creative and innovative in their work yet give good results. The huge enrolment as a result of free primary and secondary school has also contributed to the huge workload in the teaching profession. Teachers are not able to cover the syllabus in due time. The Ministry of Education directive to scrap extra tuitions has further compounded this. Further, the lack of incentives and low pay has also demoralized the teaching fraternity as opposed to their counterparts in other Government institutions. Finally, inadequate labour force in terms of teachers and subordinates staffs posses a huge challenge to the principals against high enrolment of students in secondary schools. Some principals have been involved in protests against the employer especially because of low pay. Either most of them are in KNUT or in KUPPET; others are officials of the said unions. This shows a cause of great dissatisfaction among the principals. This study therefore seeks to establish the levels of job satisfactions amongst them as they perform their administrative functions.

1.3 Research Questions

- i) What is the relationship between Job satisfaction and performance of secondary school principals in their administrative functions?
- ii) Do the challenges the secondary school principals face affect their performance?
- iii) Do different categories and type of school influence the performance of the principals?

1.4 Objectives of the study

The objectives of this study was:

- i) To establish whether job satisfaction influences the performance of Principals in secondary schools in their administrative functions.
- ii) To determine whether the challenges the principals face do affect their performance.

1.5 Significance of the Study

The findings of this study may be of significant use to the regulatory bodies, which may include the ministry of education, the teacher's service commission, the school board of governors and other schools administrators in formulating policies that may enhance job satisfaction among the secondary school principals. The findings may also form part of the relevant educational data for future research and references.

CHAPTER TWO: LITERATURE REVIEW

2.1 Job Satisfaction

Job satisfaction can be defined as, the favorableness or unfavorableness with which employees view their work (Lawler III, 1971).

Job satisfaction mainly looks at the extent to which employees have positive or negative attitude towards their work.

An attitude is an individual employee feeling (Satisfaction, indifference or dissatisfaction) towards a specific subject, situation, object or person.

Job satisfaction is the net result of the good or poor attitude held by an individual employee at a given period. It is subject to swings from one extreme to the other but usually reverts to a stable level that can be good or poor (Maurasm, 1993).

In recognition of this critical role of job satisfaction in the organization set up, numerous studies have been done on the subject "over 3300 studies on job satisfaction have been published mainly because it forms a cornerstone in the inquiry into the psychology of motivation, preference and attitudes" (Locke, 1963)

2.1.1 Theories that explain Job Satisfaction

Theories that explain job satisfaction include-Maslow's hierarchy of needs, Equity theory, Value theory, Discrepancy theory, Vroom's expectancy theory and Herzberg's two-factor theory. Herzberg (1959) emphasized that he was researching on the overall satisfaction of the worker. He concluded that workers derived satisfaction (and hence motivation) from achievements that are centered on job content such as: - Responsibility, Autonomy, Self-esteem or self-actualization, Leadership and a challenging job.

Reward as a variable, has been introduced in the relationship between performance and job. Presenting rewards to the workers are reflected as an added performance and satisfaction that come later. There is evidence to support the proposition that high pay causes satisfaction (Bouman, 1971). In his study, Bouman found that organizational factors that had a significant impact on the pay satisfaction relationship could be considered into three aspects namely; Social compassion, Actual pay, and Wage history i.e. the level of pay the worker was getting in his previous jobs.

Abraham Maslow (1954) offered a theory of human motivation. He asserts that people are motivated to satisfy a variety of different needs and that these needs tend to form a hierarchy in terms of importance. He felt that certain needs he called lower-order needs, super cede others until they are satisfied and then other needs, called higher - order needs, become significant. The lower-order needs like food, water, air, shelter, clothing, medical care and safety must be satisfied before higher order needs which include social, self esteem and needs to fulfill ones potentialities or self fulfillment exercise any significant influence. Maslow (1959) theorized that a person could not recognize or pursue the next higher needs in the hierarchy until the currently recognized need was substantially or completely satisfied. Maslow's hierarchy of needs is shown in the Figure 2.1.

FIGURE. 2:1 Maslow's hierarchy of needs



Source: Maslow, Abraham (1954). *Motivation and Personality*. New York: Harper

Hertzberg (1959) followed the Maslow principle with evidence to support the lower level (security) and the higher level (Job or motivational) factors affecting productivity and satisfaction

at work. In his two-factor theory, Herzberg stated that there are some aspects of a job, which provide positive satisfaction for employees. These he called motivators and they include achievement, recognition, work, responsibility and advancement.

Some aspects however, cause dissatisfaction and are called hygiene factors or dissatisfiers and they include company policy and administration, supervision, the technical aspects, salary, interpersonal relations among supervisors and working conditions. According to Plunkett and Attner (1994) an unmet need frustrates an employee and will continue to influence his/ her behavior until it is satisfied. Managers can therefore effectively work with an employee by indentifying the level of need which he or she is trying to satisfy and by attempting to build into the work environment opportunities that will allow the individual to satisfy his/her needs.

Equity theory states that people make comparisons between themselves and others in terms of what they invest in their work. It further states that when people perceive an equal situation, they experience "requiting tension" which they attempt to reduce by appropriate behavior. This behavior may be to act positively to improve their performance and/ or to seek improved rewards or may be to act negatively e.g. working more slowly. This shows a sign of dissatisfaction to the worker.

2.1.2 Job Satisfaction: A Contingency Approach

It has been established that employees want pay systems and promotion policies that they perceive as being just unambiguous and in line with their expectations. Job satisfaction is enhanced when workers see their pay as being fairly based on job demands, individual skill level and the overall national pay standards. Insufficient pay or perceived inequitable pay is a more decisive determinant of dissatisfaction than sufficient or equitable pay is of satisfaction.

Research studies have shown that people with higher-level occupations tend to be more satisfied with their jobs. They are better paid; enjoy better working conditions and their jobs make fuller use of their abilities. Evidence from this research shows that as we go up the hierarchy, we generally find more satisfied employees. It seems likely that the satisfied employees get more promotion than the dissatisfied. Workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work.

The working environment should have clean, modern and adequate tools and equipments. Studies have also shown that there is an increase in workers job satisfaction when they have friendly and supportive co-workers and an immediate supervisor who understands, friendly and shows personal interest in employees.

Hertzberg et al averaged the findings of 16 studies involving 11,000 employees where workers were asked to rank-order various aspects of working terms of importance. The first ranked factor was security; Second, interest from intrinsic aspects of the job. Third, opportunity for advancement; Fourth, considerate and appreciated supervision.

Sheppard and Herrick, carrying out research two decades after Hertzberg found some changes in the ranking of the job factors by workers. They ranked:- First, Interesting work, second, enough equipment, third, information, fourth, Authority to get the job done, fifth, good pay, and sixth, Job security.

Okumbe (1998) carrying out research on levels of Job satisfaction among graduate teachers in Secondary Schools in Kenya, asked respondents to rank order eight job factors in their importance. The results in this study showed close similarity with Hertzberg's. First Job security, second, Working conditions and the work environment, third Remuneration, fourth, work content, fifth, Promotion, sixth, interpersonal relationships, seventh, Management and supervision and eighth Recognition.

2.1.3 Dimensions of Job Satisfaction

Job satisfaction has three dimensions. Firstly, it is an emotional response to a job situation. This can only be inferred through observation of the employee's behavior. E.g., the time they get to work, how they work among others.

Secondly, it is determined by how well outcomes meet expectations. For example, if the salary is commensurate to work done and is equitable, the organization members are likely to develop job satisfaction. Thirdly, job satisfaction can be viewed as representing a combination of related attitudes. Job satisfaction or motivation at work can take place in two ways. One, people can motivate themselves by seeking, finding and carrying out (or being given) work that satisfies needs (Intrinsic motivation) and two people can be motivated by management through such methods as pay, promotion, praise and so on (Extrinsic motivations).

Intrinsic motivation refers to the self-generated factors that influence people to behave in a certain way such as responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. Extrinsic motivation refers to what is done to or for people to motivate them. This includes rewards such as increased pay, praise or promotion while extrinsic motivations have an immediate and powerful effect though not lasting as the intrinsic motivates which have a deeper and longer term because they are inherent in individuals.

Michel Oct (1999) observes that levels of job satisfaction tend to increase as one moves up the hierarchy in the organization. While one cannot assume that professionals take responsibility for their performance and satisfaction. It is a generally acceptable fact that professionals have the ability to increase their skills and make that increase visible to their colleagues. They negotiate acceptable salaries and benefits. Unskilled employees on the other hand often feel powerless because they are not as marketable. They frequently resort to collective bargaining as a means of attaining acceptable terms and conditions of employment.

2.1.4 Factors that influence Employee Job Satisfaction.

Organizational scholars have long been interested in why some people reports being satisfied with their jobs, while others express much lower levels of satisfaction. First, the drive to understand and explain job satisfaction has been motivated by utilitarian reasons (e.g. increased productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increased organizational effectiveness) as well humanitarian interests (i.e. employees desire to be treated with respect and have their psychological and physical well being maximized). Satisfied workers also tend to engage in organizational citizenship behaviors, i.e. Behaviors that exceed the formal requirements of the job.

Secondly, dissatisfied workers showed an increased propensity for counter productive behaviors e.g. withdrawal, burnout and work place aggression.

There are factors that explain variation in job satisfaction among employees. They can be both environmental variables and demographic factors. The environmental factors such as promotional opportunities, pay and benefits satisfaction, performance appraisal satisfaction, equipment and resources, training, workload, supervisory relationships and most important of all, departmental esprit de corps are significantly; and positively related to overall job satisfaction.

In contrast, demographic variables are relatively poor production of job satisfaction. There are six factors, which influence job satisfaction, which include: 1) Opportunity, 2) Stress, 3) Leadership, 4) Work Standards 5) Fair reward, 6) Adequate Authority, (Bavendam, 2000).

Employees are more satisfied when they have challenging opportunities at work. For example, chances to participate in interesting projects, job with satisfying degree of challenge and opportunities for increased responsibility.

The actions have included promotions from within when possible, rewarding, promoting employees with roles on interesting projects and lastly providing job into levels of increasing leaderships and responsibility.

When negative stress is continuously high, job satisfaction is low. Jobs are more stressful if they interfere with employees personal lives or are a continuing source of worry or concern. The action here include - promoting balance between work and personal lives, distributing work evenly and fairly within work terms, reviewing work procedures, managing the number of interruptions and utilizing exercise or "fun".

Employees are more satisfied when their managers are good leaders. This includes motivating employees to do a good job striving for excellence or just taking action. The actions may include training all managers or leadership, attitudes and behavior, well responding to managers who can be trusted and inspire to achieve meaningful goals.

Employees are more satisfied when the entire work group takes pride in the quality of its work. The actions here include encouraging communication between employees and customers, developing meaningful measures of quality that is celebrating achievement in quality. That is being cautious of slide, "Packaged campaigns that are perceived as superficial and patronizing".

Employees are more satisfied when they feel they are rewarded fairly for the work they do; consider employee responsibilities, the effort they have put forth, the work they have done well and the demands of their job.

The actions here are making sure rewards are for genuine contributions to the organization, being consistent in the rewarding policies, offering competitive wages and including a variety of benefits and perquisite other than money.

As an added benefit, employees who are rewarded fairly experience less stress.

Employees are more satisfied when they have adequate freedom and authority to do their jobs. The actions may include, letting employees make decisions, allowing employees to have input in

decisions that will affect them, establishing work goals but letting employees determine how they will achieve those goals. However, each organization is different thus need to identify factors that influence job satisfaction through an outcome analysis.

According to Herzberg (1993) report, there are five basic factors, which act as strong determiners of job satisfaction; achievement, recognition, work itself, responsibility and advancement. The last three factors are the most important for bringing about lasting changes of attitude. It should be noted, that recognitions refer to recognitions in the human relations sense. The two-factor theory of job satisfaction is based on all "the factors which make people happy and are related to what people do" the job context, and what makes people unhappy was related to job environment, job context the way people are treated that is Dissatisfaction (Hygiene) Other determinants of job dissatisfaction are:- company policy, administrative policies, supervision, salary and interpersonal relations, working conditions. The central theme of the satisfiers (also called motivators) is the relationship the employee has with his or her job (job content)

2.2 Performance

Performance is how well an individual (s) fulfill the requirements on their jobs. Performance is also seen in terms of how well the objectives of a particular task are met. Looking at the quality of the product when one look at performance, the concern is how much effort has been used.

The concept of performance management has been one of the most important and positive developments in the sphere of human resource management in the recent past. Performance is concerned with how well an individual(s) fulfill(s) the requirements of their jobs. It is also views from perspective of how well objectives of a particular task are met. A more comprehensive view of performance is achieved if it is defined as embracing both behavior and outcomes. Individual ability to do a task and his/ her perception of what is required of him/her also greatly influences performance.

In managing performance of teams and individuals, both behavior and results need to be considered. Hartel, (1995) viewed this as the 'mixed model' of management performances.

Donnelly et al (1992) report indicates that for the rewards to be distributed equitably, performance must be measured accurately and systematically. If they are non-expanding the necessary effort to do the jobs seem senseless to employees. If no meaningful difference between high and low

performing principals is made in rewards, then high performers lose motivational intensity and probably cut back on their performance. For effort to lead to performance, the individual must have a clear understanding of his /her expected role, abilities, need and other characteristics.

A principal's performance can be assessed in terms of how close his or her unit comes to accomplishing objectives. More than effort determines performance. Principals with high abilities attain higher performance for a given level of effort as opposed to Principals with less ability. Similarly, effort results in higher performance when employees clearly understand and are comfortable with their roles (Kreitner, 1986). Performance management is a means of getting better results from a whole organization by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. Performance management concerns everyone in the organization not just top management. Performance management is concerned with performance improvement, employee development, satisfying needs and expectations of shareholders.

Armstrong and Baron, (1998) report has set out criteria for performance measurement.

Performance measures should provide a sound basis for feedback and actions, be comprehensive and precise, be verifiable, focused on measurable outputs, be relevant to objectives and be related to strategic goals and measures that are organizationally, significant and drive business performance.

2.3 Administrative/Management Functions of Principals

According to Newman, management or administration is the guidance, leadership and control of the efforts of a group of individuals towards some common goals. For the purpose of this research, the researcher will take Administration to mean the same thing as management. This is because according to Fayol (1924) all undertakings require the same functions and all must observe the same principles.

There is one common science which can be applied equally well to public and private affairs. The distinction between management and administration is purely academic in actual practice. The two terms are interchangeably used. The term administration is more popular in government and other public organizations, while the word management is commonly used in the business world

where economic performance is of primary importance. From the above discussion, we can conclude that both management and administration are based upon the same set of principles and functions. Management can be classified into two levels: One, administrative management, which involves determination of objectives and policies. The second level is operative management, which is concerned with the executions of plans for the achievement of the objectives. At every level of management, an individual manager performs both types of functions. For the purpose of this research, school principals can also be considered as managers. The debate continues as the teacher service commission has directed that all principals, deputy principals, head of departments, should withdraw from unions as they are supposed to be school managers. This will force the Teacher Service Commission (TSC) to redefine the roles, duties and functions of principals as opposed to those of Board of Governors. The boards of governors are the managers according to education act. The unions have insisted that principals are not managers and the TSC should withdraw the circular. The minister of Education has promised to do so as reported in education news magazine, March 2009.

2.3.1 Functions of Principals in Secondary Schools

According to the revised code of regulation for Teachers (2004), the duties and responsibilities for all principals are as follows: First, he/she is the overall Head of Institution under the direction of the Board of Governors. Secondly, he/ she is the serving as the accounting officer for the institution and being responsible for the preparation of the estimate for recurrent and development expenditure for the institution.

Thirdly, interpreting and implementing policy decisions pertaining to vocational and technical training and serving as the secretary to the managing authority of the institution.

Fourthly, overall organizer, coordinator and the supervisor of all the activities in the institution and being responsible for improving and maintaining high training and learning standards.

Fifthly, he/ she are responsible for the planning, acquisition, development and maintenance of physical facilities at the institution.

Sixth, he/she coordinates the specific training and learning activities in the institution.

Seventh, he/she promotes positive linkages between the institution and the neighboring community or other near by organizations. Eighth, he/she promotes good industrial relations.

Ninth, he/she promotes the welfare of all staff and students within the institution

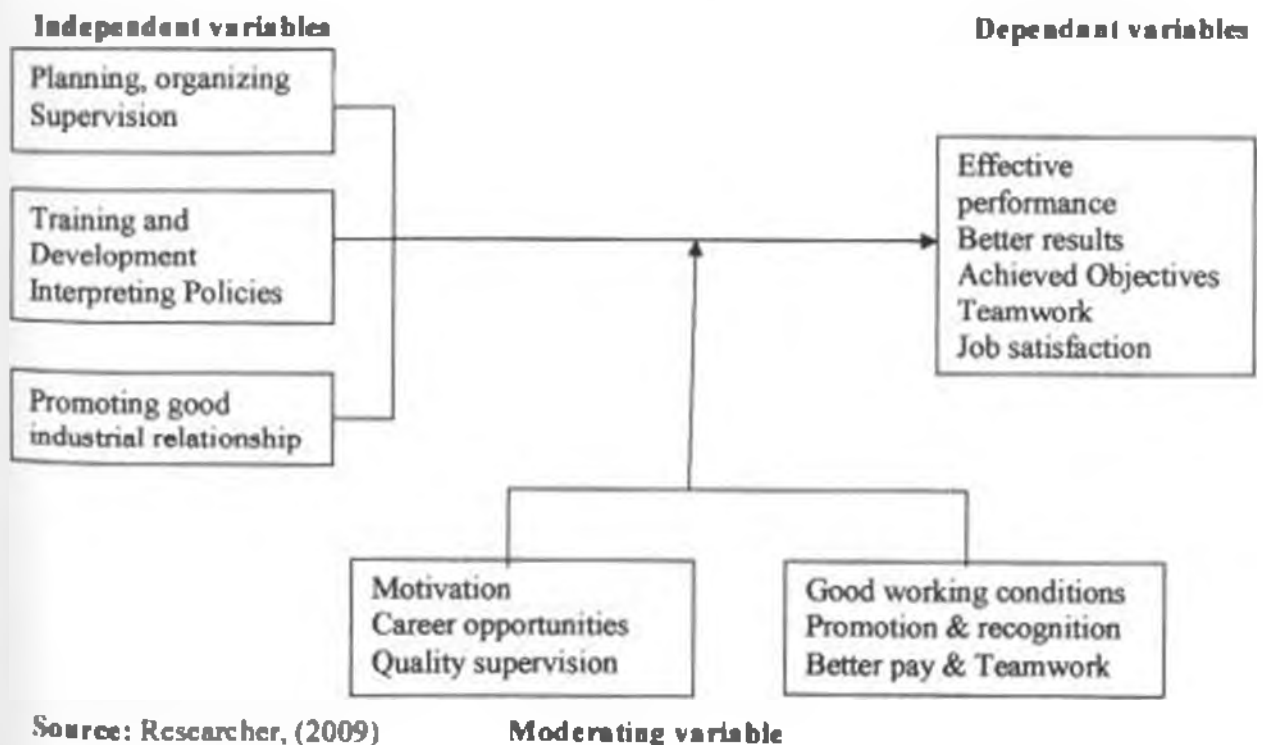
2.3.2 Conceptual framework of the factors contributing to performance of principals administrative functions

The conceptual framework showed the interrelationship between factors influencing job satisfaction against performance of principals in public secondary schools in Mombasa District. From the literature-studied job satisfaction was a variable dependant on various aspects rewarding the employees for work well done improves the productivity and improves satisfaction of the employees.

Most employees seem dissatisfied if their contribution is neither recognized nor rewarded. Borg (1996) report demonstrated that rewarding the employee increases their commitment to the goals. Other empirical research shows that, larger incentive rewards can be provided after an employee has set more challenging or multiple goals, thereby reinforcing the importance of goals setting. This may help an employee acquire job satisfaction hence, high productivity (performance.) Working conditions is also a major factor that contributes to the level of job satisfaction. Poorly ventilated or lit rooms, inadequate work space and bad relations some factors that will negatively affect the satisfaction and performance by employees.

The conceptual framework for this study is presented in the Figure 2.2

Figure. 2.2: Schematic Diagram of the Conceptual framework



Source: Researcher, (2009)

2.4 Relationship between job satisfaction and performance of Administrative Functions.

Graham and Bennet (1998) report, noted that though common sense might lead us to expect that a worker who finds a job satisfying would produce more than the one who is not satisfied. Investigations have shown that performance and job satisfaction may be related. From the employees' point of view, work brings many kinds of rewards, money, friendship, status and achievement among others.

In some circumstances, working hard may increase these rewards; in others, it may reduce them. Status and achievement might be expected to favor high performance, which have little appeal to some employees, or are needs, which do not expect to be satisfied at work. Satisfied workers also tend to produce high quality work than the discontented coworkers. Over 2000 studies on humanizing the work place indicates that satisfied workers are more productive and those organizations with satisfied workers are more effective (Clegg and Drunkenly 1980) Satisfied employees are more likely to experience high internal work motivation, to give high quality work performance and to have low absenteeism and turnover.

It is possible for an employee to work hard in a job he/she dislike because he/she fear dismissal, or are attracted by a high level of pay, or simply find hard work the best way of making time go quickly. On the other hand, many employees in particular professions and skilled workers plus those who have a moral involvement in their jobs, combine job satisfaction with high productivity, perhaps because they are motivated by loyalty towards a professional and craft or ideal rather than towards an employer.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

Research design is a plan or strategy for conducting research (Kathuri, 1993) it provides a framework for planning and concluding a research. For the purpose of this study, descriptive research design was used. This is because descriptive research design is used on preliminary and exploratory studies to allow the researcher gather information, summarize, present and interpret for the purpose of clarification (Gay, 1981). The study was intended to establish whether there is a relationship between job satisfaction and performance of principals in secondary schools in Mombasa district.

3.2 Population of Study

Population is defined as all the members of a real or hypothetical set of people, event or objects to which a researcher wished to generalize the results of the study (Borg and Gall, 1989) the target population for this study consisted of all the thirty seven (37) secondary schools in Mombasa District. The choice of the population target is because it can be a representation of schools in the province where the study generalized. The list of schools has been obtained from the Mombasa District Education Office:

3.3 Sampling and Sample Size

The acceptable minimum sample size is thirty. However, in this study a census was conducted.

3.4 Data Collection Procedure

The main instrument used in the collection of data for the study was a structured questionnaire. A questionnaire is a carefully designed instrument for collecting data in accordance with the specifications of the research question (Nkapa, 1997) Questionnaires are commonly used to obtain important information about the population. It consisted of both closed and open-ended questions. The questionnaire was divided into three parts. Part 1 focus on the general information. Part two on job satisfaction. Part three on performance of administrative functions by Principals in Secondary Schools. The questionnaire is preferred in the study because all those who took part were literate and capable of responding to the items on their own. The questionnaire was to be

delivered in person and picked later. The follow up was to be by personal visits and use of telephone services.

3.5 Data Analysis

Data analysis is the process of categorizing, manipulating, and summarizing of data in order to obtain results to research questions (Kerlinger, 1986) the completed questionnaire is edited for completeness and consistency. The data was then analyzed using descriptive statistics such as tables, graphs, means, frequencies and percentages. Frequencies and percentages are obtained and used to answer the research questions. Tables were used to represent the information from which interpretation is done by comparing frequencies and percentages.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1 Introduction

The objective of this study was to establish whether job satisfaction influences performance of principals in secondary schools in Mombasa District. To facilitate these data, 37 questionnaires were distributed. However, 30 questionnaires, which represent 81.1%, were responded to. The difference in number was due to the fact that some principals especially in private schools were reluctant to fill the questionnaires. Some commented that job satisfaction was a sensitive issue and were not ready to divulge their dissatisfaction due to fear of being victimized by their seniors. In one school, the principal said that students had gone on strike five times this year and that the matter was still at the District Education Officer's (D.E.O) office. Hence was reluctant to fill the questionnaire.

4.1.2 School Category

This section presents the description of the category of the schools sampled, with which a logical background for the research findings was provided.

Table 4.1: Distribution of Principals by category of Schools

| School Category | Frequency | Percentage (%) |
|-----------------|-----------|----------------|
| District | 15 | 50 |
| Provincial | 2 | 6.67 |
| Private | 13 | 43.33 |
| Total | 30 | 100 |

Table 4.1 above shows the distribution of principals in three categories namely; district, provincial and private schools. Majority of the respondents accounting to 50% were drawn from district schools category. While 6.67% were drawn from provincial secondary schools, and 43.33% were from private schools.

4.1.3 Schools type

Table 4.2: Types of Schools

| School type | Frequency | Percentage (%) |
|------------------------|-----------|----------------|
| Mixed day | 13 | 43.34% |
| Girls day | 6 | 20% |
| Boys day | 6 | 20% |
| Mixed day and Boarding | 3 | 10% |
| Girls boarding | 1 | 3.33% |
| Boys boarding | 1 | 3.33% |
| Total | 30 | 100% |

As shown in table 4.2, the type of schools among the target group included: mixed day, girl's day, boy's day, mixed day and boarding, girl's boarding and boy's boarding. The data in table 4.2 above shows the school type of the respondents as follows; mixed day schools accounted for 43.34% while girl's day and boy's day accounted for 20% each respectively. Mixed day and boarding accounted for 10% while both girl's boarding and boy's boarding schools accounted for 3.3% each respectively.

4.2 Contextual and personal data analysis

Table 4.3: Gender of the Respondents

| Sex | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Male | 18 | 60% |
| Female | 12 | 40% |
| Total | 30 | 100% |

Among the 30 respondents, 60% who accounted for the simple majority were male principals while 40% were female as indicated by the Table 4.3.

4.2.1 Principals ages

Table 4.4: Age of respondents

| Years | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Below 29 | 0 | 0 |
| 30 - 34 | 1 | 3.33 |
| 35 - 39 | 3 | 10 |
| 40 - 45 | 12 | 40 |
| 45 - 49 | 5 | 16.67 |
| 50 - 54 | 6 | 20 |
| Above 55 | 3 | 10 |
| Total | 30 | 100% |

The data in table 4.4 above shows the age of the respondents. None of the respondents were 29 years and below. While 3.33% of the respondents were between ages 30 to 34 years, 10% were between ages 35 to 39 years. The next 40 % were between ages 40 to 45 years, while 16.67% of respondents were between ages 45 to 49 years. Only 20% of the next category was between ages 50 to 54 years, with another, 10% of the respondents with ages 55 years and above.

4.2.2 Principal's highest professional qualifications

Table 4.5: Level of education

| Level of education | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| Certificate | 0 | 0 |
| Diploma | 1 | 3.33 |
| Higher Diploma | 1 | 3.33 |
| Degree | 25 | 83.4 |
| Masters | 3 | 10 |
| Total | 30 | 100% |

The data on table 4.5 indicates that, none had certificate level of education. While 3.33% had a diploma level of education and another 3.33% had higher diploma. The majority of the respondent had acquired a degree, which accounted for 83.34% and a significant number of had a 10% master degree.

4.2.3 Respondents' demographics factors

Table 4.6: Years worked as a Principal

| Years Worked As A Principal | Frequency | Percentage (%) |
|-----------------------------|-----------|----------------|
| Less than one year | 4 | 13.33 |
| 1 to 5 years | 10 | 33.34 |
| 6 to 10 years | 3 | 10 |
| 11 to 15 years | 4 | 13.33 |
| 16 to 20 years | 5 | 16.67 |
| 21 years and above | 4 | 13.33 |
| Total | 30 | 100% |

The data in table 4.6 above indicates that 13.33% of the respondents worked as principals for less than one year and 33.34% for 1 to 5 years. Only 10% of the respondents worked as principals for 6 to 10 years. The next category of respondents had worked for 11 to 15 years, which accounted for 13.33%, while 16.67% of the respondents had worked as principals for 16 to 20 years. The last category of the respondents, who accounted for 13.33%, had worked for 20 years and above.

4.2.4 Attendance of educational management courses

Attendance of educational management courses is important to the principals because it equips them with skills that help them to manage their institutions efficiently and effectively. This also may influence their performance positively.

Table 4.7: Attendance of education and management courses.

| Attendance | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Yes | 27 | 90 |
| No | 3 | 10 |
| Total | 30 | 100% |

The data in table 4.7 above indicates that a great majority of 90% of the principals had attended education and management courses while only 10% of the respondents had not.

4.3 Factors influencing job satisfaction of secondary school principals.

Six factors that influence job satisfaction includes: job opportunities, stress, and leadership, working conditions, fair reward and job security.

Table 4.8: Factors influencing job satisfaction

| Factors influencing job satisfaction | 1 | | 2 | | 3 | | 4 | | 5 | |
|--|---------------------|-----|----------------|------|-----------|------|--------------------|------|---------------|------|
| | Extremely Satisfied | | Very Satisfied | | Satisfied | | Somewhat Satisfied | | Not Satisfied | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| Job opportunities Current career opportunities | 2 | 6.7 | 6 | 20 | 15 | 50 | 4 | 13.3 | 3 | 10 |
| Personal growth and development. | 2 | 6.7 | 8 | 26.5 | 11 | 36.7 | 4 | 13.3 | 5 | 16.5 |
| Realization of your aspirations and ambitions. | 2 | 6.7 | 7 | 23 | 13 | 43.3 | 4 | 13.3 | 4 | 13.3 |
| The feeling of accomplishment you get from the job | 0 | 0 | 4 | 13.3 | 21 | 70 | 4 | 13.3 | 1 | 3.4 |
| Stress Communication and information flow in your school. | 0 | 0 | 14 | 46.6 | 11 | 36.7 | 3 | 10 | 2 | 6.7 |
| The quantity of work you do in a day. | 0 | 0 | 7 | 23.3 | 15 | 50 | 7 | 23.4 | 1 | 3.3 |
| Leadership Manner in which your efforts are valued by others above and | 3 | 10 | 10 | 33.3 | 12 | 40 | 3 | 10 | 2 | 6.7 |

| | | | | | | | | | | |
|--|---|------|----|------|----|------|----|------|----|------|
| below you. | | | | | | | | | | |
| The conflict resolution methods in the school. | 0 | 0 | 9 | 30 | 15 | 50 | 6 | 20 | 0 | 0 |
| The extent of implementation of important decisions. | 3 | 10 | 7 | 23.3 | 18 | 60 | 3 | 10 | 1 | 3.4 |
| The degree to which your skills are utilized. | 2 | 6.7 | 6 | 20 | 18 | 60 | 1 | 3.3 | 3 | 10 |
| The way education Policies are interpreted. | 0 | 0 | 5 | 16.7 | 17 | 56.7 | 3 | 10 | 5 | 16.7 |
| Recognition by your seniors | 2 | 6.7 | 12 | 40 | 10 | 33.3 | 4 | 13.7 | 2 | 6.7 |
| Work standards The implementation methodology of change and innovation. | 0 | 0 | 5 | 16.6 | 14 | 46.7 | 9 | 30 | 2 | 6.7 |
| Facilities available, office size and the conditions. | 3 | 10 | 6 | 20 | 11 | 36.7 | 6 | 20 | 4 | 13.3 |
| The school Structure. | 6 | 20 | 9 | 30 | 8 | 26.7 | 5 | 16.6 | 2 | 6.7 |
| The working conditions | 0 | 0 | 6 | 20 | 16 | 53.3 | 3 | 10 | 5 | 16.7 |
| Fair reward (remuneration) Motivational from the concerned job. | 2 | 6.7 | 5 | 16.7 | 3 | 10 | 0 | 0 | 20 | 66.6 |
| The level of salary with respect to experience. | 0 | 0 | 2 | 6.7 | 10 | 33.3 | 11 | 36.7 | 7 | 23.3 |
| Job security The level of job security | 4 | 13.3 | 4 | 13.3 | 16 | 53.4 | 3 | 10 | 3 | 10 |

The data in table 4.8 above indicates that 6.7% of the respondents were extremely satisfied with current career opportunities and 20% of the respondents indicated that they were very satisfied. Approximately 50% of the respondents indicated that they were satisfied on average, while 13.3% of the same indicated that they were somewhat satisfied. The last category of the respondents, which accounted for 10%, indicated that they were not satisfied at all.

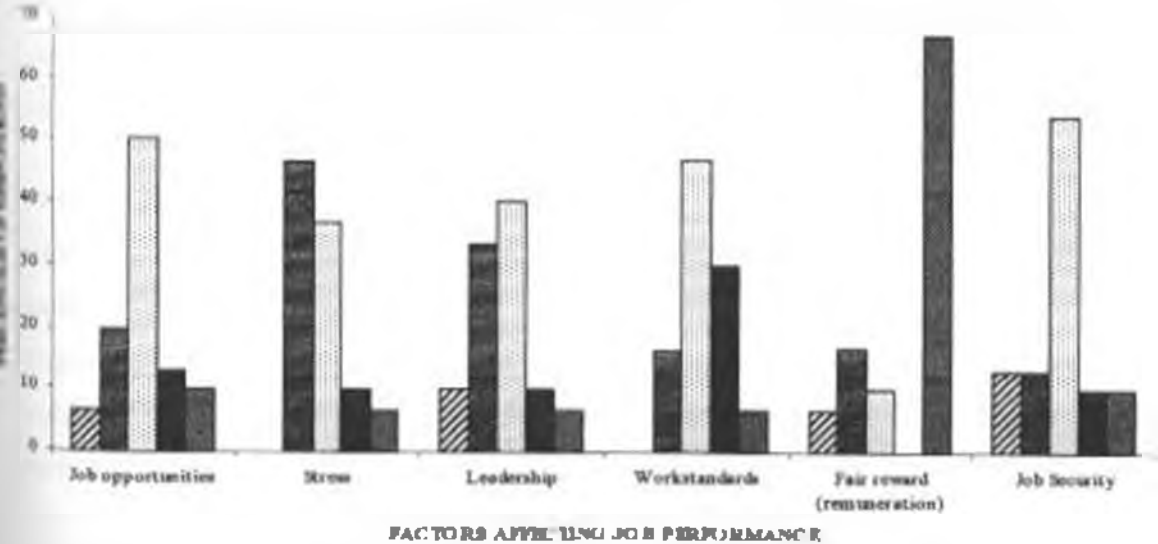
The data further show that, 6.7% of the respondents were satisfied as far as personal growth and development is concerned, while 26.5% of the respondents indicated that, they were very

satisfied. The next category of respondents, which accounted for 36.7%, indicated that they were averagely satisfied. With just, 13.3% of the respondents indicating that they were somewhat satisfied. The next category of the respondents, who accounted for 16.5%, indicated that they were not satisfied at all.

As far as realization of ones aspirations and ambitions is concerned, 6.7% of the respondents indicated that they were extremely satisfied while, 23% of the same indicated that they were very satisfied. The next category, which accounted for 43.3% of the respondents, indicated that they were averagely satisfied with, 13.3% of the same indicating that they were somewhat satisfied. Only, 13.3% of the respondents indicated that they were not satisfied as far as realization of their aspirations and ambitions are concerned.

As far as the feeling of accomplishment that one gets from their job is concerned, none of the respondents indicated that they were extremely satisfied while, 13.3% of the same indicated that they were very satisfied. The majority of the respondents, who accounted for 70%, indicated that they were satisfied to the average. The next category of the respondents, who accounted for 13.3%, indicated that, they were somewhat satisfied and only 3.4% of the respondents indicated that they were not satisfied as far as the feeling of accomplishment one get from the job is concerned as shown in figure 4.1. below.

Figure 4.1: A Bar Graph Showing Factors Influencing Job Satisfaction



Key: 1 - Extremely Satisfied 2 - Very Satisfied 3 - Satisfied 4 - Somewhat Satisfied 5 - Not Satisfied

Source Based on Table 4.8 % of the respondents indicated that they were extremely satisfied with how their efforts are valued by others above and below them. While 33.3% indicated that

they were very satisfied, majority of the respondents who accounted for 40% indicated that they were satisfied to the average. Only, 10% of the respondents indicated that they were somewhat satisfied with the rest who accounted for 6.7% of the respondents indicating that they were not satisfied.

As far as conflict resolution methods are concerned, none of the principals was extremely satisfied while 30% of the respondents indicated that they were very satisfied. The majority of the principals who accounted for 50% indicated that they were satisfied to the average. The next 20% of respondents indicated that they were somewhat satisfied as far as conflict resolution methods are concerned.

In implementation of important decisions, only 10% of the respondents were extremely satisfied while 23.3% of the same were very satisfied. The majority who accounted for 60% of respondents indicated that they were satisfied to the average. Meanwhile 10% of the respondents indicated that they were somewhat satisfied with the remaining 3.4% of the same indicating that they were not satisfied as far as implementations of important decisions were concerned.

On the degree to which the principals' skills are utilized, the data indicate that only 6.7% of the respondents were extremely satisfied while 20% of the same indicated that they were very satisfied. The majority who accounted for 60% of the respondents indicated that they were satisfied to the average while only 3.3% of the respondents indicated that they were somewhat satisfied. Only, 10% of the respondents indicated that they were not satisfied at all.

Interpretation of education policies is very important for harmonization of educational policy. The data regarding it indicated that, none of the respondents was extremely satisfied with 16.7% of the same indicating that they were very satisfied. The majority who accounted for 56.6% of the respondents indicated that they were satisfied to the average. Only 10% of the respondents indicated that they were somewhat satisfied with 16.7% of the same indicating that they were not satisfied at all.

Recognition by seniors accounted for 6.7% of the respondents who said that they were extremely satisfied, while the majority who accounted for 40% of the same indicated that they were very satisfied. The next respondents who accounted for 33.3% indicated that they were averagely

satisfied as far as the recognition by their seniors are concerned while, 13.3% of the same indicated that they were somewhat satisfied. Only 6.7% of the respondents indicated that they were not satisfied at all.

In working conditions in terms of implementation of change and innovation, none of the respondents indicated that he/she was extremely satisfied, only 16.6% of the same indicated that they were very satisfied. Majority who accounted for 46.7% indicated that, they were satisfied to the average, while the next who accounted for 30% of the respondents indicated that they were somewhat satisfied. Only a small percentage of 6.7% of the same were not satisfied with working conditions in terms of implementation of change and innovations.

As far as availability of facilities, office size and working conditions are concerned, only 10% of the respondents indicated that they were extremely satisfied with 20% of the same indicating that they were very satisfied. Meanwhile, 36.7% of the respondents indicated that they were satisfied to the average while 20% said they were somewhat satisfied. The rest who accounted for 13.3% of the respondents indicated that they were not satisfied at all with the facility, office size and working conditions.

Fair reward and remuneration accounted for 6.7% of those respondents who indicated that they were very satisfied, while 16.79% of the same indicated that they were very satisfied. A small percentage of the respondents who accounted for 10% indicated that they were averagely satisfied, while none of the respondents indicated that they were somewhat satisfied. Majority accounting 66.6 of the respondents indicated that they were not satisfied as far as the level of fair reward and remuneration is concerned

On the level of salary with respect to experience, none of the respondents indicated that he/she was extremely satisfied. Only 6.7% indicated that they were very satisfied, with a significant majority accounting for 33.3% indicated that they are averagely satisfied. Majority accounting for 36.7% indicated that they are somewhat satisfied with 23.3% indicating that they were not satisfied with 23.3% indicating that they were not satisfied at all.

Finally, in job security, a factor that influence job satisfaction of the principals, 13.3% of the respondents indicated that they were extremely satisfied while another 13.3% of the same indicated that they were very satisfied. Majority of the respondents, which accounted for 53.4% of

the respondents, indicated that they were satisfied to the average. Finally, only 10% of the respondents indicated that they were somewhat satisfied and not satisfied respectively.

4.4 Other factors influencing job satisfaction of principals

There are other internal factors, that influence job satisfaction of principals, they include; work itself, interpersonal relationships and advancement among others. The table below indicates the responses of the same.

Table 4.9: Other factors influencing job satisfaction

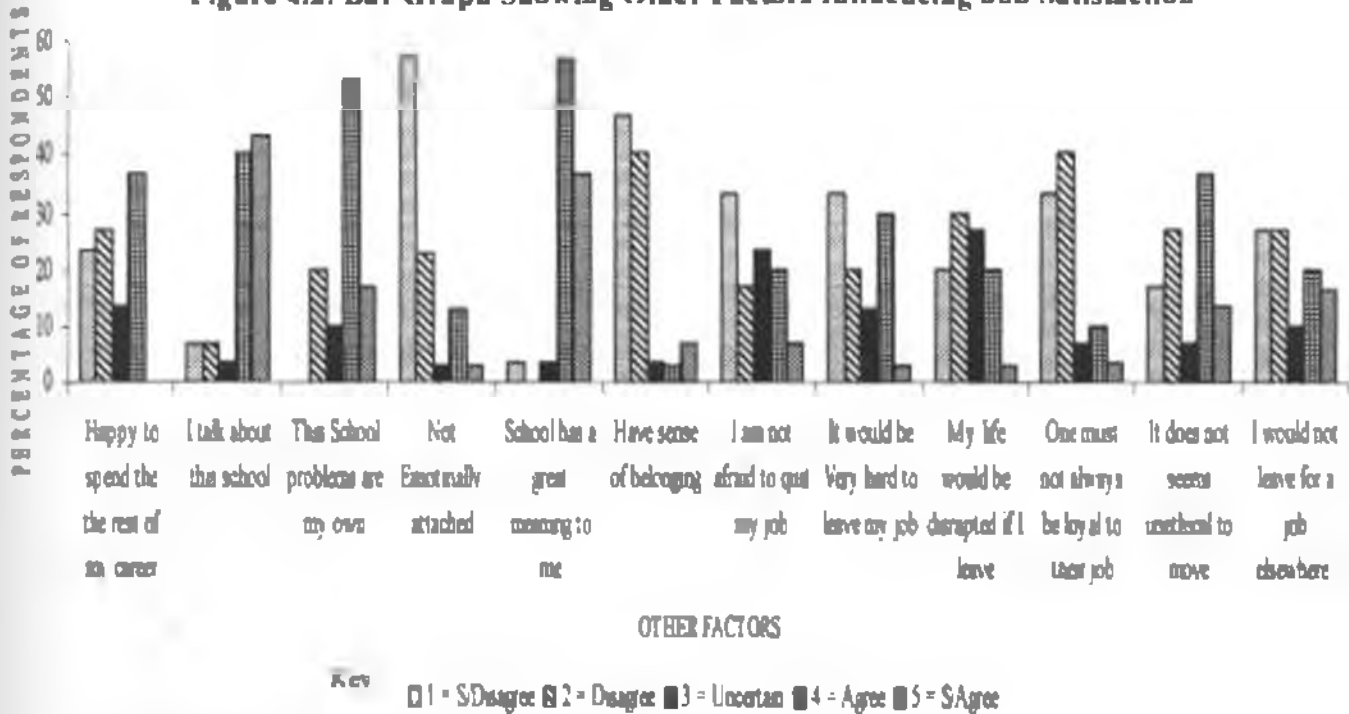
| Statement | 1 | | 2 | | 3 | | 4 | | 5 | |
|--|-------------------|------|----------|------|-----------|------|-------|------|----------------|------|
| | Strongly disagree | | Disagree | | Uncertain | | Agree | | Strongly agree | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| a) I would be very happy to spend the rest of my career in this school | 7 | 23.3 | 8 | 26.7 | 4 | 13.3 | 11 | 36.7 | 0 | 0 |
| b) I talk about this school to my friends as a great school to work in | 2 | 6.7 | 2 | 6.7 | 1 | 3.3 | 12 | 40 | 13 | 43.3 |
| c) I really feel as if these school problems are my own. | 0 | 0 | 6 | 20 | 3 | 10 | 16 | 53.3 | 5 | 16.7 |
| d) I do not feel emotionally attached to this school | 17 | 57 | 7 | 23 | 1 | 3 | 4 | 13 | 1 | 3 |
| e) This school has a great deal of | 1 | 3.3 | 0 | 0 | 1 | 3.3 | 17 | 56.7 | 11 | 36.7 |

| | | | | | | | | | | |
|---|----|------|----|------|---|------|----|------|---|------|
| personal meaning for me. | | | | | | | | | | |
| f) I do not feel a great sense of belonging to this school. | 14 | 46.7 | 12 | 40 | 1 | 3.3 | 1 | 3 | 2 | 6.7 |
| g) I am not afraid of what might happen if I quit my job without another one lined up. | 10 | 33.3 | 5 | 16.7 | 7 | 23.3 | 6 | 20 | 2 | 6.7 |
| h) It would be very hard to leave my school right now even if I wanted to. | 10 | 33 | 6 | 20 | 4 | 13 | 9 | 30 | 1 | 3 |
| i) Too much in my life would be disrupted if I decided I wanted to leave my job. | 6 | 20 | 9 | 30 | 8 | 26.7 | 6 | 20 | 1 | 3 |
| j) I do not believe a person must be always loyal to his or her job. | 10 | 33 | 14 | 40 | 2 | 6.7 | 3 | 10 | 1 | 3.3 |
| k) Moving from one school to another does not seem unethical to me. | 5 | 16.7 | 8 | 26.7 | 2 | 6.7 | 11 | 36.7 | 4 | 13.3 |
| l) If I got a better offer for a job elsewhere, I would not feel it was right to leave my organization. | 8 | 26.7 | 8 | 26.7 | 3 | 10 | 6 | 20 | 5 | 16.6 |

The data in table 4.9 above indicate that 23.3% of the respondents strongly disagreed with the statement that they would be very happy to spend the rest of their careers in the school, while

26.7% of the respondents disagreed with the statement only 13.3% of the respondents indicated that they were uncertain. The majority who accounted for 36.7% agreed with the statement and none strongly agreed with the same as shown in figure 4.2 below.

Figure 4.2: Bar Graph Showing Other Factors Influencing Job Satisfaction



Source Based on Table 4.9

According to the respondents, 6.7% strongly disagreed with the statement that they talk about their school to their friends as a great school to work in. While the same percentage of 6.7%, disagreed with the statement, only 3.3% of the respondents were uncertain. The rest of the respondents who accounted for 40% and 43.3% of the respondents indicated that they agreed and strongly agreed to the statement respectively.

None of the respondent strongly disagreed with the statement that he/she really feel as if the school problems were their own. While 20% did disagree, only 10% of the respondents were uncertain. Majority accounting to 53.3% did agree while a significant number of 16.7% strongly agreed.

A large percentage of the respondents, which accounted for 57% do feel emotionally attached to the school while 23% of the respondents disagreed with the statement that they do not feel emotionally attached to their school. A small percentage thus 3% of the respondents were

uncertain while 13% of the respondents agreed with the statement. Only 3% of the respondents indicated that they strongly agreed with the statement.

A small percent of the respondents who accounted for 3.3% strongly disagreed with the statement that the school has a great personal meaning to them. While none of the respondents indicated that they disagreed, only 3.3% were uncertain. Majority of the respondents who accounted for 56.7% did agree. The rest who accounted for 36.7% of the respondents strongly agreed with the statement.

A great majority of the respondents accounting to 46.7% strongly disagreed with the statement that they do feel a great sense of belonging to their school. While 40% did agree, only 3.3% of the respondents were uncertain. A small percentage of 3% did agree with the statement and the rest who accounted for 6.7% strongly agreed.

A significant majority of 33.3% strongly disagreed with the statement that they are not afraid of what would happen if they quite their job without another one lined up. Few who accounted for 16.7% disagreed with the statement while 23.3% of the respondents were uncertain. Lastly 20% of the respondents agreed with the statement while only a small percentage of 6.7% said they strongly agreed with the statement.

Majority of the respondents who accounted for 33% strongly disagreed with the statement that it would be very hard to leave their school if they wanted to. A few who accounted for 20% disagreed with the statement while 13% of the same were uncertain. A significant majority of 30% of the respondents indicated that they agreed with the statement and only 3% of the respondents said they strongly agreed.

A considerable percentage of the respondents who accounted for 20% disagreed with the statement that too much of their life would be disrupted if they decide to leave the job, 30% of the respondents disagreed with the same. Only 26.7% of the respondents were uncertain. While the rest of the respondents who accounted for 20.0% agreed with the statement and another 3.3% of the same said they strongly agree with the statement.

A good percentage of 33% of the respondents strongly disagreed with the statement that they do not believe a person must be always be loyal to his or her job. While 40% of the respondents disagreed with the statement, only 6.7% of the respondents were uncertain. A few who accounted

for 10% of the respondents agreed with the statement while only 3.3% respondents indicated that they strongly agreed that they do not believe a person must be always be loyal to their job.

A small percentage of the respondents who accounted for 16.7% agreed to the statement that moving from one school to another does not seem unethical to them. While a good percentage of 26.7% of the respondents disagreed, only 6.7% of the respondents were uncertain with the statement. The rest who accounted for 36.7% of the respondents agreed with the statement and another 13.3% of the respondents strongly agreed.

A vital percentage, which accounted for 26.7% of the respondents, strongly disagreed with the statement that if offered a job elsewhere; they would not feel right to leave the organization, while 26.7% of the respondents disagreed with the statement, only 10% of the respondents were uncertain of the statement. Another 20.0% of the respondents agree and only 16.6% of the respondents indicated that they strongly agreed with the statement that if they got a better offer for a job elsewhere they would not feel good to leave their organization.

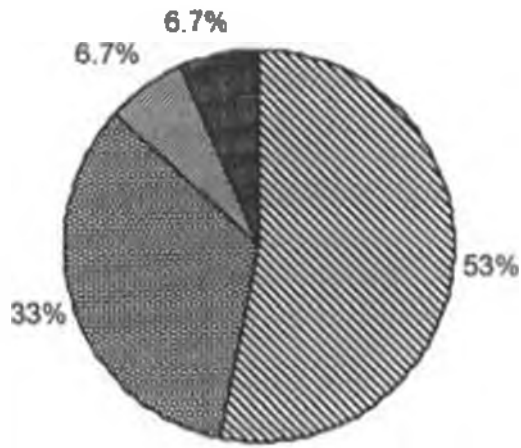
4.4.1 Number of schools previously worked

Table 4.10: Schools previous worked

| Number of schools previously worked | Frequency | Percentage (%) |
|-------------------------------------|-----------|----------------|
| 1 to 2 | 16 | 53 |
| 3 to 4 | 10 | 33 |
| 5 to 6 | 2 | 6.7 |
| Over 6 | 2 | 6.7 |
| Total | 30 | 100 |

Table 4.10 above indicates that 53% of the principals had worked in 1 to 2 schools while 33% had worked in 3 to 4 schools. The rest of the respondents had worked in 5 to 6 schools, which accounted for 6.7 % while another 6.7% of the respondents had previously worked in 6 schools and above as shown in figure 4.3 below.

Figure 4.3: Schools previously worked



Key: ▨ 1 to 2 ▩ 3 to 4 ■ 5 to 6 ■ Over 6

Source: Based on table 4.10

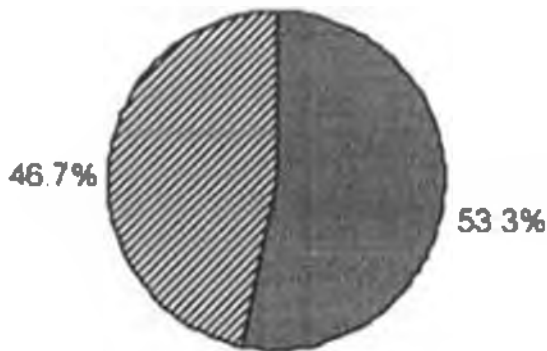
4.4.2 Differences in the level of job satisfaction in the previous schools

Table 4.11: Levels of job satisfaction in the previous schools

| Differences in job satisfaction | Frequency | Percentage (%) |
|---------------------------------|-----------|----------------|
| Yes | 16 | 53.3 |
| No | 14 | 46.7 |
| TOTAL | 30 | 100 |

Table 4.11 above shows that, 53.3% of the respondents indicated that there is differences in the level of job satisfaction in the immediate previous schools as compared with the current, while 46.7% had not sighted any differences in the level of job satisfaction as shown in figure 4.4 below.

Figure 4.4: The level of job satisfaction in the previous schools



Key ■ Yes ▨ No

Source: Based on table 4.11

Table 4.12: Perceived effects of job satisfaction on performance

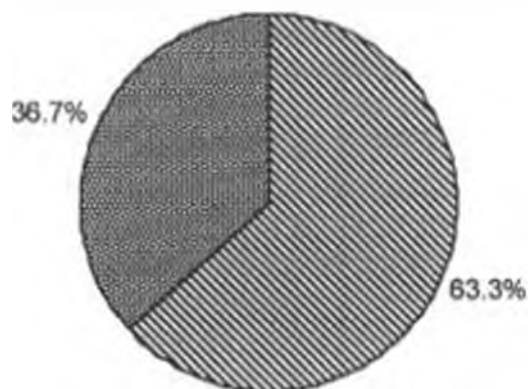
| Job satisfaction/performance | Frequency | Percentage (%) |
|------------------------------|-----------|----------------|
| Yes | 19 | 63.3 |
| No | 11 | 36.7 |
| Total | 30 | 100 |

4.4.3 In research question 5, which sought to know whether, job satisfaction affects performance in their duties, the following were the responses:

As shown in table 4.12 above, 63.3% of the respondents said that job satisfaction indeed does affect their performance while 36.7% of the respondents indicated that job satisfaction does not affect their duties. Majority of the principals expressed their dissatisfaction by saying that the job was too demanding, too much work that one does within a day. Some principals especially in

private schools said that they are employed on contract basis hence not sure of their contract being renewed. The respondents also indicated that, there are also interference from the media especially the internet where students concentrate on what is happening internationally which is not related to education e.g. pornography. This later translates to poor performance in schools as shown in figure 4.5 below.

Figure 4.5: Perceived effects of job satisfaction on performance



Key. Yes No

Source Based on table 4 12

4.4.4 Research question 6 sought to know some of the factors that dissatisfy the principals. The following responses were recorded. All the 30 respondents concurred with the fact that, there are many factors that dissatisfy them. These among others include: poor remuneration, unresponsive management, shortage of manpower (teachers to cover the curriculum on time) and uncooperative parents. These they said translates to poor performance by students. There is also less commitment by teachers and students, which makes the work of a principal unbearable. Some principals said that, they are not able to effectively handle indiscipline cases, take action against teachers, students and workers due to interference by their seniors (Board of Governors). They also said that, consultations take too long even when situations are obvious and that most principals have no free hand in performing their duties.

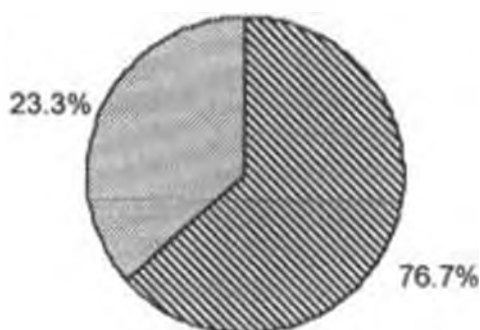
The respondents also sighted the delay in funding especially on the onset of the free secondary education in public schools. This has contributed to lack of enough physical facilities to make management effective.

Table 4.13: Whether remuneration is based on experience

| Remuneration on experience | Frequency | Percentage (%) |
|----------------------------|-----------|----------------|
| Yes | 7 | 23.3 |
| No | 23 | 76.7 |
| Total | 30 | 100 |

4.4.5 Research question 7 sought to know whether the principals are remunerated according their level of experience. As indicate in table 4.13 above Majority of the respondents who accounted for 76.7% said that they are not remunerated according to experience, while 23.3% said that they are remunerated accordingly. Most of the principals said that remuneration is done according to job group. The respondents also indicated that not all the principals are in the same job groups and that the level of qualifications differs. The Teachers Service Commission (TSC), which is the main teacher’s employer, has designed its own criteria of remuneration as shown in figure 4.6 below

Figure 4.6: Perceived effect of experience on remuneration.



Key Yes No

Source Based on table 4 13

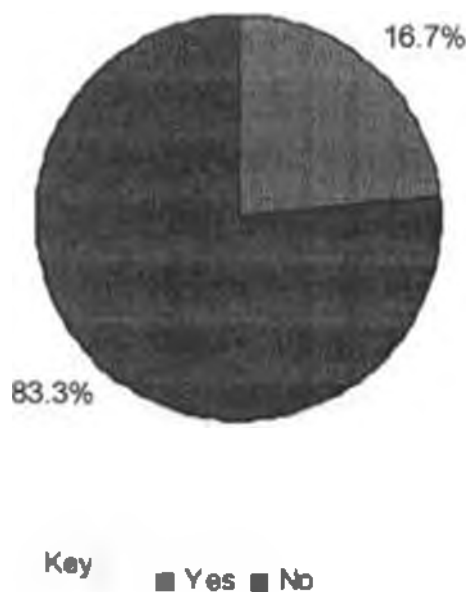
Table 4.14: Whether remuneration is based on performance

| Remuneration on performance | Frequency | Percentage (%) |
|-----------------------------|-----------|----------------|
| Yes | 5 | 16.7 |
| No | 25 | 83.3 |
| Total | 30 | 100 |

4.4.6 Research question 8 sought to know whether the principals are remunerated according to their level of performance. In table 4.14 above, the respondent's results indicates that, 83.3% of respondents said that, they are not remunerated according to performance, while 16.7% are remunerated accordingly. Most of the respondents said that not every effort of performance is paid for. The principal also said that they do a lot of work which include bringing the main stakeholders who include; teachers, students, Board of governors, parents and the employer into a harmonious state for proper management.

Majority of the respondents said that the TSC policy has no space for rewarding performance as shown in figure 4.7.

Figure 4.7: Effect of performance on remuneration



Source Based on table 4 14

4.5 Performance of administrative functions.

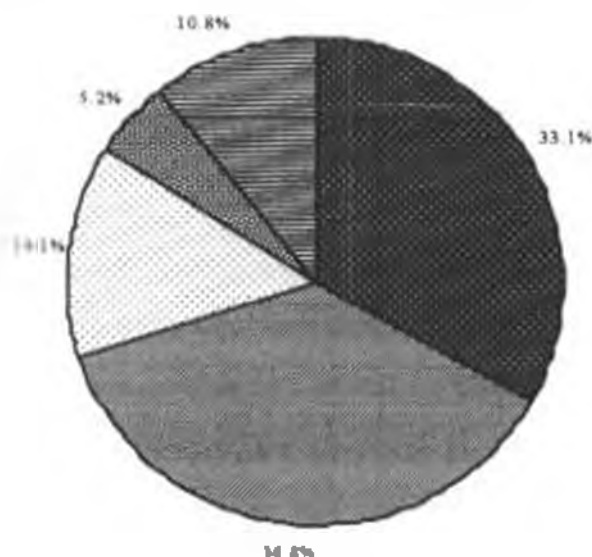
Table 4.15: Administrative functions

| Practice / Function | 1 | | 2 | | 3 | | 4 | | 5 | |
|---|-------------------|------|--------------|------|-------------|------|--------------|------|------------|-----|
| | Very Large extent | | Large extent | | Some extent | | Small extent | | Not at all | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| a) Consult the school management committee when making school decisions | 12 | 40 | 11 | 36.7 | 5 | 16.6 | 2 | 6.7 | 0 | 0 |
| b) Advising, interpreting and implementing policy decisions: | 13 | 43 | 13 | 43 | 4 | 13 | 0 | 0 | 0 | 0 |
| c) Involved in classroom teaching | 11 | 36.7 | 8 | 26.7 | 5 | 16.6 | 4 | 13.3 | 2 | 6.7 |
| d) Organize, co-ordinate and supervise all the activities in the school | 8 | 26.7 | 16 | 53.3 | 6 | 20 | 0 | 0 | 0 | 0 |
| e) Plan, acquire, develop and maintain the physical facilities at the school | 17 | 56.7 | 7 | 23.3 | 3 | 10 | 2 | 6.7 | 1 | 3.3 |
| f) Promote positive linkages between the school and the neighboring communities | 10 | 33.3 | 15 | 50 | 5 | 16.7 | 0 | 0 | 0 | 0 |
| g) Co-ordinate specific training and learning activities in the school | 5 | 16.7 | 7 | 23.3 | 7 | 23.3 | 2 | 6.7 | 1 | 3 |
| h) Promote good industrial relations by encouraging members to join either KUPPET or KNUT | 3 | 10 | 5 | 16.5 | 5 | 16.5 | 3 | 10 | 12 | 40 |

| | | | | | | | | | | |
|---|-------------|------|-------------|------|-------------|----|------------|-----|-------------|------|
| i)Promote the welfare of all staff and students within the school | 10 | 33 | 19 | 63 | 0 | 0 | 1 | 3 | 0 | 0 |
| j)Guide and counsel teacher trainers during teaching practice | 8 | 26.7 | 10 | 33.3 | 3 | 10 | 2 | 6.7 | 7 | 23.3 |
| k) Induct and mentor new teachers. | 11 | 36.7 | 13 | 43.3 | 3 | 10 | 1 | 3.3 | 2 | 6.7 |
| Total | 108 | | 120 | | 46 | | 17 | | 35 | |
| Percentages % | 33.1 | | 36.8 | | 14.1 | | 5.2 | | 10.8 | |

The data in table 4.15 above shows that, 33.1% of the principals to a very large extent are able to perform their administrative functions effectively. While the majority who accounted for 36.8% of the respondents said that to a large extent are able to perform their functions, only 14.1% said to some extent they are able. The rest of the respondents who accounted for 5.2% said that they are to a small extent able to perform. Only 10.8 of the same said they are not at all able to perform their administrative functions effectively as shown in figure 4.8 below.

Figure 4.8:Performance of administrative functions



Key.

■ 1-V. Large Extent ■ 2-Large Extent □ 3-Some Extent ■ 4-Small Extent ■ 5-Not at all

Source Based on table 4.15

CHAPTER FIVE: DISCUSSION, SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Discussion

The main objective of this research was to establish whether job satisfaction influences performance of principals of secondary school in Mombasa District. This research has provided a broad overview and basic groundwork for greater understanding of school principal's job satisfaction. According to the statistics, the root courses of dissatisfaction are both structural and individual in nature. At the same time, there are six easily identifiable factors that are lightening rods that serve to exacerbate dissatisfaction. These factors are; poor remunerations and fair rewards, un-responsive management, shortage of manpower, unco-operative parents, student's indiscipline and delay of findings.

5.2 Summary

First, on remuneration and fair reward, a significant number of 23.3% percent said they are not satisfied at all another 36.7% said they are somewhat satisfied which is as good as not satisfied with the level salary with respect to experience. Over three quarters of the respondents accounting for 76.7% said that the principal are not remunerated according to the level of experience but according to job group.

A greater majority of 83.3% said that, the principal are not remunerated according to performance but according to qualifications and grade. Further majority accounting for 66.6% stated that they are not satisfied as far as motivation from the job is concerned. For example, looking at the principals functions which include; classroom teaching, organizing, co-coordinating and supervising all school activities, planning, acquiring, developing and maintaining the school physical facilities, co-coordinating specific training and learning activities, guiding and counseling teachers during teaching practice, inducting and mentoring new teachers, and attending to school visitors to mention but a few. It is true to say that, this is much work load to handle.

However, it is striking to note that the principals are remunerated at the same level with a classroom teacher, in the same job group and grade. The principals also stated that, with all this work to perform, there are other teachers with only classroom work who earn much higher than their principals. This according does not go down well with them.

Second, in unresponsive management, a noteworthy majority of 76.7% said that they do consult the school management committee; that is the board of governors when making discussion. However, consultations take too long even when situations are obviously clear. Key decisions are not implemented on time. A significant number accounting for 20% of the respondents were not satisfied with the methods of conflicts resolutions. More than a third of the respondents accounting to 36.5% were still not satisfied with policy interpretations. Largely all this contributes negatively to the principal's job satisfactions.

Third, majority of the respondents accounting for 67.2% are involved in classroom teaching and only 6.7% are not. Majority of respondent said that the current shortage of teachers is affecting their school academic performance. Another 26.5% said they are not satisfied with working conditions.

Fourth, uncooperative parents led to some principals being dissatisfied. This eventually led to poor performance for both principal and the school at large. There are also great delays in clearance of school fees in regards to private schools they noted.

Fifth, overwhelming majority said, decline in students discipline led to poor performance which is another area of stress. It is interesting to note that, this is the major source of strikes in schools.

Lastly, accessibility and availability of funds to run the schools is another source of dissatisfaction. According to the respondents, 33% said they are not satisfied with facilities available this further complicates working conditions and standards. Majority who for 36.7% said they are not satisfied with implementation of the same and methodology of change and innovations. More than a third 33% said they are not satisfied with the facilities available. Most of the schools have overcrowding of students while learning

As seen in this chapter, all of these factors play a major role in working against the principal's job satisfaction and they are also frequently interrelated.

Along with the above external factors, there are also other factors that influence job satisfaction. These may include work itself, interpersonal relationship and advancement among others. These data are important to examine because they show a higher percentage of influence and at the same time, is important to note that attachment to a job does not translate to satisfaction but a liking and job security.

A significant majority accounting for 83% of the respondents strongly agreed that they talk about their school to friends as a great school to work in, 69.5% feel the school problems are theirs. While 80% feel emotionally attached to the school, a larger percentage representing 93.7% say the school has a great deal of personal meaning to them. Over 86.7% feel a great sense of belonging. More than three quarters accounting for 76.4% agree that one should be loyal to her/his job, with 53% of the respondent saying that they would not wish to leave their current job for another. Lastly, majority who accounted for 89.2% of the respondents said they are able to perform their administrative functions as opposed to only 10.8%.

In light with the above factors, it is true therefore to say that, the principals love their work, feel emotionally attached and have a sense of belonging in their schools. They also indicated that, they have the ability to perform their administrative functions. The only limiting factor is to the extent with which their efforts are being unfairly rewarded. These translate to dissatisfaction in their job.

According to the principals, factors that do not seem to contribute to their job satisfaction are; personal growth and development, feeling of accomplishment one gets from a job, the manner in which the principal's efforts are valued by others above or below them and lastly recognition by their seniors.

5.3 Conclusions

This final section broadly summarizes actions and ideas that are needed to enhance job satisfaction for the principals. According to this research, the major factors that influence job satisfaction are the aspect of poor remuneration and fair reward. Something should be done to uplift the teacher's salaries and create fairness in the teaching fraternity. High remuneration implies high status and recognition, which comes with individual worth. This generates a culture of efforts and achievements. It is necessary to motivate individuals through performance related

pay. The recent agreement between the teachers union and the teacher's employer to harmonize the teacher's salaries with their counterparts in government will go along way to alleviate this problem.

5.4 Recommendations

Introduction

The following theoretical ideas may be used to help shape a more realistic desirable and positive future prospect of all the principals. The most striking of all factors according to the research was poor remuneration and fair reward. Facilitation of the introduction of performance related pay is recommended. The ability to pay higher wages to workers in occupational categories where there are skills shortages is also important. The management should also formulate policies regarding merits and performance. Removal of principal's grades of labour from the process of collective bargaining is recommended, noting that collective bargaining encourages the altitude of them and us. In the same note, discussion regarding salary ranges and overlaps need to be considered.

5.4.1 Ministry of education

It is recommended that;

- a) The ministry should develop an involvement strategy to gain active support from the principals necessary to bring change.
- b) The ministry should involve principals in important discussions of change that eliminates most of the major obstacles to people's willingness to get involved in the change process.
- c) The ministry should improve communications, consultations and disputes procedures so that potential cases of frustrations may be identified and removed as far as possible.
- d) The ministry should reduce bureaucracies. Management/ labour relatives become highly formal and bureaucratic with a loss of personal communication and touch between the managers and the principals.
- e) Another significant factor is the shortage of manpower. The idea of employing intern's staff is a brilliant one. It is an idea to the right direction.

- f) The principals should be allowed to employ qualified personnel through the Board of Governors (BOG) on account of constituency development fund (CDF) Kitty.
- g) Hiring teachers on contract terms to compliment the services of those hired by ISC will go along way in the attempt to solve the current teacher's shortage.
- h) The Ministry of Education and Teachers Service Commission (T.S.C) should stop the arbitrary transfers of teachers in the affected schools.
- i) The government should formulate voluntary teaching programs to complement the services of those hired by the teacher's service commission.

5.4.2 Parents

- a) Uncooperative parents are another fundamental factor. In this, parents should be educated on the importance of education and its likely consequences to their children.
- b) Parents should be encouraged to guide their children when at home on the importance of education and help to inspect homework.
- c) Schools should come up with strategies on how parents should settle their school fees in installments to ease the burden of paying at once.
- d) Schools should also go online as far as dissemination of information to parents in terms of the school progress is concerned.
- e) School fees may be paid online or M-pesa directly to schools accounts.
- f) Parent should come out of dependency syndrome if education standards are to improve. There is need for parents to step in and help development of schools.

5.4.3 Students

- a) Student's indiscipline is another factor of stress to the principals. In this, guidance and counseling programs should be strengthened in schools. The ministry may consider employing trained counselors to head this crucial department.
- b) Corporal punishment should be re-introduced in schools under the supervision of the school principals.
- c) Other form of instilling discipline in schools should be explored by all stakeholders.

- d) Greater attention on disciplinary procedures that are fair, full and quick should be agreed upon between the management and the principals.
- e) Parents and teachers to be encouraged to use, "guilt and shame mechanisms", rather than physical abuse to keep the pupils in line and to re-enforce the fact that pupils have a strong obligations to their families and the society at large.
- f) The schools administration should support spiritual programs that play a major role in modeling discipline in schools.

5.5 Suggestions for further research

- 1. This research could be replicated else where in the coast region
- 2. Further research be conducted comparing public with private school principals.
- 3. Research on the same problem on graduate teachers in secondary schools in coast province.
- 4. Research on the same problem of non- graduate teachers in secondary schools in Mombasa District.

5.6 Limitations of the study

- 1. The sample size is limited to 30 principals. Therefore, it excludes the view of parents, pupils and other stakeholders.
- 2. Due to the busy schedules of the respondents it took time to get them fill the questionnaires, which led to some not responding completely though they were few.

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APPENDIX I: Letter to respondent.

Hannah W. Wachira,
School of Business,
University of Nairobi,
Bandari Campus.
P.O Box 99469.
MOMBASA.

Dear Sir/ Madam,

RE: COLLECTION OF RESEARCH DATA.

I am a Post Graduate Student at University of Nairobi/ Bandari Campus School of Business Studies. In pursuit of a degree in Master of Business Administration (MBA), I am conducting a management research on Job satisfaction and performance of Administration functions of Principals of Secondary Schools in Mombasa District. You have been selected to form part of this study. Your output through responding to all items in the questionnaire will be valuable in identifying these factors. Utmost confidentiality will be observed to ensure that the information you provide will not in any way jeopardize your normal work life.

A copy of the final report will be availed to you upon request.

Your assistance and co-operation will be highly appreciated.

Yours Sincerely,

HANNAH W. WACHIRA
MBA STUDENT

MR.JAMES GATHUNGU
UNIVERSITY SUPERVISOR
SCHOOL OF BUSINESS

APPENDIX II: Questionnaire for Principals.

Dear Sir/ Madam,

You have been selected to participate in a study entitled, **Job satisfaction and performance of Administrative functions of principals of Public Secondary Schools in Mombasa District.** It is in Partial fulfillment of the requirements for the award of masters in business Administration (MBA).

On the items below, please respond as objectively and honestly as possible. Your responses will be treated in **strict confidence** and will be used for academic purposes only.

As such please do not write your name anywhere in this document

PART I A: GENERAL INFORMATION

1.0. School Details

1. Name of the school.....
2. Student population..... Number of Streams.....
3. Number of teachers..... Male..... Female.....

Please tick (✓) against your responses

4. Indicate the School category

National ()

Provincial ()

District ()

Other (specify).....

5. Indicate the school type

Boys () Day () Boarding ()

Girls () Day () Boarding ()

| | | | | | |
|---------------|-----|------|-----|----------|-----|
| Mixed | () | Day | () | Boarding | () |
| Boarding /Day | () | Boys | () | Girls | () |

PART B: 2.0 PERSONAL DETAILS

1. Gender tick (✓) Male () Female ()
2. Please tick (✓) against your age bracket.

| | | | |
|----------|-----|-------|-----|
| Below 29 | () | 45-49 | () |
| 30-34 | () | 50-54 | () |
| 35-39 | () | Above | () |
| 40-45 | () | | |
3. Level of Education. Please tick (✓). Your appropriate category.

| | | | |
|----------------|-----|----------------|-------|
| Certificate | () | Diploma | () |
| Higher Diploma | () | Degree | () |
| Master | () | others specify | _____ |
4. For how long have you been in the position of a Principal (Years.)

| | | | |
|--------------------|-----|--------------------|-----|
| Less than one year | () | 11-15 years | () |
| 1-5 years | () | 16-20 years | () |
| 6-10 years | () | 20 years and above | () |
5. Have you attended education and management courses in the last three years?

| | | | |
|-----|-----|----|-----|
| YES | () | NO | () |
|-----|-----|----|-----|

PART II: JOB SATISFACTION FOR SECONDARY SCHOOL PRINCIPALS

Please provide the following information regarding your school and your satisfaction.

1) Kindly rate the level of satisfaction on the following aspects of your work as a principal

(Use a tick ✓) 5= Not Satisfied; 4= somewhat satisfied; 3= Satisfied; 2= Very satisfied; 1= Extremely satisfied.

| Aspect of your Job | Not Satisfied | Somewhat satisfied | Satisfied | Very satisfied | Extremely satisfied |
|---|---------------|--------------------|-----------|----------------|---------------------|
| a) Communication and information flow in your school | | | | | |
| b) Manner in which your efforts are valued by others above and below you. | | | | | |
| c) Motivational from the concerned job | | | | | |
| d) Current career opportunities | | | | | |
| e) The level of job security | | | | | |
| f) The implementation methodology of change and innovation | | | | | |
| g) Facilities available, office size and the conditions | | | | | |
| h) Personal growth and development | | | | | |
| i) The conflict resolution methods in the school | | | | | |
| j) Realization of your aspirations and ambitions | | | | | |
| k) The extent of implementation of important decisions. | | | | | |
| l) The degree to which your skills are utilized | | | | | |
| m) The level of salary with respect to experience | | | | | |
| n) The school structure | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| o) The quantity of work you do in a day | | | | | |
| p) The working conditions | | | | | |
| q) The way education policies are interpreted | | | | | |
| r) The feeling of accomplishment you get from the job | | | | | |
| s) Recognition by your seniors | | | | | |

2) Please indicate the extent to which you agree or disagree with the following statements.

Note: 1= Strongly disagree; 2= Disagree; 3= Uncertain; 4= Agree; 5= Strongly agree.

| Statement | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree |
|---|-------------------|----------|-----------|-------|----------------|
| a) I would be very happy to spend the rest of my career in this school | | | | | |
| b) I talk about this school to my friends as a great school to work in | | | | | |
| c) I really feel as if this school's problems are my own | | | | | |
| d) I do not feel emotionally attached to this school | | | | | |
| e) This school has a great deal of personal meaning for me | | | | | |
| f) I do not feel a great sense of belonging to this school | | | | | |
| g) I am not afraid of what might happen if I quit my job without another one lined up | | | | | |
| h) It would be very hard to leave my school right now even if I wanted to | | | | | |
| i) Too much in my life would be | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| disrupted if I decided I wanted to leave my job. | | | | | |
| j)I do not believe a person must be always loyal to his or her job | | | | | |
| k)Moving from one school to another does not seem unethical to me | | | | | |
| l) If I got a better offer for a job elsewhere, I would not feel it was right to leave my organization. | | | | | |

3) In how many schools have you worked previously? Please List their names.....

.....

4) Are there differences in the level of job satisfaction in your immediate previous schools from the present school? Yes [] No []

If yes please list some of them.....

.....

5) Does the level of job satisfaction affect your performance in your duties? YES/ NO. Kindly explain.....

.....

6) What are some of the factors that dissatisfy you as a principal?.....

.....

.....

7) Are you remunerated according to your level of experience? Kindly explain.....

.....

.....

8) Are you remunerated according to your level of performance? Kindly explain.....

.....

.....

PART III: PERFORMANCE OF ADMINISTRATIVE FUNCTIONS

Please indicate to which the following apply to you as principal by ticking where appropriate.

Note: 1= Very Large extent; 2= Large extent; 3= some extent; 4= small extent; 5= Not at all.

| Practice / Function | Very large extent | Large extent | Some extent | Small extent | Not at all |
|---|-------------------|--------------|-------------|--------------|------------|
| a) Consult the school management committee when making school decisions | | | | | |
| b) Advising, interpreting and implementing policy decisions: | | | | | |
| c) Involved in classroom teaching | | | | | |
| d) Organize, co-ordinate and supervise all the activities in the school | | | | | |
| e) Plan acquire, develop and maintain the physical facilities at the school | | | | | |
| f) Promote positive linkages between the school and the neighboring communities | | | | | |
| g) Co-ordinate specific training and learning activities in the school | | | | | |
| h) Promote good industrial relations by encouraging members to join either KUPPET or KNUT | | | | | |
| i) Promote the welfare of all staff and students within the school | | | | | |
| j) Guide and counsel teacher trainers during teaching practice | | | | | |
| k) Induct and mentor new teachers. | | | | | |

Thank you and May God Bless you for sparing time to complete this questionnaire.

APPENDIX III: LIST OF SECONDARY SCHOOLS IN MOMBASA DISTRICT.

| | SCHOOLS IN MOMBASA DISTRICT | CATEGORY | TYPE |
|-----|---|-----------------|------------------------|
| 1 | Khamis high school | District | Boys Day |
| 2 | Star of the sea | District | Girls Day |
| 3 | Coast Girls | District | Girls Day |
| 4. | Mombasa school for the Physically handicapped | District | Mixed Day and Boarding |
| 5. | Sharif Nassir Girls Secondary School | District | Girls Day |
| 6. | Mama Ngina Secondary School | Provincial | Girls Boarding |
| 7. | Mwakirunge Sec. School | District | Mixed Day |
| 8. | Tononoka Sec. School | District | Boys Day |
| 9. | Sacred Heart Sec. School | District | Girls Day |
| 10. | Aldina Virnam Sec. School | District | Boys Day |
| 11. | Tudor Secondary School | District | Boys Day |
| 12. | Mvita Buys Secondary School | District | Boys Day |
| 13. | Shimo La Tewa Boys | Provincial | Boys Boarding |
| 14. | Serani Secondary School | District | Boys Day |
| 15. | Mbaraki Girls Secondary School | District | Girls Day |
| 16. | Maweni Secondary School | District | Mixed Day |
| 17. | Sheikh Alfarsh Secondary School | District | Girls Day |
| 18. | Mombasa High School | Private | Mixed Day |
| 19. | Light Academy | Private | Mixed Day |
| 20. | Aghakan High School | Private | Mixed Day |
| 21. | Changamwe Secondary School | District | Mixed Day |
| 22. | Talent Sec. School | Private | Mixed Day |
| 23. | Sheik khalifa Secondary School | Private | Mixed Day and Boarding |
| 24. | Memon High School | Private | Mixed Day |
| 25. | Burhanisa Sec. School | Private | Mixed Day |
| 26. | St. Joseph Royal Complex School | Private | Mixed Day |
| 27. | Quban Sec. School | Private | Mixed Day |

| | | | |
|----|--------------------------|---------|---------------------------|
| 28 | Tudor Junior Academy | Private | Mixed Day |
| 29 | Msa. Baptist High School | Private | Mixed Day and Boarding |
| 30 | Kilindini Sec. School | Private | Mixed Day |