

**A STUDY OF JOB SATISFACTION OF HEADS OF DEPARTMENTS IN PUBLIC
SECONDARY SCHOOLS IN EMBU DISTRICT**

BY

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**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

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of the Degree of MASTER OF EDUCATION UNIVERSITY OF NAIROBI**

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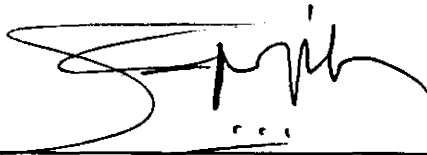
DECLARATION

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



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This research project has been submitted for examination with my approval as University
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DEDICATION

This work is dedicated to my family; my loving husband Robert Njoka, sons Charles Murimi, Danson Njeru, Dennis Namu, Derrick Muthee and daughter Jane Margaret Murugi whose support, encouragement and understanding gave me the energy to move to the end.

ABSTRACT

The primary purpose of this study was to determine the levels of job satisfaction of heads of departments in public secondary schools in Embu District, Eastern Province while investigating the factors that caused satisfaction or dissatisfaction. The secondary purpose was to establish whether there was any relationship between job satisfaction of heads of departments as a dependent variable and selected demographic variables of gender, age, marital status, academic qualifications, teaching experience and administrative experience.

Data were obtained by means of two types of questionnaires, which were distributed to 61 heads of departments and 18 headteachers respectively. The return rates were 92% (56/61) and 94% (17/18) for the heads of departments and headteachers respectively. The data were analyzed using both descriptive and inferential statistics. The inferential statistics employed were t-test and Analysis of Variance (ANOVA), which were used to test the hypotheses of the study as 0.05 level of significance. Content analysis of free responses were used to add more substance to statistical findings.

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Slightly more than half the heads of departments (50.9%) were satisfied with their work with the rest (49.1%) being either moderately or slightly satisfied. More male (57.1%) than female (44.4%) heads of departments were found to be satisfied. Most of the dissatisfied HODs were in guidance and counselling department. Comparing the school categories, the HODs in the rural areas were found to be more satisfied (51.3%) than the HODs in the urban areas (16.7%). However the most satisfied were found to be in the rural/urban fringe (70%). Salary level was ranked as the most important job factor towards motivation and job satisfaction with the poor pay as the most dissatisfying job factor in the job of heads of departments.

The results obtained after testing the hypotheses indicated that there was no significant difference between the computed means of the overall levels of job satisfaction and the variables of age, academic qualifications and the teaching experience. There were however significant differences realized between the means of the overall levels of job satisfaction and the variables of gender and administrative experience.

Recommendation for improving the job satisfaction of heads of departments included the suggestions that:

- (i) The salary level of heads of departments be raised above that of other teachers
- (ii) The remaining four phases of the 200% salary rise promised by the Kenya Government in 1997 be effected
- (iii) A clearer and better job description of heads of departments be provided
- (iv) More and frequent management courses be provided to heads of departments through workshops and seminars especially to guidance and counselling teachers

The study findings indicated that the headteachers were dissatisfied with the management roles played by the heads of departments. In view of this, the researcher suggests that in future, researchers might look at the expectations of the headteachers on the management roles of heads of departments through a study of the headteachers perceptions of these roles.

More suggestions for further research include a study of merit criteria for purposes of promotion of teachers to various job categories within the established organizational structure. A study of the teaching occupation as a profession under unstable environment is also suggested.

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LIST OF ABBREVIATIONS

A.C.K.	Anglican Church of Kenya
ADEA	Association for Development of Education in Africa
A.C.P.	African Convention of Principals
BOG	Board of Governors
C.B.E.	Curriculum Based Establishment
DEO	District Educational Officer
DIS	District Inspector of Schools
D.P.M.	Directorate of Personnel Management
E.R.G	Existence, Relatedness, Growth
HIV/AIDS	Human Immuno deficiency Virus/Acquired Immune Deficiency Syndrome
HOD	Head of Department
K.C.S.E.	Kenya Certificate of Secondary Education
K.E.S.I	Kenya Education Staff Institute
K.I.E	Kenya Institute of Education
K.S.S.H.A	Kenya Secondary Schools Heads Association
K.N.U.T.	Kenya National Union of Teachers
KSHS	Kenya Shillings
MBO	Management By Objectives
M.P.E.T	Master Plan on Education and Training
TIQUET	Totally Integrated Quality Education and Training
T.S.C	Teachers Service Commission
T.S.R.C	Teachers Service Remuneration Committee

CHAPTER ONE

INTRODUCTION

Background of the study

Education contributes to economic development of both developed and developing countries. Hence most developing countries devote a large proportion of their revenue to education. These countries are said to have a higher increase in education expenditure than total national expenditure (Mbugua, 1998). In Kenya, for instance the total expenditure went up considerably by 11.8% from £1480.9 million in 1995/96 to £1655.9 million in 1996/97 fiscal year. Education now consumes about 40% of the Government's recurrent budget. This figure does not include parents' contributions in terms of fees and infrastructural development. This makes education the most costly service in the nation of Kenya (Republic of Kenya, 1999).

Since independence the Government has consistently directed large proportions of its budget to education and training in order to enhance the relevance and quality of the skills of the labour force (Republic of Kenya, 1997). The quality of teachers has been a matter of concern by the government. The progress towards achievement in education has not been measured entirely in quantitative terms but also expressed in terms of the quality of education provided (Republic of Kenya, 1994). In addition to the increasing expenditure on education, the Kenyan education system has undergone major changes. Before 1985, the education system in Kenya was modeled on seven years of primary school, four years of secondary school, two years of high school and three years of university and post high school training. In 1985, the education system was changed to eight years of primary school and four years of secondary school followed by four years of university. The changes from 7-4-2-3 system to 8-4-4 system and the accompanying change in the formal curriculum, with an emphasis on science and vocationally oriented subjects posed new challenges for headteachers, deputy headteachers, heads of departments (HODs) and class teachers (Madera, 1995). These educational changes required changes in administration and in instruction such as project-based assessment putting additional demands on teachers, heads of departments, deputy headteachers and headteachers (ibid).

The Kenyan education system has continued to undergo changes. In 2000 the Ministry of Education reduced the number of subjects examinable in the secondary and primary schools to seven and five respectively. This came about after a lot of pressure by the stakeholders to have the

content in the 8-4-4 system reduced. The concern mainly with the parents was that, the workload in the system was causing a lot of stress to their children. The reduction of the subjects came as a relief to both learners and the teachers and also to the parents who provide learning resources. The 8-4-4 system has been criticized for being too expensive and a burden to both the parents and the students. The Master Plan on Education and Training (MPET) designed in 1997 to govern the Ministry of Education up to 2010 argues a case for the much criticized 8-4-4 system, saying it should not be abandoned since this would lead to increased pressure on resources in the Ministry of Education and Human Resource Development (Waihenya, Daily Nation, 1999, March 22). The document that has now been made public says abandoning the 8-4-4 system would not be a panacea for the problems in the education sector. However, it outlines the woes afflicting the sector and suggests ambitious measures to rectify the situations.

To raise the relevance and quality of secondary education MPET recommends that the Ministry of Education develops and implements criteria for effective teacher professional progression and to raise teacher morale and motivation (Republic of Kenya, 1998). The document spells out lack of teacher professional progression and lack of teacher morale and motivation as some of the drawbacks in education progression in Kenya. Another recommendation by MPET in order to improve the relevance and quality of secondary education is for the Ministry of Education to improve management down to the institutional level. In any institution HODs play very important roles in management such that there is need to focus on these roles if improvement on school management must be made.

Another major source of challenge to secondary schools in Kenya is the increasing level of indiscipline (Odalo, 1998). Indeed of late, schools have been rocked by strikes, destruction of property, child abuse and even killings as it happened in Kyanguli fire tragedy in Machakos District where sixty eight students lost their lives after the fire was started out of malice by some other boys; in May 2001. Abagi (Daily Nation, 2001, May 14) reckons that, in the last five years, management crises have been facing schools, and there is need for a holistic and systematic study on school governance and management if viable and sustainable management policies and safety regulations are to be developed. Cases of school unrest increased considerably in the second term of year 2001 and by the end of the term one hundred and eighteen schools had gone on strike (Waihenya, Daily Nation, 2001, August 13). The many cases of unrest were worrying and in effect, the Education Minister Mr. Henry Kosgey launched a government task force to investigate the causes of unrest in schools. The task force, headed by the Director of Education, Mrs. Naomi

Wangai did its work and the findings were made public. The team collected views countrywide from teachers, schools' boards, parents-teachers associations and students.

Among the many causes of strikes in schools and a major one that featured in almost all the areas visited was poor management by headteachers. Consequently, the team suggested that headteachers should serve a maximum of five years in one school (Mburu, Daily Nation, 2001, September 26). Headteachers are assisted in management of schools by deputy heads, HODs and the prefects' body. The HODs mainly manage the curriculum implementation in their departments. A school that performs well academically has a well-managed curriculum among other things. Such schools are known to have few strikes if any. It is then worthwhile to note that HODs play a major role towards stable discipline in schools and hence it is important to study job satisfaction among them.

The HIV/AIDS pandemic is another challenge to secondary schools where it is causing deaths of teachers and students. In secondary schools, most of the students are sexually active and hence are in danger of contracting the deadly disease. In Kenya, school students and pupils are the major victims of the scourge. They constitute seventy five per cent of the victims as reported by Aduda and Siringi (Daily Nation, 2000, September 4). In view of this a new Aids education syllabus was put in place beginning in September 2000. The new curriculum was prepared by the Kenya Institute of Education. The secondary school syllabus, while reinforcing what is learnt in upper primary is supposed to introduce learners to more scientific knowledge about HIV/AIDS. Secondly school learners are also expected to be introduced to counselling procedures meant to prepare them to assist people living with AIDS. The understanding is that many teachers are not yet equipped to teach the subject. Although the government has been loud about the Aids curriculum, it is disturbing that it has not done much to train teachers, comment Aduda and Siringi (Daily Nation, 2000, September 4), yet the Ministry of Education expects its full implementation.

In the regional conference held in Nairobi at the end of October 2001 and organized by the Association of Development of Education in Africa (ADEA) in conjunction with the Commonwealth Secretariat, the need to provide teachers with teaching resources and continuous training to tackle emerging challenges like HIV/Aids was underscored (Aduda, Daily Nation, 2001, September 3). In secondary schools in Kenya, Aids syllabus, which was introduced in the third term of 2000, is supposed to be incorporated to the existing curriculum. The HODs, charged with the management of curriculum implementation in their respective departments, are now faced with new challenges of trying to incorporate the Aids syllabus in schools. The headteachers have been

known to pass the burden of implementation of the Aids syllabus to the HODs. Faced with the problem of lack of training for teachers and a scarcity of Aids resource materials, the HODs and the teachers have continuously abandoned the teaching of this important syllabus, yet schools are now being looked at as a last source of hope in saving mankind through educating the youths about this pandemic which threatens to wipe the whole mankind. In Embu District, headteachers have reported, during their district meetings, that implementation of the Aids syllabus has not been successful because the teachers, especially the HODs lack the skills and the motivation required. A study of levels of job satisfaction of HODs is therefore timely as this may assist in the effective implementation of the Aids syllabus.

In Kenya, the problems of teachers' motivation and job satisfaction have been addressed in various forums such as trade union meetings, seminars and public education commissions such as the Ominde report of 1965, the Gachathi commission of 1976 to name just a few (Mbugua, 1998). Salary increase and improved working conditions for teachers have been recommended by some of these commissions (Republic of Kenya, 1980; Republic of Kenya, 1985), but studies have shown that teachers are not satisfied in their jobs. Kimengi (1985) found that teachers were dissatisfied with supervision from headteachers. Okumbe (1992) observed that graduate teachers were dissatisfied with remuneration and promotion but slightly satisfied with working conditions; work environment; security; recognition; work content and supervision and satisfied with interpersonal relations.

Since independence, the Kenyan teachers have felt that they are not fairly remunerated. The Kenya National Union of Teachers (KNUT) has been continuously putting pressure on the government for salary increases for teachers. Teachers have witnessed such kinds of pressures through occasionally calling for nationwide strikes. One of the successful strikes was held in October 1997 and lasted for twelve days. Teachers were demanding a salary rise of between 150 and 200 per cent. The government had refused to honor the recommendations of the salaries and allowances to teachers by the Teachers Service Remuneration Committee (TSRC) and instead had given an increase of between 10 and 28 percent. This was immediately rejected by KNUT as an 'insult', as reported by Waihenya (Daily Nation, 1997, September 2).

Commenting on the strike as it went on, Aduda (Daily Nation, 1997, October 4) remarked that the thousands of teachers who were demonstrating in various towns cast a picture of misery and bitterness. According to him, the teachers looked demoralized and disillusioned by the poor

working conditions. Asked to comment about the morale of teachers, the principal of one of the national schools in Thika District at the time of the strike, was quick to remark that teachers join the profession because they have nowhere else to go and that the Education Ministry can no longer attract and maintain highly qualified teachers because the terms and conditions of service are dismally poor. According to the principal, many teachers often asked for soft loans from the schools in order to meet daily needs like paying school fees for the children or paying rents, adds Aduda (Daily Nation, 1997, October 4). The strike was later called off after the government agreed to implement the 150-200 per cent rise demanded by the teachers over a five-year period beginning July 1997. The first phase was effected but to-date, teachers have continued to wait for the remaining increments and KNUT has been in the forefront every year since 1998 pushing for the remaining salary increases. Lack of implementation of the remaining salary increases has remained a scar in the hearts of all cadres of teachers, producing a state of anger and demotivation. In the seminar that was held by KESI for the HODs in September 2000, in the ACK sponsored schools in Embu District, the HODs expressed their demotivation over the fact that much is expected of them in their roles yet they are not equally remunerated. The disappointment due to lack of the government to implement the remaining phases of the salary rise of the awarded 150-200 per cent salary rise, featured greatly. To date, teachers feel demoralized and KNUT has renewed calls for a strike and unless this issue is resolved, more strikes by teachers will remain a threat to the government.

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Aduda and Waihenya (Daily Nation, 1998, July 18) report about the teachers' class boycott that lasted for three days beginning July 15, 1998. The teachers went to the streets to demonstrate against the then proposed teachers Bill, the TSC Amendment Bill 1998, that sought to force the teachers to renegotiate their salaries. The boycott was called off after the government suspended the controversial Bill. The Bill was intended to forestall earlier stated plans by the teachers to go on strike in September of that year if the implementation of the second phase of their new higher pay was not effected. The Bill was also aimed at reducing the representation of KNUT from five members to one, the secretary general, in the TSRC; a move that teachers felt was aimed at reducing their bargaining power as far as salaries were concerned. This had brought a lot of anger and dissent that pushed teachers to the streets in demonstrations.

Addressing a regional conference that was held in Nairobi and organized by ADEA in conjunction with the Commonwealth Secretariat, Sir Jude Burke, Seychelles Education Permanent

Secretary, said that learning efforts cannot succeed unless teachers are well prepared and facilitated to support education (Aduda, Daily Nation, 2001, September 3). During the conference, the perennial question of poor teachers emoluments did not escape the participants. Although most governments were going through economic hardships, the participants underscored the imperative of having a well-remunerated and motivated teaching force. Sir Burke was quoted as having said that if education is a priority for national development, then the welfare of teachers must be a priority for the government.

As early as 1984, there was a high wastage rate of graduate teachers leaving the teaching profession and the government proposed bonding of teachers for a certain period (Republic of Kenya, 1984), however, this was not effected. By 1995, there was a chronic shortage of science and especially mathematics teachers. This was partly due to the poor pay relative to that available in the private sector (Republic of Kenya, 1997). To try and reduce the shortage by retaining the teachers in the service, the government in 1997, introduced bonuses equivalent to two annual salary increments for the teachers of science-based subjects, languages and mathematics.

To control the problem of high turnover and shortage of teachers it would be significant to determine the motivational needs and job satisfaction among teachers (Mbugua, 1998). In their studies on job satisfaction of teachers, Madera (1995) and Mbugua (1998) found that whereas some teachers quit teaching due to the increase for work that they are expected to do compared to the low salary that they receive, others however stay on. A unique category of teachers is the heads of departments (HODs) who perform the dual role in both administration and instruction in secondary schools. A determination of job satisfaction including their motivational needs among this category of teachers is therefore imperative.

The duties of a HOD or senior teacher, as sometimes referred to and, as stipulated in management guidelines by the Teachers Service Commission (TSC) have been grouped into three categories. The first category of duties are for the departmental management and coordination, secondly for human management and thirdly for the teaching of the subject of specialization, (Republic of Kenya, 1998). To be able to manage and coordinate the department, the HOD must have a high level of communication capacity, have information and data gathering skills, and more importantly to have familiarity and competence in translating curriculum objectives into teaching/learning activities. Knowledge in book keeping and record keeping is essential (Republic of Kenya, 1998).

According to the management guidelines by the TSC, to be able to manage people, a HOD must have skills that are essential. These skills are; high level skills in decision making and problem solving and not to forget communication skills especially when handling meetings in the departments. A HOD is a human resource and relations manager and therefore needs to have individual capacity to motivate others and to promote team spirit in the department. This is an enormous task that requires training and development in order to acquire the required effective skills.

While teaching the subject of specialization in the department, the HOD should have effective instructional leadership and supervision and create an atmosphere that facilitates effective learning. This requires critical and creative thinking to maintain interactive learning in the department (Republic of Kenya, 1998). The new Curriculum Based Establishment (CBE) of 1999 by the Ministry of Education requires that a HOD in job group M, teaches 18-20 lessons per week while a HOD in job group L teaches 20-24 lessons per week, while a subject teacher who is not a HOD teaches a maximum of 27 lessons per week. Earlier on the maximum teaching load for a subject teacher had been 25 lessons per week. The difference in the number of lessons between a HOD and a subject teacher is noticeably minimal considering the important and enormous tasks the HODs have in managing their departments.

The HOD establishment in National Schools is a maximum of eight in job group M and thirteen in job group L totalling to twenty one while in the Provincial Schools with sixteen classes and over, the establishment is a maximum of six in job group M and thirteen in job group L totalling to nineteen. Public Schools with twelve to fifteen classes can have a maximum of eight HODs in job group L while public schools with five to eleven classes can have a maximum of two HODs in job group L. There is no establishment of a HOD in a public school with one to four classes.

HODs posts were established in 1988 through the scheme of service for graduate teachers. Earlier on, there was no salary benefit for HODs. Those who qualified after the posts were advertised in 1990 were placed in job group L and could be deployed to be deputy headteachers in a secondary school with 9-14 classes or headteachers in secondary school with 5-8 classes as per the scheme of service. The latest interviews for HODs were held in 1998.

Following the TSC circular number 5 of 1997, all the graduate teachers who had served in job group K for two years by July 1999 were automatically promoted to job group L. This implies that several teachers are now on the same job group with the HODs who were already in service by July 1999 and in job group L. Already, the HODs feel demoralized and unless the TSC moves fast to compensate them for the roles they play, this will remain a source of dissatisfaction in their jobs.

Statement of the Problem

The Koech report of 1999 sighted an apparent inertia within the education system. This, according to the report, is due to systems of management, which are incapable of dealing with crises and new challenges, and that if a revolution is needed in education, then it is with education management that a beginning must be made (Republic of Kenya, 1999). The commission underscored the urgent need to improve planning, coordination and management at all levels. To be able to do this, there is need to do a needs' analysis at every level of management. One such needs analysis is the job satisfaction of HODs who perform a very noble job of managing curriculum implementation at departmental levels, as well as teaching the subjects of their specialization.

According to MPET, the human resource in secondary schools is in need of improvement. Professional management needs to be backed up through relevant training of heads and members of Board of Governors (Republic of Kenya, 1988). The Working Party on the Education and Manpower Training for the next decade and beyond, through the sessional paper No. 6 of 1988 recommended to the government that the Kenya Education Staff Institute (KESI) training programmes be expanded to provide in-service training to all heads of education and training institutions and other personnel involved in various aspects of institutional management (Republic of Kenya, 1988). The Working Party also recommended that senior teachers be utilized to assist with inspection and guidance of other teachers to supplement the work of the inspectors. The challenge facing such teachers is the fact that they have not been trained to effectively perform these roles thus creating frustrations on the teachers who are supervised and guided and the learners too. This in effect produces job dissatisfaction of these senior teachers.

KESI was started in 1981 with the sole aim of providing in-service training in Education Management and Administration for all Education Personnel. Although over 18,000 personnel have been trained this far, only a few courses have been held for HODs, beginning in the year 2000

and through the initiative of the Catholic Church and Anglican Church of Kenya (A.C.K.) with the former being on the lead. In 2000, Catholic Church sponsored courses for deputy headteachers and HODs in Eldoret, Ngong, Nyeri, Mombasa and Kitui. KESI personnel facilitated these. In 2001, a course by KESI personnel, sponsored by the Nairobi Catholic Diocese was held for Nairobi deputy heads and HODs. Through the initiative of KESI and Kenya Secondary Schools Heads Association (KSSHA), a course for deputy headteachers and HODs for Western Province was held in July 2001. In Embu District, a course for HODs in A.C.K sponsored schools, was held by KESI in collaboration with the A.C.K Church, Embu in September 2000. This followed one that was facilitated by the inspectorate in the District, for all HODs and which was held in July 2000. At the time, the headteachers had severally complained through their district meetings that the HODs were not effective in their management positions and that they seemed not to know their roles. This is a clear indication that all is not well with the HODs in Embu District and therefore a study on their job satisfaction is of paramount importance.

Although the establishment of HODs in schools has been there for long, the need to train and in-service them has arisen recently as evidenced by the number of courses held by KESI this far. The need to train them has risen with the new challenges in management of schools, and perhaps the answers to many problems that accompany these challenges for example of HIV/AIDS, high level of indiscipline leading to strikes, drug abuse among others, lie in knowing the motivational needs of teachers and in particular, the heads of departments.

A notable point here is the fact that in addition to the job factors that the teaching fraternity is dissatisfied with, the heads of departments expect to share in decision making process in secondary schools. However, the administrative structure of the school gives headteachers absolute powers, which tends to make them arbitrary authoritarians often accountable to nobody (Wamahiu, Daily Nation, 1999, May 15). Abagi (Daily Nation, 2001, April 23) suggests that education sector can be transformed through participatory process. In an institution, important decisions can be made through the participation of all the personnel involved in all areas of management including the finances. To manage school finances, a headteacher should be conversant with what each department has and what it needs. According to the Financial Management Manual by KESI, module 4, the headteacher is supposed to involve heads of departments in this very important process of financial management. The researcher's experience as she taught in four different schools in Embu District, two as a HOD and two as a headteacher; in

Kangaru Girls, Kangaru Boys, Kiangima Secondary School and now in Kiriari Girls School respectively, is that little or no involvement at all of HODs in financial management takes place, yet they are supposed to participate in budgeting for their departments. Occasionally HODs have to work with sub-standard or poor resources especially science apparatus when they should have been involved in the planning and purchasing stages. This is likely to affect their morale while working. A study to establish the levels of their job satisfaction is considered necessary.

Addressing a KSSHA annual conference held at Kitui, the then Minister of Education Honorable Joseph Kamotho noted the importance of making learning and teaching an enjoyable fulfilling experience for both the learner and the teacher thus, motivating these parties (KSSHA, 1996). The heads of departments may also be demotivated by the school structure which is so restricted to an extent that there are very few chances of advancing to school leadership (Sexton, 1976). Under the poor leadership styles of headteachers compounded by other administrative and instructional challenges facing the HODs (Madera, 1995), it would be significant to assess their motivational needs and levels of job satisfaction. This is in view of the fact that the studies on job satisfaction have not concentrated on heads of departments as a unique category of teachers holding both administration and teaching positions, and the fact that management of secondary schools is now faced with new challenges.

Purpose of the Study

The purpose of this study was to determine the levels of job satisfaction of heads of departments in public secondary schools in Embu District. The study also aimed at establishing whether there is any relationship between job satisfaction of heads of departments as a dependent variable and selected demographic variables, which are independent. These demographic variables included age, gender, marital status, academic qualifications, teaching experience and administrative experience.

Objectives of the Study

This study sought to achieve the following objectives:

1. To determine the level of job satisfaction of heads of departments in public secondary schools in Embu District.

2. To establish which job factors the heads of departments in public secondary schools in Embu District are satisfied or dissatisfied with in their jobs.
3. To determine possible causes of job dissatisfaction of heads of departments in public secondary schools in Embu District.
4. To determine possible solutions to problems on job satisfaction of heads of departments in public secondary schools in Embu District.

Hypotheses of the Study

From the foregoing objectives the following hypotheses were formulated:

- H₀₁ There is no significant difference between job satisfaction of heads of departments of secondary schools and their gender.
- H₀₂ There is no significant difference between job satisfaction of secondary schools heads of departments and their age.
- H₀₃ There is no significant difference between job satisfaction of heads of departments of secondary schools and their marital status.
- H₀₄ There is no significant difference between job satisfaction of heads of departments of secondary schools and their academic qualifications.
- H₀₅ There is no significant difference between job satisfaction of secondary school heads of departments and their teaching experience.
- H₀₆ There is no significant difference between job satisfaction of secondary school heads of departments and their administrative experience.

Significance of the Study

Secondary school heads of departments occupy a very important position in school administration; hence, identification of factors that cause job satisfaction and job dissatisfaction among this category of teachers is significant if appropriate strategies are to be sought and implemented. This would lead to efficiency and effectiveness in administration and instruction in

these schools. Secondly there are new and tough challenges that are now facing administration and management of secondary schools. A study on job satisfaction of heads of departments will immensely contribute to the new strategies that are now being sought in order to cope with these challenges. In addition, the study findings will contribute to the general field of knowledge, which is one of the main objectives of research work. Fourthly, this study will be useful to Teachers Service Commission and other public and private employers of teachers. This is because its findings may reveal areas of dissatisfaction and recommend appropriate measures to curb future occurrence of industrial actions that lead to strikes or go-slow, which may have an adverse effect on the general education system.

Limitations of the Study

The use of the ex-post facto design in the study constituted a major limitation. This is because the cause or the independent variable could not be manipulated because it was either genetically fixed, culturally ingrained or circumstances did not allow manipulation (Charles, 1988). In this case the independent variables of the study, which were not manipulated include gender, age, marital status, academic qualifications, teaching and administrative experience.

In addition, it was not possible to control the attitudes of the respondents. This is because the respondents at times give socially acceptable answers in order to avoid offending the researcher (Mulusa, 1990). This results to the responses that may be low in validity and reliability.

Delimitation of the Study UNIVERSITY OF NAIROBI EAST AFRICANA COLLECTION

The study was confined to Embu District that is predominantly rural. Therefore, the findings of this study should be generalized to the rest of the country with caution since each area of the study has its own unique characteristics. The target population consisted of public secondary school heads of departments in Embu District, hence, it does not cover all categories of teachers and thus its findings may not be generalized as findings concerning the general teaching fraternity.

Basic Assumptions

The researcher had the following assumptions in the course of the study:

1. That the respondents will provide truthful and honest responses to the items in the research instrument.
2. That the responses from the respondents will provide genuine indication of their attitudes towards work.
3. That the respondents will be willing to respond to the questions in the questionnaires to minimize wastage of time.

Definition of Significant Terms

Curriculum Based Establishment: Refers to the number of teachers a school should have with regard to the school's teacher/pupil ratio and the number of subjects offered in a school.

Head of Department: Refers to a secondary school teacher who has been promoted to head one of the school's departments such as the humanities department.

Job Dissatisfaction: Refers to a negative emotional state resulting from the appraisal of one's job as not meeting one's values.

Job Group: Refers to a bracket of salary payments according to the scheme of service for teachers.

Job Satisfaction: Refers to a positive emotional state resulting from the appraisal of one's job as meeting one's values.

Level of Job Satisfaction: Refers to the extent to which a teacher is satisfied with the teaching job.

Motivation: Refers to a general class of drives, desires, needs, wishes and related factors which mobilize behavior towards their realization or satisfaction.

Re-deployment: Refers to the shifting of teachers or heads of departments from class to a promotional post without any additional pay but at previous pay and job group.

Public Secondary Schools: Refers to a post-primary institution where students receive regular instructions for four years from form one to four and one which is developed and maintained by public funds from the government, parents and communities.

Pupil/Teacher Ratio: Refers to the number of pupils in class that a single teacher can handle for the instruction process according to the Ministry of Education guidelines.

Organization of the Study

This study report is organized into five chapters. Chapter one gives the introduction of the study while chapter two deals with the literature review. The literature review is divided into the following themes; concept of job satisfaction, theories of motivation and job satisfaction, the relationship between job satisfaction and some variables. At the end of the literature review, a conceptual framework is provided.

Chapter three covers the research methodology. It is subdivided into research design, target population, sample and sampling procedure, research instrument, the pilot study, results of the pilot study, reliability of the instrument, data collection procedure and data analysis techniques. Chapter four constitutes of data analysis and discussion of the findings while chapter five covers a summary of the research findings, conclusions, recommendations and suggestions for further study in the area of research. The last section of the study will present bibliography and appendices.

CHAPTER TWO

LITERATURE REVIEW

Literature review is divided into the following themes: concept of job satisfaction in relation to teaching; content and process theories of motivation and job satisfaction; relationship between job satisfaction and variables of gender, age, marital status, professional qualifications, job experience, subject combination, school type, pay, the content of work itself, the working conditions, job security, recognition, leadership, organizational culture and climate; and lastly a conceptual framework.

CONCEPT OF JOB SATISFACTION

Teacher job satisfaction is a vital area of study since several studies have found that work satisfaction influences general life satisfaction. General life is an important influence on the daily psychological health of a teacher. This in turn has an impact on teachers' job performance (Andrew & Whitney, 1974). There is consistent evidence showing that job satisfaction is related to physical and mental health and that job satisfaction contributes to better overall mental health (Cherrington, 1989). Cherrington further contends that frustration and despair caused by an unpleasant job permeate an individual's life and make workers feel depressed both on the job and at home. Because employees work harder and perform better if satisfied with their jobs (Beder, 1990), knowing the factors related to teachers job satisfaction could help prevent staff frustration and low job satisfaction.

Teacher job satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers (Waston et al, 1991). Such tasks include preparation of schemes of work, daily lesson plans, careful marking of assignments, detailed record keeping to monitor students' progress and for the case of HODs, additional administrative duties in their departments. All teachers are expected to act as discipline masters, counsellors and role models (Kenya Education Handbook, 1981). In addition, senior teachers are expected to assist with inspection and guidance of other teachers (Republic of Kenya, 1998). Chapman (1983), reports that a high quality of professional life for the teacher contributes to an increase in student achievement. In the United States of America, there is evidence that satisfied teachers have a positive rather than a negative effect on classroom learning (Goodland, 1984).

In Kenya, teachers' salaries have been relatively very low compared with financial rewards in the private sector. The high wastage rate of graduate teachers leaving the teaching profession especially the mathematics and science teachers has been a matter of concern by the Government (Republic of Kenya, 1984). In a bid to curb this, the Kenyan Government, through the Directorate of Personnel Management (DPM) has a new approach, which involves deliberate effort to match public sector wages including those of teachers with those in the private sector (Republic of Kenya, 1997). This is an effort by the government to refrain her professionals.

According to Cherrington (1989), the two variables most significantly related to turnover are job dissatisfaction and economic condition. Although a good pay contributes to a high level of job satisfaction, it cannot alone motivate the whole person (Flippo, 1984). Other wants that motivate an employee are: security of job, congenial associates, credit for work done, a meaningful job, opportunity to advance, comfortable, safe and attractive working conditions, competent and fair leadership, reasonable orders and directions and a socially relevant organization, as outlined by Flippo (ibid). He advises that managers may use these wants as motivational tools to motivate behavior towards desired directions. He further adds that motivational force is greatest if the want is highly valued, and if the employee feels capable of performing as specified, and if he or she perceives that the reward will actually be allocated.

Grinder (1978) has argued that young people consider satisfaction when choosing a line of work. According to Nzuve (1999), people join and work in organizations in order to satisfy their personal needs. Consequently, there is need to make teaching more appealing as a profession by providing work circumstances that are as satisfying as possible. In this context, work circumstance and motivation seem worthwhile subjects of investigation.

THEORIES OF MOTIVATION AND JOB SATISFACTION

Many people do not distinguish between motivation and job satisfaction (Okumbe, 1998). Luthans (1989) has put a distinction between the two by defining motivation as a process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive, and on the other hand job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

Motivation theories explain why individuals behave as they do. They attempt to explain the intensity, the direction, and the persistence of behavior (Cherrington, 1989). Virtually all motivation theories assume that behavior is caused; that is, how we behave is not simply the result

of random influences, according to Cherrington (1989). A distinction can be made between the theories of motivation that emphasize the consequences of behavior, especially the role of positive reinforcement and the theories that are covered in this chapter, which emphasize the role of cognitions. These latter theories assume that human behavior is purposive or goal – directed. In other words, the theories assume that people can think, reason and process information. The cognitive theories of motivation can be separated into content theories and process theories.

CONTENT THEORIES OF WORK MOTIVATION

The content theories of work motivation aim at explaining what motivates behavior of people at work. These theories are concerned with identifying the needs and drives that people have and how these needs and drives are prioritized and because of this concern, they are also referred to as needs theories or cognitive theories. Okumbe (1998) explains that the content theories are mainly concerned with the kinds of incentives and goals which people aim at attaining in order to be satisfied so as to improve their performance at work. The content theories of work motivation that are covered in this chapter are; the Needs Hierarchy Theory, Herzberg's Two-Factor Theory and the ERG Theory.

Maslow's Needs Hierarchy Theory

Maslow's (1943) theory of human motivation is based on assumptions that needs that are not satisfied motivate or influence behavior. Needs are arranged according to a hierarchy of importance and that an individual's needs at any level on the hierarchy emerges only when lower level needs are reasonably well satisfied. A hypothetical example for an average person who is 85 percent satisfied in physiological needs, 70 per cent in safety needs, 50 per cent in love needs, 40 percent in self esteem and 10 percent in self-actualization is suggested (Maslow, 1943).

The use of universal needs hierarchy by a manager in motivating employees is based on the concept that reasonably well satisfied needs do not motivate. Maslow identified five levels of needs. These are the physiological needs, safety needs, love or social needs, esteem needs and need for self-actualization. Physiological needs are undoubtedly the most basic in the hierarchy. Once the basic needs are satisfied they cease to motivate an individual. Once one is satisfied in one level of need one strives to satisfy needs in the next higher level, which have become prepotent. However, if the satisfaction of a lower order need is threatened, that need will again become prepotent and the efforts to satisfy all high order needs will be reduced (Okumbe, 1998).

Physiological needs are the most basic needs in Maslow's Hierarchy, and include needs that must be satisfied for the person to survive. These include food, water, oxygen, sleep, sex and sensory satisfaction in the employment context, and are usually satisfied through adequate wages or salaries (Nzuve, 1999).

Safety needs emerge when the physiological needs are relatively satisfied, and occupy the second level in the hierarchy of needs. These needs include a desire to security, stability, dependency, protection, and freedom from fear and anxiety, and a need for structure, order and law (Cherrington, 1989). These needs are also satisfied through adequate wages or salaries, although Maslow does not consider money as an effective motivator.

The third level of needs is the love or social needs. These are needs for affiliation, belongingness, acceptance and friendship. In an educational institution the manager should facilitate an environment where the staff members and the learners can satisfy their love needs. The fourth level of needs is the esteem needs. These are needs for self respect, for accomplishment, for achievement (Maslow, 1954). The achievement must be recognized and appreciated by someone else.

The fifth level of needs is the self-actualization. This is the highest need in Maslow's hierarchy. This is the need for becoming all that a person is capable of becoming. There is the need to utilize one's potential to the maximum, when working with and for one's fellow beings.

Education managers should use Maslow's needs hierarchy model to create a work environment in which teachers and other administrators in their school can satisfy their needs. Okumbe (1998) contends that, in secondary schools and higher education institutions, most teachers have met their basic needs, and therefore education managers should focus on creating a work environment that satisfies the growth or higher order needs. Another area of concern for the managers is the fact that people will be at different levels of hierarchy at different times. Educational managers should be aware of these individual differences and be sensitive to their particular needs if they want to motivate their teachers.

While Maslow's needs hierarchy theory is widely known and adopted by practicing managers, some researchers have critiqued it. In a more vigorous test, Aldefer (1972) conducted a cross-sectional study of need strength. The conclusions of the study failed to support the hierarchy concept as described by Maslow. Abwao's (1981) study on motivation revealed a different pattern from the one postulated by Maslow. The study by Abwao (1981) on motivation of non-managerial hotel workers in Nairobi indicated a hierarchy that started with love needs as the most important source of motivation as opposed to basic needs in Maslow's hierarchy. This was followed by

esteem needs, basic needs, self-actualization and finally safety needs, in that order. The safety needs were the least important area of motivation. The study suggested that the employees may have aspects peripheral to the work situation which provide better security measures than those provided within the work environment.

Although studies of motivational needs in various categories of groups of people have been done including that of teachers, none has concentrated on the heads of departments of secondary schools yet they play a key role in the management of schools. It is hoped that this study of job satisfaction of HODs will come up with suggestions of the most important to the least important needs of HODs. This information can then be used to motivate them further in their work.

Alderfer's ERG Theory

Alderfer developed this theory in 1972. He modified Maslow's ideas by considering the five needs to just three. He postulated that there are three main categories of needs: Existence (E), Relatedness(R) and Growth (G), hence the ERG theory. The existence needs are necessary for basic human existence and they correspond to physiological and security needs in Maslow's theory. Relatedness needs are concerned with how people relate to their surroundings' social environment. These needs correspond to love and esteem needs in Maslow's hierarchy of needs. Growth needs are similar to self-esteem and self-actualization. These are the higher level needs which relate to the development of human potential.

Alderfer agreed with Maslow that individuals tended to move up the hierarchy as they satisfied lower-level needs. However, Alderfer differed with Maslow in two aspects. One of the contrasts to hierarchy of needs theory is that whereas according to Maslow individuals move up the hierarchy when the lower need has been fully satisfied and the next need becomes prepotent, Alderfer's ERG theory on the other hand suggests that a frustrated individual trying to satisfy a higher level need may regress to the preceding lower level (Cherrington, 1989). That is, Alderfer suggests a possibility of frustration- regression process as opposed to the rigid suggestion of satisfaction- progression process by Maslow.

Another difference between the two theories is that Alderfer did not believe that one level of needs had to be satisfied before the next level would emerge. Alderfer's theory suggests that more than one need may be operating at the same time, unlike Maslow's prepotency rule, in motivating behavior. Alderfer's theory suggests that a teacher can have for example, a safety need and a love need at the same time or even a basic need and another need. This is important

information to educational managers that needs to be sought often, if they have to appropriately respond to the needs of teachers, and in particular to the HODs who couple up as administrators and subject teachers: The HODs needs are likely to present differently from subject teachers due to the added responsibility of administration. Alderfer's theory further suggests that a need may never cease to be a motivator and infact he suggests that growth needs may increase in intensity the more they are satisfied (Mitchell, 1982).

Herzberg's Two – Factor Theory of Motivation

The two-factor theory or the motivator hygiene theory was developed by Fredrick Herzberg (1966). This theory postulates that there are two sets of factors, which differ in their effects on people at work. These are motivation and hygiene factors. According to the Two- Factor theory, the motivators are the intrinsic contents of a job that satisfy high-order needs. The motivation factors are also the job factors that increase motivation, but whose absence does not necessarily result in dissatisfaction. These include achievement, recognition, responsibility, advancement, growth and the work itself, and are effective in motivating employees to greater productivity and which, according to Herzberg, are frequently unfulfilled in today's organizations.

Hygiene factors are the job factors that create dissatisfaction and emanate from extrinsic job context such as salary, work conditions, supervision, interpersonal relationships, job security, company policy and administration. Herzberg's theory suggests that having all the hygienes present at an acceptable level will produce a neutral feeling about the job – it is almost as if they were expected (Mitchell, 1982). If the hygienes are at an unacceptable level, dissatisfaction will occur. On the other hand if managers really want motivated employees, they should use the motivators because they produce high job satisfaction. The relationships are shown below.



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The Two-Factor theory argues that hygiene factors satisfy lower-order needs. The theory has been one of the most researched in organizational behavior and therefore, it has been the target of severe criticism. One of the major criticisms of the hygiene motivator theory is that it is “method bound”, in other words, it only produces supportive results when one method is used. Other methods produce different results (Cherrington, 1989). Herzberg originally used the “critical incident” techniques to generate his theory. This technique requires employees to indicate specific

incidents that they felt more related to their satisfaction or dissatisfaction with their job. More studies on this theory have been made and it has also been found that there are job factors that lead to both satisfaction and dissatisfaction. This has created a source of criticism over the fact that motivators and hygienes are separate factors representing distinctly different continuum and secondly, over the idea that the hygiene factors, especially pay, cannot be used to motivate performance (Cherrington, 1989). Kenyan researchers such as Karugu (1980) and Macharia (1984), indicate that some intrinsic factors could be either satisfiers or dissatisfiers. Some extrinsic factors like pay and working conditions were found to be both satisfiers and dissatisfiers, in their studies. The theory also suffers from the assumption that the motivator and hygiene factors operate in the same fashion for everyone which is not true (Mitchell, 1982).

Herzberg's theory has contributed greatly to the study of work motivation especially in the area of job enrichment, a technique widely used on job design. This theory indicates that a worker must have a job with a challenging content in order for him or her to be motivated. In educational management, Okumbe (1998) suggests that teachers' motivation can be improved through changes in the nature of the job through job enrichment. He further adds that management should enable the teachers to have maximum control over the mechanisms of the task performance, let them experience a feeling of accomplishment of assigned tasks as well as receiving feedback on their performance. It is also imperative that managers provide an enabling environment for the teachers to perform their tasks with motivation and for them to aspire for further growth through promotion and further training.

Ellis (1984) contends that teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility and a sense of accomplishment. He suggests that administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation.

Studies done on employees' motivation such as the one done by Okumbe (1992), agree with Herzberg's theory and indicate that motivation of workers, including teachers can be done through job enrichment. To enrich the job of HODS who are a unique category of teachers it will be imperative to identify the factors that motivate them through appropriate studies done on them. No such studies have been done this far.

PROCESS THEORIES OF WORK MOTIVATION

While the need or the content or cognitive theories of work motivation concentrates on what motivates people at work, the process theories focus on how motivation occurs. Process theories see behavior as caused by some cognitive process such as expectations, intentions to reach a goal or perceptions of equity, hence the other name cognitive theories. The process theories covered in this chapter are the Expectancy theory, the Equity theory and the Goal setting theory.

Expectancy Theory of Motivation

This theory was postulated by Victor Vroom (1964). Vroom's work was an extension of psychologists such as Tolman, Lewin, Peak and Atkinson (Porter & Miles, 1974). The basic idea of expectancy theory is that motivation is determined by the outcomes or the rewards people expect to occur as a result of their actions. The expectancy theory suggests that the amount of effort an individual is willing to exert depends on (1) the perceived relationship between effort and performance (expectancy), (2) the perceived relationship between performance and the outcomes (instrumentality), and (3) the value of the outcomes or rewards (valence). An individual is motivated well if he or she has strong effort –performance expectancies, stronger performance – reward expectancies and thirdly attach relatively high value to the outcomes available in one's working situation. According to the expectancy theory, an individual must believe or expect two things. First the effort into a job can result in performance, that is, one believes that performance is achievable. Secondly an individual's performance will result in a reward that is perceived valuable. It is important to remember that expectancy theory is based on personal perceptions. Two employees in identical situations may not exert equal efforts because they perceive different expectations, instrumentalities, or valences. It is also important to note that personal perceptions are influenced by past experiences, observations of others and future anticipations (Cherrington, 1989).

Okumbe (1998) suggests that the kind of valence that workers attach to outcomes (rewards) is influenced by such factors as age, education and the type of work. He gives an example of a young teacher who is likely to give less emphasis to a retirement benefit than an old teacher. Another example is that of a newly trained graduate teacher who may have a stronger desire for career advancement than an older teacher with less education. Okumbe further suggests that some employees will find intrinsic valence in the work itself especially if they have a strong work ethic

or competence. These workers derive their job satisfaction directly from their work by doing it effectively and efficiently.

The Expectancy Theory recognizes that there is no universal principle that explains what can motivate everyone (Nzuve, 1999). That is, it recognizes the complexities of work motivation unlike the content theories of work motivation. The theory has however, been criticized on the fact that it over-intellectualizes the cognitive processes that individuals use when selecting alternative actions (Okumbe, 1998).

The Expectancy Theory provides educational managers with strong conceptual framework for understanding how motivation and performance can be improved (Okumbe, 1998). Okumbe suggests that education managers can enhance teachers beliefs that their efforts will lead to performance through a number of ways, such as further training, supervision, guidance, counseling and participation in job-related decisions in staff meetings. To motivate teachers using the Expectancy Theory, education managers should design reward systems that are based on the actual performance of the individual teacher. This will assure the teachers that each good work will be equitably rewarded thus encouraging them to work hard for their personal growth and for the interests of the institution.

Okumbe (1998) underscored the need for education managers to ensure that teachers are matched to their jobs according to their capabilities through the individual goals. This will reduce frustration on the teachers and enhance performance. For example a teacher who is in charge of games in a school should be one who has interest and one who is gifted in various sport activities. Applying Expectancy theory on HODs can bring understanding on how they can be motivated in order to improve their performance. This is necessary because the dual role of administration and instruction poses a great challenge to them.

Equity Theory of Motivation

Adams (1963) advanced the equity theory. He postulated that a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work situation. Inequity occurs when a person perceives that the ratio of his or her outcomes to inputs and the ratio of relevant other outcomes to inputs are unequal. In other words employees compare what they received for their inputs relative to what they believe others received for theirs. Inputs include effort, performance, education, intelligence, training, skill, time, seniority, age, sex, social status and opportunity cost. The value attached to an input is based upon the person's perception of

it's value rather than its objective worth. Outcomes include all the rewards individuals receive in exchange of their inputs. These include pay, status, promotion and intrinsic job interest. The presence of inequity in a person creates tension in that individual and this tension is proportional to the magnitude of inequity present. An individual is motivated by this inequity to achieve equity. The strength of motivation varies directly with the magnitude of inequity experienced.

Workers can adopt various strategies to reduce this inequity. These include decreasing their inputs, increasing their outcomes through absenteeism, turnover, taking longer breaks, not working hard, asking for increase in salary and high title (Kreitner and Kinicki, 1989). It is this imbalance between inputs and outcomes that motivates workers to work hard to bridge the gap.

Two major implications of Equity theory are important to managers. First, organizations should strive to reward people equitably; otherwise they may be dissatisfied and reduce their effort, and/or leave job (Mitchell, 1982). Another implication is that employees see rewards in a relative, rather than an absolute fashion. That is, it is not how much one is getting that is important. It is how much one is getting compared to other people who have the same type of job. Thus equity among employees should be maintained by organizations for job satisfaction.

Mitchell (1982) suggests that employees should be rewarded according to their input. This is in line with several studies that indicate that employees want pay systems they perceive as equitable to their contributions at work. Studies done so far on the perception of teachers of their salaries and promotional opportunities, such as the ones done by Okumbe (1992) and Kimengi (1983), have reviewed dissatisfaction. A study on the HODs' perception of their remuneration and reward systems over their double roles is necessary if they have to be motivated to effectively perform these roles.

Goal Setting Theory of Motivation

The Goal setting theory was developed by Edwin E. Locke (1968). A goal is simply a standard of performance an individual is trying to achieve (Okumbe, 1998). According to Locke, people work hard to achieve goals so as to satisfy their emotions and desires. Locke indicates in this theory that values and value judgments are important cognitive determinants of behavior. He defines values and value judgments as the things the individual acts upon to gain and/or keep. Locke further says that emotions or desires are the way in which a person experiences these values (Okumbe, 1998).

Locke emphasizes that for Goal setting theory to work employees must show commitment to the goals, which they set. After the employee has set the goals to be achieved he or she then

responds and performs accordingly. The results of these responses are consequences, feedback or reinforcement.

The basic elements of Goal setting theory are illustrated in the model below:

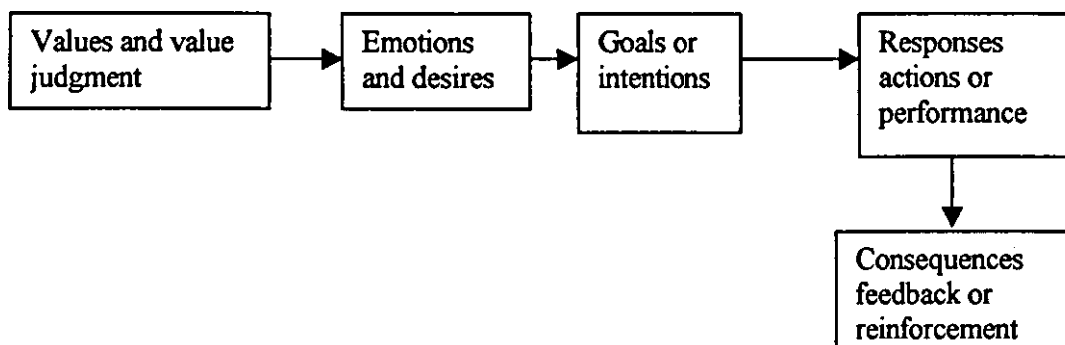


Figure 1: Locke's Goal setting theory model adopted from Okumbe (1998), page 68.

Locke reckons that people work hard to achieve goals so as to satisfy their emotions and desires. These emotions and desires are based upon personal values and the value judgments. People evaluate present conditions by comparing their actual conditions with their actual desired conditions. If they are achieving what they want to achieve a sense of satisfaction and fulfillment is experienced. The same course is then followed. However, if there is a discrepancy, people go through a goal-setting process. After an employee has set the goals to be achieved, he or she then responds and performs accordingly. The results of these responses are consequences, feedback or reinforcement. The goal-setting process assists the employee to focus his or her attention on a particular task objective. Secondly, goals regulate or increase the employees' effort. Goals enhance workers persistence on a task and fourthly workers become more creative in charting out new strategies and action plans for achieving the agreed upon results. In general the effects of goal setting on behavior are influenced by four major goal-setting attributes. These are goal specificity, goal difficulty, goal acceptance and goal commitment. The more specific and well defined the goal, the greater the impact in motivation. Hard goals on the other hand are better than easy ones, as long as they are accepted (goal acceptance).

The best-known application of goal setting is the universally used Management By Objectives (MBO). Peter Drucker first coined MBO in the 1950's. Drucker believed that MBO, if applied by managers would lead to improved organizational performances and also to employee satisfaction. Management by Objectives involves a mutual agreement between employees and supervisors on goals to be achieved in a certain period of time (Schultz & Schultz, 1986).

Below is an MBO model with five steps.

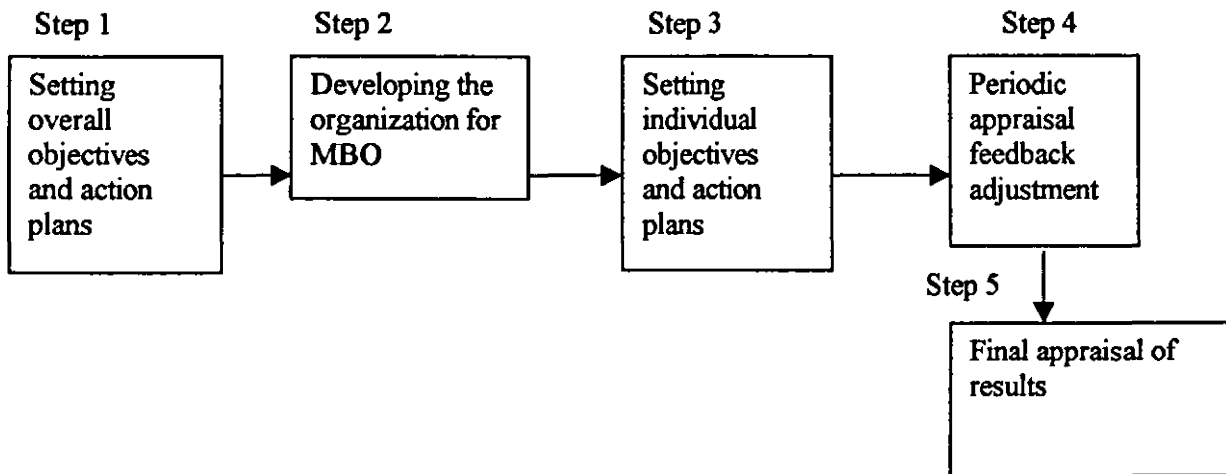


Figure 2: MBO Model. Adopted from Okumbe (1998), page 69.

Once the overall objectives are set and agreed upon by all members of the organization, the individuals set their own objectives and the action plans. Periodic appraisal is diagnostic and takes place roughly every three months while the final appraisal is done once every year and provides an overall assessment of the programme. Adjustments are made where applicable. The MBO cycle starts again at the beginning of every year.

MBO programme allows participation of both the management and the workers in the process of setting goals and also in the evaluation stage. Workers set goals that are achievable as they participate in performance appraisal process (Mitchell, 1982). Goal setting theory is widely applied in educational management since education is a highly result-oriented discipline (Okumbe, 1998). According to him, educational managers must tailor the goals of educational institutions to the needs of the students and teachers. These must be drawn from the set general aims of the education of the country. Involvement of teachers in goal setting is essential for them to feel motivated to work towards the achievement of these goals. Participative decision making is another element of MBO that assists the workers to achieve their goals.

The MBO model suggests involvement of teachers by headteachers in goal setting and in decision making for them to feel motivated to work towards achieving the individual and institutional goals. The HODs being a part of management in the school expects to be fully involved in goal setting and in decision making in all areas of management. Areas of dissatisfaction, if any, as far as the application of MBO model to HODs is concerned can only be realized through a study on their level of job satisfaction.

STUDIES ON EMPLOYEES MOTIVATION AND JOB SATISFACTION

Research by Karugu (1980) indicated that Kenyan workers do not rank extrinsic factors such as salaries as their most important sources of motivation. According to Nzube (1999), money motivates to high performance only to the extent that it satisfies an individual's personal goals and it is perceived as being dependent upon performance criteria. This is consistent with expectancy theory. Recent studies have shown fairly conclusively that teachers are motivated more by intrinsic than by extrinsic rewards (Ellis, 1984). Pastor and Erlandson (1982) conducted a survey in United States of America which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction and high-quality performance depend on their "critical psychological states"; experienced meaningfulness, responsibility for outcomes, and knowledge of results.

Sergiovanni (1967) likewise found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition and feeling responsible, in his research done in America. In a survey conducted by Brodinsky and Neill (1983) in America, a majority of school administrators (and teachers) cited three policies that effectively improved morale and motivated their staffs: shared governance, in-service education, and systematic supportive evaluation. According to them, shared governance or participatory management enhances teachers' professional status and their "ownership" in the planning and operation of the school. They conclude that shared governance gives teachers a vested interest in school performance and also promotes harmony and trust among teachers and administrators.

The findings by Karugu (1980) revealed that a possibility of growth appeared to be the most important motivating job factor among some selected Kenyan educators. Other motivating job factors in the order of less importance were recognition, followed by advancement, followed by work itself, then responsibility and the least motivating factor was achievement. In the same study by Karugu (1980), all the hygiene factors considered were found to rank lower than the motivation factors in the study. The highest ranked hygiene factor was the status on the job. This was followed by job security, education policy and administration, good and adequate pay, fair and competent supervisors, friendly interpersonal relations, working conditions and friendly supervisors, in the order of less motivation caused by these factors. Indire and Handon's (1971)

study indicated that factors such as teacher altruism and morale affect the quality of Kenyan education. The study suggested the improvement on teachers' salaries, conditions of service and the opportunities for advancement for retention of quality teachers.

FACTORS INFLUENCING JOB SATISFACTION OF HEADS OF DEPARTMENTS

Because employees work harder and perform better if satisfied with their jobs, knowing the factors related to agent's job satisfaction could help prevent staff frustration and low job satisfaction (Beder, 1990). Cherrington (1989) contends that job satisfaction is determined primarily by the kinds of rewards, the amount of rewards, and the reward expectations of employees. According to him, several factors contribute to the rewarding or non-rewarding nature of job. These factors include characteristics of the job itself, characteristics of the organization, and characteristics of the person such as age and education. The various factors to be considered in this study are, gender, age, marital status, professional qualification, job experience, subject combination, school type, pay, the work itself, the working conditions, job security, recognition, leadership, organizational culture and climate.

Gender

Research carried out by Shepard and Hawley (1974) showed that females were less satisfied than males, the difference reaching its maximum extent among workers under- thirty. Luthans (1989) postulates that many women have low job satisfaction because they feel they are subject to male stereotyping that hinders their chances of promotion. According to him, this stereotyping seems to exist even among well-educated managers. Reyes' (1990) study of 150 teachers in Mid – West region of United States also revealed that gender was related to job satisfaction. The study however, showed that more women were happy with their jobs and more committed to school than were men. In Karanja's (1984) and Okumbe's (1992) studies, no significant differences were exhibited between male and female graduate teachers as far as their level of job satisfaction was concerned. It has been suggested that it is not the worker's sex that relates to level of job satisfaction but rather a group of factors that vary with sex. For instance, women are paid less than men for the same work and their promotion opportunities are fewer than those of men (Gilmer, 1971).

Age

In general, job satisfaction increases with age, the least job satisfaction levels being reported by the youngest workers (Rhodes, 1990). Research has shown that an increase in job satisfaction with age is reliable only until about the age of sixty at which point the evidence becomes less conclusive (Schultz & Schultz, 1986). Several explanations have been proposed to explain this relationship.

When young workers come to their work place for the first time, they bring with them high expectations that may not be filled, as jobs prove insufficiently challenging or meaningful. When these unrealistic expectations fall short of their expectations they endure the first decade of work with gradually increasing disillusionment. After some time in working, workers' expectations are modified and the job is positively perceived (Okumbe, 1998). According to Nzube (1999), as people mature and gain more experiences, they become more willing and ready to assume more responsibility and to deal with more complex tasks. Older workers consistently report greater satisfaction, attributed to higher pay, the longer tenure with the organization, the more responsible jobs they have at higher levels in the organization and their education levels that tend to be lower, reducing their expectations (Cherrington, 1989). Other factors that contribute to greater satisfaction of older workers are the self-assurance and the stronger work values they have compared to younger workers. Porter and Steers (1973) have found that the older one gets, the less likely one is to quit the job. They argue that as workers get older, they have fewer alternative job opportunities and they are less likely to resign because their longer tenure tends to provide them with higher wage rates, longer paid vacations and benefits that are more attractive.

Marital Status

Maintaining a comfortable balance between the demands of work and family responsibilities has become increasingly difficult because of changes in the traditional family structure and the increase in female employment (Cherrington, 1989). Despite this tension, married employees are known to have fewer absences, less turnover and have a higher satisfaction in their jobs. Married people tend to be more committed to their work in order to support their families financially.

Professional Qualification

The professional variable was proved to have no influence on attitudes of teachers towards teaching in Kimengi's (1983) study. In Okumbe's (1992) study, the variable showed some significant influence. The levels of job satisfaction among graduate teachers increased with their professional grade level. Dubin (1974) postulates that job satisfaction increases with the skill required to do work. A motivational study by Abwao (1981) showed that difference in the educational levels had no significant influence on motivational pattern of non-managerial workers in Nairobi Hotels.

Job Experience

The level of job satisfaction and motivation among the workers increases with job experience. Reyes' (1990) study indicated that work orientation was related to the degree of job satisfaction among teachers. Reyes concluded that teaching experience and organizational tenure were associated with teacher job satisfaction. This meant that job satisfaction increased with experience in teaching. Schultz and Schultz (1986) argue that age and experience on the job usually bring with them greater competence, self-confidence, self-esteem and a high level of responsibility in which a person may feel a greater sense of accomplishment. All these improve their level of job satisfaction.

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Subject Combination

Kimengi (1983) conducted a survey of secondary school teachers' attitudes towards teaching and their job satisfaction, which revealed that there is a strong relationship between attitudes towards teaching and job satisfaction. A positive attitude towards teaching indicated a high job satisfaction. Negative attitudes towards teaching conversely indicated low job satisfaction.

One hundred and seventy (170) teachers out of the three hundred and twenty four (324) teachers studied were arts oriented while one hundred and forty (140) were science oriented. The results indicated that a subject which a teacher teaches, has got an important function in determining attitudes towards teaching and job satisfaction. The study by Kimengi (1983) also indicated a higher positive attitude towards teaching in arts oriented teachers than the science oriented ones. This implied that science teachers were less satisfied with their teaching jobs, than arts teachers. The study however clustered all science subjects' teachers in one group and all arts

teachers in another group. The study was also confined to 27 schools in the Rift-Valley Province that is predominantly rural. It would be imperative to compare teachers teaching in both rural and urban areas to come up with concrete reliable findings.

School Type

It has been established that there is no difference in attitudes towards teaching between male and female teachers by types of schools in which they were teaching (Kimengi, 1983). Okumbe's (1992) study on secondary school graduate teachers' levels of job satisfaction tested whether school type had a significant effect on the level of job satisfaction. According to the study, graduate teachers in private schools showed higher levels of job satisfaction than those in public schools in all job factors except security. These factors included remuneration, working conditions, work content, recognition, interpersonal relations, security, management and supervision.

Pay

Kimengi's (1983) findings implied that teacher's salary is an important factor that contributes to a teacher's job satisfaction. He suggested that educational planners should consider the importance of increasing teachers' salaries in order to retain teachers in the teaching profession. Kimengi's (1983) study underscored the important role played by the promotional opportunities available in teaching profession, increasing job satisfaction to teachers.

Luthans (1989) indicates that wages are significant factors in job satisfaction. According to him, money not only helps people attain their basic needs, but also is instrumental in providing upper-level need satisfaction. Fringe benefits are not considered as influential as wages although they are important (Luthans, 1989). Cherrington (1989) is also in agreement and points out that many surveys have been done that indicated that pay is more important to workers than some theories of motivation suggest. Several studies have established that employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectations (Okumbe, 1998). According to Okumbe (1998), job satisfaction is enhanced when workers perceive equitable pay compared to their input. When workers feel that they are inequitably remunerated, dissatisfaction sets in. Gordon (1986) indicated that the larger the reward, the more the job satisfaction of a worker.

The Work Itself

The content of the work itself is a major source of job satisfaction, according to Luthans (1989). He indicates that some of the factors that contribute to job satisfaction, that have been uncovered through many surveys include: interesting and challenging work, work that is not boring and a job that provides status. He singles out feedback from the job itself and autonomy as the two major-related motivational factors. This is in conformity with the input by Dubin (1974) who indicated that job satisfaction increases with the skill required to do work and that people doing more difficult and more skilled task get more rewards for their work in the form of job satisfaction. Nzuve (1999) contends that people derive job satisfaction when they are able to use their mental and physical abilities and skills on their jobs.

According to Cherrington (1989), higher levels of job satisfaction are usually associated with higher-level positions within the organizational hierarchy. Managers tend to be more satisfied than non-managers. Indeed Nzuve (1999) suggests that employee participation in management decisions can increase job satisfaction and performance by satisfying the need for socialization and self-esteem. Okumbe (1998) suggests that employees in high-level positions are more satisfied in their work because they make full use of their abilities. He adds that more satisfied employees are found as one moves up the hierarchy. Okumbe (1998) further contends that the satisfied employees get more promotions than dissatisfied ones.

The Working Conditions

Working conditions are another factor that has a modest effect on job satisfaction (Luthans, 1989). Clean and attractive surroundings tend to make workers happy when doing their work thus increasing job satisfaction. The converse is true, that poor working conditions such as inadequate space, noisy and uncomfortable surrounding will make the workers dissatisfied with their work. In a study done by Chapman and Hutcheson (1982) a significant relationship between job satisfaction of teachers and the school environment was found.

Sogomo's (1993) findings in the study of job satisfaction of secondary school principals in the Rift Valley Province of Kenya were similar. He proposed that the work environment in the school should be such that it enhances teachers' sense of professionalism and in turn decreases their dissatisfaction. The work characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction (ibid).

Job Security

Luthans (1989) describes job security as the feeling which involves being able to hold on to the job, being sure that all will be well with the job in future as in the past. He describes insecurity as a haunting fear that things may not last, that one may lose what he or she now has. Flippo (1984) proposes that the need for security of job tops in the list of priorities for many employees and labour unions because of the emerging threats from technological change.

In Okumbe's (1992) study, job security was ranked first among eight job factors indicating that it was the most important factor that contributed to job satisfaction among the secondary school graduate teachers in his study. Nzuve (1999) argues that when workers are reasonably satisfied with job security among other factors, they are likely to respond to the concept of job enrichment. Okumbe (2001) defines job enrichment as a job design technique, which vertically loads the job by increasing more responsibility and autonomy for the job holder.

Recognition

Cherrington (1989) defines recognition as non-financial rewards. According to him, praise and recognition are effective in motivating employees, hence producing job satisfaction. Flippo (1984) indicated that employees have a need for recognition, which contributes to a state of a meaningful job. This entails credit for work done, which can be supported by management through verbal praise of excellent work and public recognition through awards. Flippo however includes monetary rewards as a form of recognition.

Nzuve (1999) proposes that a manager can motivate his employees by recognizing achievement through praising and communicating individual and team's success, and also by regularly holding meetings to monitor and counsel on the individuals and the organization's progress. Although recognition is an important motivating factor contributing to job satisfaction, Okumbe (1992) ranked it the last among graduate teachers in secondary schools in Kenya. The first seven factors were security, working conditions and work environment, remuneration, work content, promotion, interpersonal relations, management and supervision, in that rank order.

Praise and recognition have been used extensively to influence job performance (Cherrington, 1989). Some of the recognition awards are certificates, plaques and sometimes accompanied by gifts and cash awards. The effects of recognition rewards on motivation depend primarily on whether the reward is based on performance. A hard working worker expects a greater recognition award than a non-performing worker. The former may eventually reduce

performance if he or she perceives the rewards as equal yet their inputs are varied. This is in accordance with Equity theory.

Although recognition was ranked the last job factor in the Okumbe's (1992) study of headteachers, teachers expect to be recognized according to their performance by their supervisors who include headteachers. HODs playing the dual role of administration and teaching, expect even greater recognition rewards compared to the subject teachers. Studies have not been done to find out the HODs' level of satisfaction with the recognition they get and this study hopes to achieve this.

Leadership

One of the employees' wants that contribute to motivation and job satisfaction is competent and fair leadership (Flippo, 1984). According to Flippo, good leadership ensures that physiological and security needs for workers are adequately met. Nzuve (1999) indicates that the effectiveness of a leader's behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employees' needs.

Owens (1981) has discussed motivation of workers as a concept of effectiveness in leadership. According to him, leadership is marked by followers being motivated to do what the leader indicated because they find it rewarding and satisfying to do so. A leader can choose a leadership style (for example authoritarian or participative) and also the philosophy of operation (for example teamwork or directive, problem-solving or rule-following) as indicated by Owens (1981). According to Nzuve, the effectiveness of a leader is expected to increase when there is a match between leadership styles and situations. A certain situation may demand an authoritarian leadership style while another one demands a participative one.

An effective educational manager is an effective supervisor in administrative, curricular and institutional dimensions. Kimengi's (1983) findings indicated that half of the teachers in his study were dissatisfied with the supervision by the headteachers. The study showed that more women were dissatisfied compared to the men. The study concluded that effective supervision by the headteachers is an important factor towards job satisfaction of teachers. Okumbe (1998) suggests that supervisors should be conversant with the various theories of work motivation and job satisfaction in order to be effective in influencing subordinates. If the workers deem the supervisory leader unworthy and incompetent, it becomes frustrating to them thus producing job dissatisfaction (Flippo, 1984).

Organizational Culture

Cherrington (1989) defines culture as the set of key values, beliefs and understandings that are shared by members of an organization. According to him, culture enhances the stability of the organization and helps members interpret organizational activities and events thus reducing job dissatisfaction. The focus of culture provides members with a sense of identity and to generate within them a commitment to the beliefs and values of the organizations, thus producing job satisfaction.

Culture in organizations produces a high degree of behavior that is socially approved, that is, a high degree of legitimacy (Price, 1968). According to Price, organizations which have a higher degree of legitimacy are more likely to have a high degree of effectiveness through a motivated staff, than organizations which have a low degree of legitimacy. Meyer and Scott (1983) suggest that schools succeed and fail according to their conformity to institutional values rather than by the effectiveness of their technical performance. Culture determines the degree of conformity and the degree of school effectiveness.

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Organizational Climate

Bell (1992) has defined a school climate as the embodiment of a range of policies about the various groups and individuals within the school work together, while on the other hand Cherrington (1989) defines climate as the set of characteristics or attributes that distinguish one organization from other organizations. Cherrington further refers to the climate of an organization as the 'personality of the organization'.

Owens (1981) postulates that the climate of an organization is readily seen as important in eliciting and shaping the behavior of the participants. In a school, the participants that are considered are the teachers, the learners and the support staff. Owens further explains that climate influences behavior through the norms or standards that the social system institutionalizes and enforces. Cherrington (1989) agrees with Owens over the fact that organizational climate influences behavior. The former emphasizes that workers are more satisfied and perform better in some organizational climates than in others. He suggests that a climate should be supportive to its workers or employees in order to increase job satisfaction and performance. Cherrington further proposes that the relationship between climate and behavior is a reciprocal interaction. This according to him is because many individual and organizational factors influence climate but

climate also influences these factors. For example, creative teachers have impact on an organization's climate and climate can foster or discourage creativity.

Summary of Literature Review

Literature review can be summed up into concept of job satisfaction, theories of motivation and job satisfaction, studies on job satisfaction and specific job factors influencing job satisfaction of workers. The concept of job satisfaction is described in relation to the teaching fraternity with particular emphasis on locally conducted studies. Theories of motivation and job satisfaction can broadly be divided into content theories dealing with what motivates the behavior of people and secondly the process theories that deal with how motivation occurs. Content theories deal with specific factors in the individual or the job environment that motivate employees while the process theories explain the important cognitive variables and how they relate to one another in the complex process of work motivation.

CONCEPTUAL FRAMEWORK OF STUDY

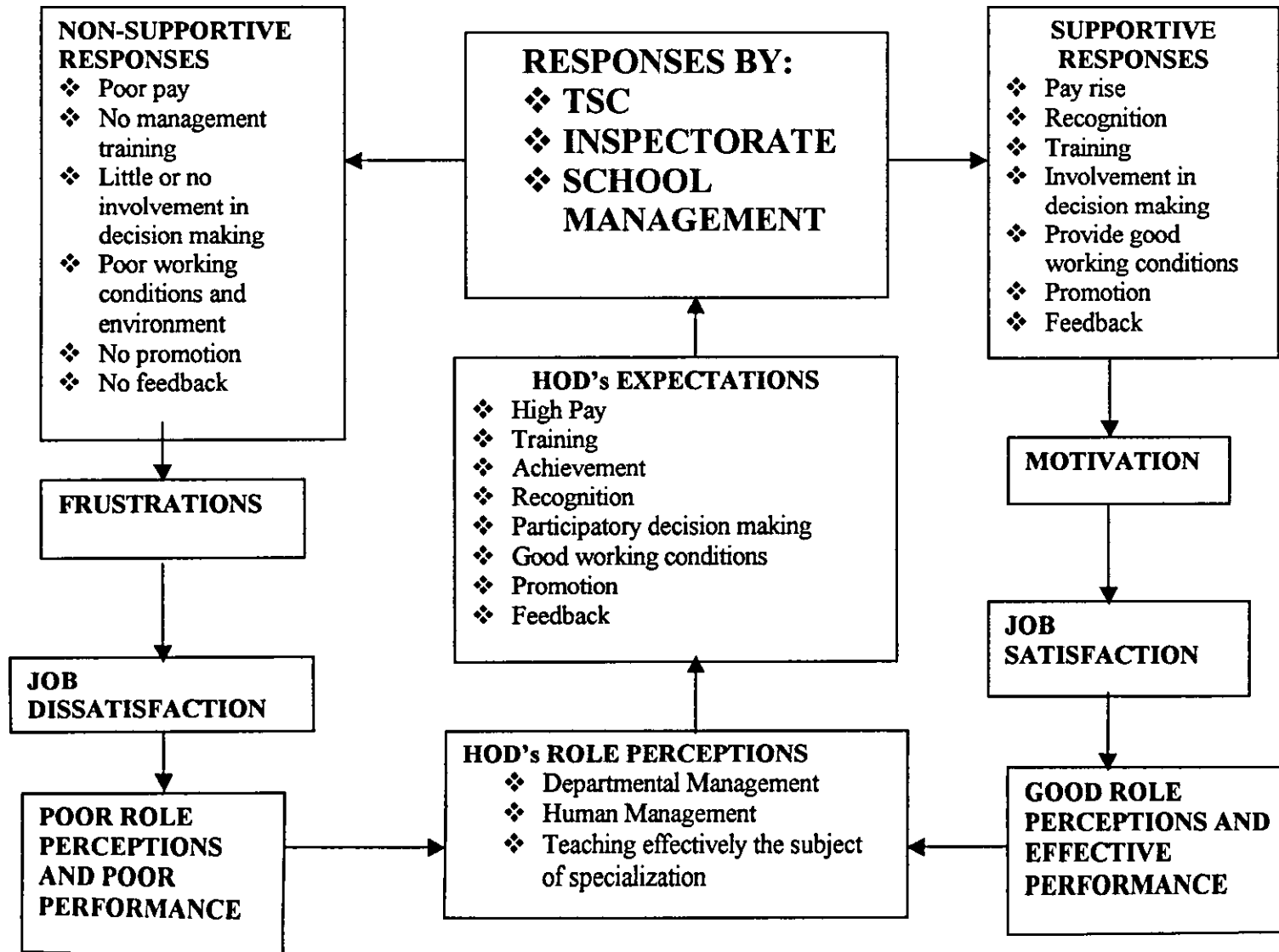
Job satisfaction or dissatisfaction of a HOD depends to a great extent on the degree of perception of the roles prescribed by the employer. Once the roles are perceived, the HOD will have his or her own expectations of the job from the concerned bodies of management. These bodies are the Teachers Service Commission (TSC), which is the employer, the Inspectorate department of the Ministry of Education which oversees the standards of performance in schools and makes necessary recommendations to the employers and finally the school management which provides the working conditions. The school management in this case consists of the headteacher, the deputy headteacher and the Board of Governors (BOG).

Some of the expectations of a HOD are high pay, recognition and promotion from his or her employer. The HOD expects to achieve his or her personal goals, while striving to achieve the departmental goals. Other expectations by the HOD include good working conditions provided by the school management and participation in school management through decision-making and problem solving.

To enhance management skills and in order to feel confident and competent when carrying out duties, a HOD expects to be trained in management through the initiative of the concerned management bodies. Continuous feedback will not only motivate the HOD but enhance confidence while performing duties. The HOD expects the concerned managers to respond to his or her

expectations of the job while carrying out the stipulated roles. If supportive responses are made, this motivates and gives the HOD job satisfaction. A HOD who has job satisfaction will always strive to have a reciprocal effect of good and clear role perceptions that consequently produce effective performance. On the other hand, if responses by the concerned management are non-supportive this will frustrate and deny the HOD job satisfaction. Job dissatisfaction will definitely cause poor role perceptions and in effect produce poor job performance.

FIGURE 2 CONCEPTUAL FRAMEWORK OF THE STUDY



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter on research methodology focuses on the research design, target population, samples and sampling procedures, research instrument, pilot study, results of the pilot study, reliability of the instrument, data collection procedure and data analysis.

Research Design

This study has used an ex-post facto design. According to Kerlinger (1973) this is a systematic empirical enquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulatable. Supporting the above observations, Charles (1988) points out that the cause which is the independent variable in ex-post facto research cannot be manipulated because it is genetically fixed (e.g. sex, age, race. etc), circumstances do not allow manipulation (e.g. date of birth, place of birth) or the cause is culturally ingrained (e.g. language, values, customs). Moreover, this design is used where the researcher is investigating the current status of the problem. In this case, the factors behind job dissatisfaction of heads of departments were examined and the factors that produce satisfaction identified.

Target Population

The target population for this study consisted of all public secondary schools heads of departments in Embu District, substantially appointed by the TSC. These were seventy one (71) in number distributed in day, day/boarding, boarding boys and girls' public secondary schools. Pertinent data were obtained from the District Education Office in Embu District. The following table shows the distribution of heads of departments (HODs) in the twenty (20) public secondary schools in Embu District with TSC substantially appointed HODs at the time of research.

TABLE 1**Distribution of TSC Appointed HODs in Public Secondary Schools in Embu District**

S.N.	SECONDARY SCHOOL	CATEGORY	NUMBER OF TSC APPOINTED HODS
1	Kangaru Boys	Provincial Boarding	6
2	Kangaru Girls	Provincial Boarding	7
3	Kiangima Girls	District Boarding	3
4	Gatunduri Mixed	District Day	2
5	St Teresas Girls	Provincial/District Boarding	3
6	M'tetu Boys	District Boarding	1
7	St Pauls Kevote Boys	Provincial Boarding	6
8	Kavutiri Boys	Provincial Boarding	4
9	Kamama Boys	Provincial Boarding	3
10	Nguvu Boys	Provincial Boarding	5
11	Nguvu Girls	Provincial Boarding	2
12	Kiriari Girls	Provincial Boarding	
13	St Mary Goretti	Provincial/District Boarding	
14	Kyeni Girls	Provincial Boarding	
15	Kegonge	Provincial Boarding	
16	Moi High School Mbiruri Boys	Provincial Boarding	
17	Gitare Mixed	District day/Boarding	
18	St Peters Kathakwa Mixed	District Boarding	1
19	Kiaganari Girls	Provincial/District Boarding	3
20	Nthagaiya Girls	Provincial Boarding	
		TOTAL	

Source: DEO Embu through personal contact with DIS, Mr Kiburu on 22/11/2001

Sample and Sampling Procedure

In this study among the seventy one (71) HODs in public secondary schools in Embu District, thirty five (35) were male and thirty six (36) were female teachers. In order to obtain a general picture of the levels of job satisfaction among the HODs, the researcher took all the seventy one (71) heads of departments as a sample to take care of non- responses that were likely to be experienced in the study. To assist in the study of the job satisfaction of HODs, the researcher asked all the twenty (20) headteachers in the target population to respond to a questionnaire designed for them. This was for the purpose of collating their responses with those of the HODs thus increasing the reliability of the latter's responses.

Research Instrument

A questionnaire was used as research instrument in the study. The instrument was adapted from Mbugua (1998) with slight modifications to suit current study. There were two types of questionnaires, one for the HODs and the other for the headteachers. Each of the questionnaires was divided into three parts. Part I of each questionnaire contained items aimed at gathering demographic information of respondents and school data about variables under examination. These variables included age, gender, marital status, academic qualifications, teaching and administrative experience. The questionnaire for HODs contained 12 items in part one while the one for headteachers contained 10 items.

Part two of HODs and headteachers questionnaires contained 20 and 19 closed questions respectively. This part was aimed at measuring levels of job satisfaction of HODs in public secondary schools as determined by the job factors in the study. These factors were scored from a five-point Likert Scale. The HODs questionnaire included a section, which asked the respondent to indicate his or her overall level of job satisfaction. Part III was made up of five open-ended questions. This section was intended to give respondents a chance to express their opinion on job factors and motivational needs that may have not been included in the provided responses.

Other than using the questionnaire as the sole research instrument the researcher used the observation method while carrying out her duties as a headteacher of a provincial girls secondary school in Embu District. The observations made on the HODs in the school and in the neighbouring schools, while they performed their duties could not be ignored. These observations have greatly contributed to this study. In some occasions, the researcher would take the advantage

of an encounter with a HOD to ask any relevant questions to elicit some information that could assist in this study.

The Pilot Study

The pre-testing of the questionnaires was done in two schools in Embu District. These were Kegonge Boys Secondary School in a rural set up and Kangaru Girls Secondary School in urban-rural fringe. Five HODs from each school were administered the appropriate questionnaires. The two headteachers in these schools were similarly asked to respond to the headteachers questionnaire.

The pilot study was done to determine whether:

- (i) There were ambiguities in any of the items in the questionnaire
- (ii) The questionnaires would elicit the type of data desired and anticipated
- (iii) The type of data desired could be meaningfully analyzed in relation to the stated hypotheses

Results of the Pilot Study

The pretest was intended to provide a trial run for the instrument and also for the procedures of administration. In general, the results were encouraging especially for the headteachers questionnaire. The pretest however, reviewed that an item that was meant to elicit data on marital status of HODs was missing in their questionnaires. This item was later included while refining the HOD questionnaire.

The pretest reviewed that the HODs preferred that the researcher personally collect their filled questionnaires to be assured of confidentiality. The HODs were sensitive and had fear over the fact that if this was not strictly adhered to, there could have been a possibility of the headteachers accessing the formers' confidential information in their responses, against their wish.

The return rate of the pretest questionnaires was good. Only one HOD questionnaire was not returned because the respondent was unwell and out of school at the time of collection. While collecting the questionnaires, the researcher interviewed the respondents and they confirmed that there were no ambiguities in the questionnaire items. According to them, all the items in the questionnaires were valid and well understood. All the items in the questionnaires were answered. The data obtained in the HODs questionnaires could be analyzed in relation to the stated hypotheses except for the hypothesis H₀3. This was due to the missing item in the questionnaires.

Reliability of the Instrument

The internal consistency of the items and reliability coefficients were calculated from the pilot study data of the HODs. According to Roscoe (1969), the split-half method is used to establish the coefficient of internal consistency. Split-half test was done to obtain the correlation coefficient (r) using the Pearson Products Moment Correlation Coefficient Formula indicated below:

$$r = \frac{[\sum xy - (\sum x)(\sum y)/N]}{\sqrt{[\sum x^2 - (\sum x)^2/N][\sum y^2 - (\sum y)^2/N]}}$$

where

$\sum xy$ = Sum of the cross product of the values for each variable.

$(\sum x)(\sum y)$ = product of the sum of x and sum of y

N = Number of pairs of scores.

To obtain the reliability coefficient (r_e) of the entire instrument, the Spearman Brown Prophecy Formula indicated below was applied.

$r_e = 2r/(1+r)$, where

r_e = reliability of the original test

r = reliability co-efficient resulting from correlating the scores of the odd statements with the scores of the even statements.

The results obtained were

$r = 0.8893$

$r_e = 0.9414$

These results confirmed that the instrument was reliable.

Data Collection Procedure

A research permit was obtained from the Permanent Secretary, Ministry of Education, Science and Technology. The researcher then obtained clearance letters to conduct research among the heads of departments in Embu District from the District Commissioner and the District

Education Officer, Embu. The headteachers of the schools that participated in the main study were also contacted to inform them of the study, more so because they actually participated in the study by responding to a questionnaire designed for them.

Eighteen (18) schools participated in the main study. These schools were personally visited by the researcher and respective questionnaires administered to the sixty one (61) HODs and eighteen (18) headteachers. During this exercise, the respondents were assured that strict confidentiality would be maintained in dealing with their responses.

Data gathering process took six (6) weeks. This was a longer time than earlier anticipated. The delay was partly due to the diverse locations of the schools and the fact that this research was done on part time basis because the researcher had to attend to other regular duties. The other difficulty that contributed to the delay was the obvious reason of having to wait for a long time to have the respondents return the questionnaires. The researcher had to visit several schools more than three times in order to collect the questionnaires. Sometimes some respondents would not be in school at a certain visit and this would necessitate another visit. Some HODs complained that they were too busy to respond promptly and that the situation had been aggravated by the roles they played while admitting the form one students at the time.

Despite the foregoing difficulties, the return rate was good. Fifty six (56) out of sixty one (61) HODs questionnaires were returned. This translated to 92 % of the administered questionnaires. Seventeen (17) out of eighteen (18) questionnaires were collected from the headteachers. This was 94% return rate. The researcher personally collected the questionnaires.

Data Analysis Techniques

The Statistical Package for Social Science (SPSS) (Norman, 1970) was used in analyzing data with the aid of a computer. Analysis of data employed two statistical techniques namely, descriptive and inferential statistics. Descriptive statistics such as frequency distributions, percentages, means and standard deviations were calculated. Cross tabulation tables of frequencies were also done to examine frequencies of observations that belonged to specific categories on more than one variable. The descriptive statistics were mainly done to analyze demographic information of respondents and school data and to compute scores for the various factors under consideration.

Five out of the six null hypotheses were tested using inferential statistics. Hypothesis H₀₃, on marital status, was not tested because all the respondents were married. The t-test was used

to examine significant difference between the sample means of the overall levels of job satisfaction and the gender i.e. hypothesis H_01 . The overall job satisfaction was coded in four levels, that is, not at all satisfied (NS) on one side of continuum, followed by slightly satisfied (SS), followed by moderately satisfied (MS), then satisfied (S) and finally at the other extreme side of continuum, the extremely satisfied (ES) as shown below:

5	4	3	2	1
ES	S	MS	SS	NS

The t-test is probably the most commonly used statistical tool in causal comparative studies and educational researchers will normally reject the null hypotheses if the t-value reaches a significant level of 0.05 (Borg & Gall, 1989). In this study 0.05 level of significance was used to reject or accept the hypotheses. The significant level of the t-value so computed was checked against the critical value to check for significance.

The ratio or t-test formula that was used to compute the t-value is indicated below:

$$t = \frac{M_A - M_B}{SE_{M_A - M_B}} \quad [\text{Kerlinger, 1986, P.197}]$$

$$SE_{M_A - M_B} = \sqrt{[SE_{M_A}^2 + SE_{M_B}^2]}$$

$$\text{and } SE_{M_A} = \frac{SD_A}{\sqrt{n_A}}, \quad SE_{M_B} = \frac{SD_B}{\sqrt{n_B}}$$

Where, M_A , M_B are the main scores of Group A and Group B respectively,

$SE_{M_A - M_B}$ is the standard error of the difference between the means

SE_{M_A} , SE_{M_B} are the standard errors respectively of groups A and B.

n_A , n_B are the number of subjects in each group A and B respectively.

The t-test, can then be written as:

$$t = \frac{M_A - M_B}{\sqrt{\left[\frac{SD_A^2}{n_A} + \frac{SD_B^2}{n_B} \right]}}$$

Analysis of Variance (ANOVA), which is also called the F-test, was used to test hypotheses H_{02} , H_{04} , H_{05} and H_{06} that tested the independent variables of age, academic qualifications, teaching experience and administrative experience respectively at 0.05 level of significance. The differences between levels of job satisfaction and these independent variables were tested. The ANOVA test is used to test significant differences within means for hypothesis involving more than two sample means (Kerlinger, 1986).

The ANOVA formula, which was used to compute the F-ratio, is indicated below:

$$F = \frac{MS_b}{MS_w}$$

$$MS_b = \frac{SS_b}{df_b}$$

$$MS_w = \frac{SS_w}{df_w}$$

$$SS_b = \left[\frac{(\sum X_{A1})^2}{n_{A1}} + \frac{(\sum X_{A2})^2}{n_{A2}} \right] - \frac{(\sum X_t)^2}{N}$$

$$SS_t = \sum X_t^2 - \frac{(\sum X_t)^2}{N}$$

$$SS_w = SS_t - SS_b$$

Where n = the number within groups.

N = total number of occurrences

MS_b = Mean of squares between groups

df_b = Degrees of freedom between groups

df_w = Degrees of freedom within groups

MS_w = Mean of squares within groups

SS_w = Sum of squares within groups

SS_b = Sum of squares between groups

SS_t = Total sum of squares

[Kerlinger, 1986, P. 211]

The significant level of the F-ratio so computed was then compared to the critical value to check for significance.

CHAPTER FOUR
DATA ANALYSIS
INTRODUCTION

This chapter gives the analysis and findings of the data generated by the fifty six (56) Heads of Departments (HODs) and the seventeen (17) headteachers who responded to the respective questionnaires. The study sought to analyze the various job factors that bring satisfaction and those that bring dissatisfaction in the job of a head of department. The findings are based on relationships between the overall levels of job satisfaction of HODs and the variables of gender, age, highest academic qualifications, teaching experience and administrative experience.

The first part of the analysis gives the demographic data of the respondents. Part two dwells on job satisfaction of HODs in relation to various job factors. The overall levels of job satisfaction of HODs in relation to some important job factors is considered in part three. Part four dwells on the testing of the hypotheses while part five gives the summary of the research findings.

THE DEMOGRAPHIC DATA OF THE RESPONDENTS

TABLE 2

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Summary of the Ages and Sex of HODs

	Age Groups in Years						Total	
	30-40		41-50		Over 50		N	%
Gender (sex)	N	%	N	%	N	%	N	%
Male	15	27.3	11	20.0	2	3.6	28	50.9
Female	17	30.9	8	14.5	2	3.6	27	49.1
Total	32	58.2	19	34.5	4	7.2	55	100

Data indicated that most HODs (58.2%) were in the age group of 30–40 years; with the majority being females (17 out of 32) within this age group. It should be noted that one female teacher did not indicate her age reducing the total number of teachers considered in this table to 55 out of the expected 56. Very few HODs were above 50 years (4).

TABLE 3

Summary of Headteachers Gender and their Age Groups

Gender (sex)		Heads Age Groups in Years			Total
		30-40	41-50	Over 50	
Male	N	3	5	0	8
	%	17.6%	29.4%	0%	47.1%
Female	N	6	1	2	9
	%	35.3%	5.9%	11.8%	52.9%
Total	N	9	6	2	17
	%	52.9%	35.3%	11.8%	100%

The data indicated that there were 8(47.1%) and 9 (52.9%) male and female headteachers respectively. More than half the headteachers (52.9%) in this study were in the age group of 30 – 40 years. In the age group of 41-50 years there were 6(35.3%) headteachers while 2(11.8%) headteachers were over 50 years.

TABLE 4

Summary of the Highest Academic Qualifications of HODs and Headteachers

Highest Academic Qualifications	HODS		Headteachers	
	N	Percent %	N	Percent %
KCE/EACE with SI	1	1.8	2	11.8
KACE/EAACE/EACE with Diploma	4	7.1	4	23.5
BA with PGDE	1	1.8	0	0
BSc With PGDE	3	5.4	1	5.9
B. Education	45	80.3	10	58.8
M. Education	1	1.8	0	0
MA/M.sc	1	1.8	0	0
Total	56	100	17	100

The data indicated that the majority of the HODs (80.3%) and headteachers (58.8%) had Bachelor of Education degree as the highest academic qualification. It is remarkable to note that two HODs had a masters degree while none of the headteachers had reached a masters level. The researcher viewed this as a challenge to all the other teachers and especially the headteachers. In addition, the headteachers should feel motivated and aspire to improve their academic qualifications well above that of their teachers.

TABLE 5

Summary of the Teaching Experience of HODs and Headteachers

Experience in Years	HODs		Headteachers	
	N	Percent %	N	Percent %
1-5	3	5.4	0	0
6-10	10	17.90	0	0
11-15	20	35.70	7	41.20
16-20	15	26.80	3	17.65
21-25	4	7.10	4	23.50
Over 25	4	7.10	3	17.65
	56	100	17	100

The data indicated that most of the HODs (62.5%) and headteachers (58.85%) had a teaching experience of between 11 and 20 years. While none of the headteachers had a teaching experience of below 10 years, 23.3% of the HODs fell in this category. A few of the HODs (14.2%) had a teaching experience of over 20 years. This was attributed to the fact that most of the teachers who get promoted to deputyship and headship are normally HODs leaving behind just a few of the HODs with long experience in teaching.

TABLE 6**Summary of the Administrative Experience of HODs and Headteachers**

Administrative Experience	HODs		Headteachers	
	N	Percent %	N	Percent %
1 – 5 years	33	60.0	4	23.5
6 – 10 years	19	34.6	8	47.0
11- 15 years	1	1.8	2	11.8
16 – 20 years	1	1.8	1	5.9
Over 20 years	1	1.8	2	11.8
Total	55	100	17	100

A majority of HODs (60%) had administrative experience of 1 to 5 years. Those who had administrative experience of 6 to 10 years totalled to 34.6 %. A small percentage (5.4%) of HODs had an administrative experience of over 10 years. This can be explained by the fact that majority of HODs get promoted to deputyship and headship within the ten years of their service. Quite an appreciable number of headteachers (70.5%) had an administrative experience of 10 years and below. A small percentage (11.8%) had an administrative experience of over 20 years.

JOB SATISFACTION OF HODS**Job Satisfaction in relation to Some Job Factors**

The HODs were asked to rank in order of importance, some eleven job factors starting with the most important job factor that caused motivation and job satisfaction in rank one all through to the least important job factor in rank eleven. The table below gives the means computed from the individual ranks of each of the eleven job factors that were considered. The means have been ranked starting with the smallest to the highest to give the general rank order of the job factors by the HODs. Only 52 questionnaires had this item ranking properly and fully done.

TABLE 7**HODs Rank Order of Job Factors**

Job Factor	N	Mean Rank	Mean Rank Position
Salary Level			
Male	26	3.00	
Female	26	2.08	
Total	52	2.54	1
Job Security			
Male	26	3.04	
Female	26	3.19	
Total	52	3.12	2
Promotion and growth			
Male	26	3.35	
Female	26	4.65	
Total	52	4.00	3
Working Conditions			
Male	26	6.15	
Female	26	3.46	
Total	52	4.81	4
Work environment			
Male	26	7.15	
Female	26	5.88	
Total	52	6.52	5
Autonomy in decision making			
Male	26	6.65	
Female	26	6.77	
Total	52	6.71	6
Friendly co- workers			
Male	26	7.12	
Female	26	6.81	
Total	52	6.96	7
Fringe benefits			
Male	26	7.12	
Female	26	7.23	
Total	52	7.17	8
Recognition and status			
Male	26	6.86	
Female	26	7.77	
Total	52	7.31	9
Administrative challenges			
Male	26	7.35	
Female	26	7.73	
Total	52	7.54	10

Job Factor	N	Mean Rank	Mean Rank Position
Interesting assignments and more responsibilities			
Male	26	7.81	
Female	26	8.58	11
Total	52	8.19	

The highest ranked job factor was the salary level while the least ranked was the interesting assignments and more responsibilities. The rank order of the eleven job factors considered for ranking starting with the highest ranked was as follows: - salary level, job security, promotion and growth, working conditions, working environment, autonomy in decision making, friendly co-workers, fringe benefits, recognition and status, administrative challenges and finally interesting assignments and more responsibilities in rank eleven.

The HODs considered the salary level as the most important job factor towards their motivation and job satisfaction. This was possibly due to the fact that many HODs at the time of this study were serving in the same job group with many other graduate teachers in their respective departments. This was unlike in the past when the HODs would serve at a higher job group above the ordinary teachers. This change came about beginning July 1999 when all the graduate teachers who had served in job group K for three years were automatically promoted to job group L, the lowest grade for HODs at the time. To move to job group L earlier on, the HODs had to qualify through an interview designed for them. The automatic mass promotion of graduate teachers left the HODs with high expectations of being promoted to the next grade, which had not been effected by the time of this study. HODs felt demoralized and it is no wonder they ranked salary level as the most important job factor towards job satisfaction.

Another possible reason why the HODs greatly valued the salary level was the lack of implementation of the salary increments that the government had promised way back in 1997. The salary rise for teachers was to be implemented in five phases starting 1997 but only one phase was effected. Teachers have impatiently waited for the remaining four phases thus creating a source of dissatisfaction. This dissatisfaction has often been displayed through the numerous and continued threats of calling teachers strike by the Kenya National Union of Teachers (KNUT). The Union has vowed to continue doing this until the salary rise is effected. If the government of Kenya had implemented this salary increase, all teachers would definitely be at a higher salary level than they currently are. It is therefore expected that salary level will remain a matter of concern for teachers

for as long as they perceive their salaries as low and possibly until the said promised salary rise by the government is effected.

The second ranked job factor was the job security. The increasing number of jobless graduate teachers is a sensitive issue and a matter of great concern to the teachers. The vast numbers of unemployed teachers including graduate teachers pose a threat to the employed teachers. The former can easily replace the latter should a need arise.

Promotion and growth was ranked third after salary level and job security. The HODs being in management are concerned with their promotions and growth towards deputyship or headship. Interesting assignments and more responsibilities was ranked as the least important job factor towards motivation. This is perhaps due to the understanding that the job of a HOD is already faced with many challenging assignments. With this kind of understanding the issue to be considered is not therefore, how the HODs' assignments can be made interesting or more responsibilities given, but rather how HODs can be thoroughly equipped for the emerging assignments, such as implementation of AIDS syllabus, dealing with drug abuse and the many strikes in schools caused by indiscipline.

Levels of Job Satisfaction

To assist in the determination of the overall levels of job satisfaction the HODs were asked to score against some more twenty job factors using a five-point Likert Scale. The scale was indicated as below:

Strongly Agree (SA)	[] 5
Agree (A).....	[] 4
Moderately Agree (MA)	[] 3
Disagree (D)	[] 2
Strongly Disagree (SD)	[] 1

The headteachers were similarly asked to score against similar job factors concerning the HODs for the purpose of collating and comparing. The tables 8 and 9 below show the results from the HODs and the headteachers respectively. The respective tables show the mean score, the standard deviation, approximate mean score and the remark for each job factor. A mean score of 3.5 to 4.4 was treated as agreement while that of 4.5 to 5 was treated as strong agreement. A score of 2.5 to 3.4 was treated as moderate agreement while that of 2.4 and below was treated as disagreement.

TABLE 8

Summary of HODs Responses

		N	Mean Score	Standard Deviation	Approximate Mean Score	Remarks
1. Special wage increase should be given to HODs who perform well.	M	28	4.46	1.00	5	Strongly Agreed
	F	28	4.57	0.74		
	T	56	4.52	0.87		
2. Better job description would be helpful so that HODs know exactly what's expected of them.	M	28	4.46	0.69	5	Strongly Agreed
	F	28	4.68	0.48		
	T	56	4.57	0.60		
3. HODs need to be reminded that their jobs are dependent on their performance.	M	28	3.36	1.10	3	Moderately Agreed
	F	28	2.63	1.08		
	T	56	3.00	1.14		
4. Headteachers should give a good deal of attention to physical working conditions of teachers.	M	28	4.57	0.57	5	Strongly Agreed
	F	27	4.63	0.56		
	T	55	4.60	0.56		
5. Individual recognition for above standard performance means a lot to teachers; HODs inclusive.	M	27	4.52	0.85	5	Strongly Agreed
	F	27	4.56	0.70		
	T	54	4.54	0.77		
6. Headteachers ought to work hard to develop a friendly working atmosphere among the teachers.	M	28	4.75	0.52	5	Strongly Agreed
	F	27	4.67	0.48		
	T	55	4.71	0.50		
7. Indifferent headteachers can often affect teachers' feelings.	M	27	4.48	4.48	5	Strongly Agreed
	F	27	4.74	4.74		
	T	54	4.61	4.61		
8. HODs want to feel that their real skills and capacities are put to use on their jobs.	M	28	4.50	0.64	4	Agreed
	F	28	4.25	0.75		
	T	56	4.38	0.70		
9. The employer (TSC) retirement benefits are important factors in keeping heads of departments on their jobs.	M	28	3.71	1.12	4	Agreed
	F	28	3.71	1.54		
	T	56	3.71	1.33		
10. The job of a HOD can be made more stimulating and challenging.	M	28	4.36	0.62	4	Agreed
	F	28	4.18	0.82		
	T	56	4.27	0.73		
11. Many HODs want to give their best in everything they do.	M	28	3.93	0.86	4	Agreed
	F	28	3.86	1.11		
	T	56	3.89	0.98		
12. Administration could show more interest in the HODs by sharing managerial tasks with them.	M	26	4.65	0.49	4	Agreed
	F	27	4.15	0.86		
	T	53	4.40	0.74		
13. Pride in ones work is actually an important reward.	M	26	4.42	0.81	4	Agreed
	F	28	4.11	1.20		
	T	54	4.26	1.03		

		N	Mean Score	Standard Deviation	Approximate Mean Score	Remarks
14. HODs want to be able to think of themselves as the best in their own teaching and administrative tasks.	M	28	3.75	0.97	4	Agreed
	F	28	3.50	1.40		
	T	56	3.63	1.20		
15. The quality of the relationship on the informal work group is quite important.	M	28	3.96	0.88	4	Agreed
	F	24	3.83	0.92		
	T	52	3.90	0.89		
16. Individual incentives and bonuses would improve HOD's administrative and instructional performance.	M	27	4.33	0.88	4	Agreed
	F	28	4.00	1.09		
	T	55	4.16	1.00		
17. Visibility with the headteachers is vital to secondary schools HODs.	M	27	3.93	0.87	4	Agreed
	F	25	3.96	0.84		
	T	52	3.94	0.85		
18. HODs generally like to schedule their own work and make job related decisions.	M	28	3.89	1.03	4	Agreed
	F	27	3.63	1.18		
	T	55	3.76	1.10		
19. Job security is important to HODs.	M	28	4.54	0.69	4	Agreed
	F	28	4.43	0.79		
	T	56	4.48	0.74		
20. Having to attend managerial courses would improve HOD's administrative performance.	M	28	4.54	0.69	5	Strongly Agreed
	F	28	4.43	0.79		
	T	56	4.48	0.74		

The data in table 8 indicates that in general the HODs strongly agreed with the following job factors with mean scores between 4.5 and 5.0: -

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- (i) Special wage increase should be given to HODs who perform well (4.52)
- (ii) Better job description would be helpful so that HODs know exactly what's expected of them (4.57)
- (iii) Headteachers should give a good deal of attention to physical working conditions of teachers (4.60)
- (iv) Individual recognition for above standard performance means a lot to teachers, HODs inclusive (4.54)
- (v) Headteachers ought to work hard to develop a friendly working atmosphere (4.71)
- (vi) Indifferent headteachers can often affect teachers' feelings (4.61)
- (vii) Having to attend managerial courses would improve HOD's administrative performance (4.82)

It was noted that the male HODs simply agreed with two job factors among the above

unlike their female counterparts who strongly agreed. These two job factors were:

- (i) Special wage increase should be given to HODs who perform well (4.46) and,
- (ii) Indifferent headteachers can often affect teachers' feelings (4.48)

This implied that the female HODs were more concerned about special wage increase to HODs who perform well and about indifferent headteachers than their male counterparts. The following are the job factors that the HODs generally agreed with: -

- (i) HODs want to feel that their real skills and capacities are put to use on their jobs (4.38)
- (ii) The employer (T.S.C.) retirement benefits are important factors in keeping HODs on their jobs (3.71)
- (iii) The job of a HOD can be made more stimulating and challenging (4.27)
- (iv) Many HODs want to give their best in everything they do. (3.89)
- (v) Administration could show more interest in the HODs by sharing managerial tasks with them (4.40)
- (vi) Pride in ones work is actually an important reward (4.26)
- (vii) HODs want to be able to think of themselves as the best in their own teaching and administrative tasks (3.63)
- (viii) The quality of the relationship on the informal work group is quite important (3.90)
- (ix) Individual incentives and bonuses would improve HOD's administrative and instructional performance (4.16)
- (x) Visibility with the headteachers is vital to secondary schools HODs (3.94)
- (xi) HODs generally like to schedule their own work and make job related decision (3.76)
- (xii) Job security is important to HODs (4.48)

While in general the HODs just agreed with the above 12 job factors; it is worthwhile to note that the male HODs strongly agreed with two job factors among the 12 above. These were:

- (i) Administration could show more interest in the HODs by sharing managerial tasks with them (4.65)
- (ii) Job security is important to HODs (4.54)

These results implied that the male HODs were more concerned about sharing managerial tasks with administration and job security than their female colleagues.

TABLE 9
Summary of Headteachers Responses 001

	N	Mean Score	Standard Deviation	Approximate Mean Score	Remarks
1. Special wage increase should be given to HODs who perform well.	15	4.06	0.51	5	Strongly Agreed
2. Better job description would be helpful so that HODs know exactly what's expected of them	17	4.59	0.51	5	Strongly Agreed
3. HODs need to be reminded that their jobs are dependent on their performance.	17	4.00	1.37	4	Agreed
4. The HODs value good working conditions e.g. good offices.	17	4.35	0.70	4	Agreed
5. HODs value recognition for the above Standard performance.	17	4.35	0.61	4	Agreed
6. The headteachers ought to work hard to the develop a friendly working atmosphere among teachers.	17	4.82	0.39	5	Strongly Agreed
7. Indifferent headteachers can often affect teachers' feelings and performance.	17	4.53	0.62	5	Strongly Agreed
8. Most HODs have their real skill and capacities put to use on their jobs.	17	2.53	1.12	3	Moderately Agreed
9. The TSC retirement benefits are important factors in keeping heads of departments on their jobs.	15	3.47	1.19	3	Moderately Agreed
10. The HOD's job can be made more stimulating and challenging.	17	4.29	0.59		
11. Many HODs want to give their best in everything they do.	17	2.35	1.11		
12. Pride in one's work is actually an important reward.	17	4.24	1.30		Agreed
13. HODs want to be able to think of themselves as the best in their own teaching and administrative tasks.	17	3.71	0.92	4	Agreed
14. The quality of the relationship in the informal work group is quite important.	15	4.20			
15. Individual incentives and bonuses would improve HODs administrative and instructional performance.	17	4.24			
16. Visibility with the headteachers is vital to secondary schools HODs.	17	4.71			
17. HODs generally like to schedule their own work and make job related decisions with minimal supervision.	17	2.76			
18. Job security is an important factor to HODs.	17	4.29			
19. Having to attend managerial courses would improve HODs administrative performance.	17	4.65	0.70	5	Strongly Agreed

The headteachers strongly agreed with the following job factors concerning the HODs whose mean scores were 4.50 and above: -

- (i) Special wage increase should be given to HODs who perform well (4.60)
- (ii) Better job description would be helpful so that HODs know exactly what's expected of them (4.59)
- (iii) The headteachers ought to work hard to develop a friendly working atmosphere among the teachers (4.82)
- (iv) Indifferent headteachers can often affect teachers feelings and performance
- (v) Visibility with the headteachers is vital to secondary schools HODs (4.71)
- (vi) Having to attend managerial courses would improve HODs administrative performance (4.65)

The HODs had similarly strongly agreed with all the six job factors above except the fifth one. This confirmed the HODs' immense value that is attached to the job factors of special wage increase; better job description; developing a friendly working atmosphere; positive attitude and regards by headteachers and very importantly having to attend managerial courses to improve their performance. These job factors contribute greatly to job satisfaction of HODs.

Other job factors that the headteachers agreed with are as indicated below:

- (i) HODs need to be reminded that their jobs are dependent on their performance (4.00)
- (ii) The HODs value good working conditions (4.35)
- (iii) HODs value recognition for the above standard performance (4.35)
- (iv) The HOD's job can be made more stimulating and challenging (4.29)
- (v) Pride in one's work is actually an important reward (4.24)
- (vi) HODs want to be able to think of themselves as the best in their teaching and administrative tasks (3.71)
- (vii) The quality of the relationship in the informal work group is quite important (4.20)
- (viii) Individual incentives and bonuses would improve HODs administrative and instructional performance (4.24)
- (ix) Job security is an important factor to HODs (4.29)

The HODs had equally agreed with numbers (iv) to (ix) above. They had however strongly agreed with numbers (ii) and (iii), i.e. the HODs value good working conditions and recognition for the above standard performance. Whereas the headteachers did not think that these two job factors contributed greatly to the job satisfaction of HODs, the HODs greatly valued them. It is interesting to note that the headteachers only moderately agreed with the first three job factors listed below, whose mean scores were between 2.50 and 3.40 and completely disagreed with the fourth one whose mean score was between 1.50 and 2.40 although the HODs had agreed with all the four. It is important to note that the researcher viewed the observations by the headteachers as immediate supervisors in the HODs job as very important contributions in this study. The four job factors were: -

- (i) Most HODs have their real skill and capacities put to use on their jobs (2.53)
- (ii) The TSC retirement benefits are important factors in keeping HODs on their jobs (3.47)
- (iii) HODs generally like to schedule their own work and make job related decisions with minimal supervision (2.76)
- (iv) Many HODs want to give their best in everything they do (2.35)

The responses from the headteachers indicated that they were dissatisfied with the performance of HODs in their jobs. According to them, the HODs did not want to give their best in everything they did. Most HODs also did not like to schedule their own work and to make job related decisions with minimal supervision. This suggested a state of demotivation and/or dissatisfaction among the HODs. In addition, the headteachers felt that most HODs did not have their real skills and capacities put to use on their jobs. This possibly suggested that the job of HODs needs a clearer better description or even redesign. Another suggestion is that proper training and orientation is lacking in HOD's job.

The headteachers did not think that the TSC retirement benefits were important factors in keeping HODs on their jobs although the HODs themselves did think it was. This was likely due to the fact that the headteachers perceive most of the HODs as being young in the profession and are therefore not expected to think seriously about their retirement benefits unlike the way the old teachers in the profession would do.

OVERALL LEVELS OF JOB SATISFACTION OF HODS

The HODs indicated their levels of job satisfaction using the scale below:

Extremely Satisfied (ES)	[]	5
Satisfied (S)	[]	4
Moderately Satisfied (MS)	[]	3
Slightly Satisfied (SS)	[]	2
Not at all Satisfied (NS)	[]	1

Out of the 56 HODs who responded, 55 indicated their overall levels of job satisfaction as shown in the table below: -

TABLE 10

Levels of Satisfaction of HODs

Level of Satisfaction	N	Percent (%)
Not at all satisfied	0	0
Slightly satisfied	6	10.9
Moderately satisfied	21	38.2
Satisfied	28	50.9
Extremely satisfied	0	0
TOTAL	55	100

The results indicated that slightly more than half (50.9%) of the 55 HODs who indicated their overall job satisfaction was satisfied. Others were either moderately satisfied (38.2%) or slightly satisfied (10.9%). None of the HODs was either extremely satisfied or not at all satisfied.

Levels of Job Satisfaction and some Job Factors

TABLE 11

Summary of Gender (sex) and the Levels of Job Satisfaction of HODs

	Level of Satisfaction						Total	
	Slightly Satisfied		Moderately Satisfied		Satisfied			
	N	%	N	%	N	%	N	%
Gender (sex) Male	2	7.1	10	35.7	16	57.2	28	100
Female	4	14.8	11	40.8	12	44.4	27	100
Total	6	10.9	21	38.2	28	50.9	55	100

Data indicated that a greater percentage of males (57.2%) was satisfied against only 44.4% of females. It is also worthwhile to note that on the other hand, a greater percentage of females (14.8%) was slightly satisfied than that of males (7.1%) in that category of slightly satisfied. A greater percentage of females (40.8%) was moderately satisfied than that of males (35.7%) in that category.

TABLE 12

Summary of Highest Academic Qualifications and the Levels of Job Satisfaction of HODs

Highest Academic Qualifications	Level of Satisfaction			Total
	Slightly Satisfied	Moderately Satisfied	Satisfied	
KCE/EACE with SI			1	1
KACE/EAACE/EACE with Diploma		3	1	4
BA with PGDE		1		1
BSc with PGDE	1	1	1	3
B.Education	5	16	23	44
M. Education			1	1
MA/M.Sc			1	1
Total	6	21	28	55

The data indicated that 23 out of 44 HODs with Bachelor of Education degree i.e. 52.3% were satisfied, and only 5 (11.4%) were slightly satisfied. Three (3) out of the four (4) diploma HODs (75%) were moderately satisfied. The only two HODs with masters degree were satisfied. This could possibly be due to the advantage they had over the other HODs with their higher academic qualifications.

TABLE 13**Summary of Administration Experience and Levels of Job Satisfaction of HODs**

Administrative Experience in Years	Level of Satisfaction			Total
	Slightly Satisfied	Moderately Satisfied	Satisfied	
1 - 5	1	8	23	32
6 - 10	5	9	5	19
11 - 15		1		1
16 - 20		1		1
Over 20		1		1
Total	6	20	28	54

The data from fifty four (54) HODs, who indicated their administrative experience showed that the majority of HODs i.e. 32 out of 54(59.3%) had an administrative experience of 1-5 years. The data also indicated that 23 out of 32 (71.9%) were satisfied, 8(25%) were moderately satisfied, while only 1(3.1%) was slightly satisfied. Of the 19 HODs who had an administrative experience of 6 to 10 years, 5 (26.3%) were slightly satisfied and the majority 9(47.4%) was moderately satisfied. The only 3 HODs who had an administrative experience of over 11 years were moderately satisfied. The data suggested that as the administrative experience increases, the HODs tended to be moderately satisfied.

TABLE 14**Summary of Departments and Levels of Job Satisfaction of HODs**

Department	Level of Satisfaction			Total
	Slightly Satisfied	Moderately Satisfied	Satisfied	
Humanities		4	5	9
Languages	1	2	3	6
Science	1	5	6	12
Mathematics		2	3	5
Guidance and counselling	3	2	2	7
Applied, technical and creative arts	1	4	3	8
Boarding		1	2	3
Others (subject heads)		1	2	3
Total	6	21	28	55

The results indicated that of the total 6 HODs who were slightly satisfied, half the number (3) of them were in guidance and counselling. This is an appreciable number considering the total number of HODs in guidance and counselling department was 7. Of these seven HODs, 2 were moderately satisfied and only 2 were satisfied. This data indicated that most of the HODs of guidance and counseling suffered greater dissatisfaction in their work than the HODs in other departments. This suggested that a greater emphasis and focus should be urgently put in the HODs of guidance and counseling. It is possible that lack of training especially to handle the emergent challenges like AIDS and drug abuse in schools is making them dissatisfied in their jobs.

TABLE 15**Summary of School Location and Levels of Job Satisfaction of HODs**

School Location	Level of Satisfaction			Total
	Slightly Satisfied	Moderately Satisfied	Satisfied	
Rural Area	4	15	20	39
Urban Area	1	4	1	6
Rural/Urban Fringe	1	2	7	10
Total	6	21	28	55

The data indicated that the majority of HODs (39 out of 55) were in the rural areas. This translated to 71% of all the 55 HODs who indicated their overall levels of job satisfaction. Out of these 39 HODs, 20 (51.3%) were satisfied, and only 4 (10.3%) were slightly satisfied. The HODs from the urban area totalled to 6. Of these 6 from the urban area, 4 (66.7%) were moderately satisfied, while 1(16.7%) was slightly satisfied and the other 1(16.7%) was satisfied. The results indicated a greater dissatisfaction with the HODs in urban area than the HODs in the rural areas. This could have been partly contributed by the complications and challenges that accompany the urban life. Those in rural/urban fringe were however more satisfied than those in either urban or rural areas. This suggested that they reaped the benefits of both rural and urban lives and were therefore more satisfied.

TABLE 16

Summary of School Category and Levels of Job Satisfaction of HODs

School Category	Level of Satisfaction			Total
	Slightly Satisfied	Moderately Satisfied	Satisfied	
District Day		1		1
District Boarding	2	3	11	16
District day/Boarding	1	1	4	6
Provincial Boarding	3	16	13	32
Total	6	21	28	55

The data indicated that the majority (32 out of 55) of HODs were in Provincial Boarding Schools i.e. 58.2%. Of the 32 in these schools, 13 (38.5%) were satisfied, 16 (50.0%) were only moderately satisfied, while the remaining 3(9.4%) were slightly satisfied. A few of the total number of HODs (16 out of 55), i.e. 29.1% were in District Boarding Schools. Of the 16 in these schools, 11 (68.8%) were satisfied. The data indicated that a greater percentage (68.8%) of HODs in District Boarding Schools was satisfied than in Provincial Boarding Schools (50.0%). This suggested that there were possibly more challenges in Provincial Boarding Schools that contributed to job dissatisfaction, than in District Boarding ones. Out of the 6 HODs in District day /Boarding schools, 4 (66.7%) were satisfied supporting the foregoing argument.

TABLE 17**Summary of School Type by Gender and Levels of Job Satisfaction of HODs**

School type by gender	Level of Satisfaction			Total
	Slightly Satisfied	Moderately Satisfied	Satisfied	
Boys School	4	10	16	30
Girls School	2	9	11	22
Mixed School		2	1	3
Total	6	21	28	55

The data indicated that the majority (30 out of 55) of HODs came from the boys' schools (54.5%), while 22 out of 55 (40%) came from the girls' schools. Three out of 55 (5.5%) came from the mixed schools. Of the 30 that came from the boys' schools, 16(53.3%) were satisfied while 10(33.3%) were moderately satisfied. Of the 22 HODs that came from the girls' schools, only 11 (50%) were satisfied against 9 (40.1%) who were moderately satisfied. A greater percentage was satisfied in the boys' schools (53.3%) compared to the HODs in girls' schools (50%). The data indicated that more HODs in girls' schools were moderately satisfied than those in the boys' schools. However, more HODs in boys' schools (13.3%) were slightly satisfied than in girls' schools (9.1%)

TABLE 18**Summary of Teaching Experience in Years and Levels of Job Satisfaction of HODs**

Teaching Experience in Years	Level of Satisfaction			Total
	Slightly Satisfied	Moderately Satisfied	Satisfied	
1 - 5			3	3
6 - 10	1	1	8	10
11 - 15	2	10	7	19
16 - 20	2	6	7	15
21 - 25	1	1	2	4
Over 25		3	1	4
Total	6	21	28	55

The data indicated that there were 13 (23.6%) HODs with a teaching experience ranging from 1 to 10 years. Of these 13, 11(84.6%) were satisfied. The majority of HODs (34 out of 55) had a teaching experience of between 11 and 20 years i.e. 61.8% of the 55 HODs. Out of these 34 HODs, 20 (58.8%) were either moderately or slightly satisfied. The data also indicated that there were 8 out of 55 (14.5%) HODs with a teaching experience of over 20 years. Out of these 8 HODs, 4(50%) of HODs were moderately satisfied and 1(12.5%) was slightly satisfied. The results suggested that the level of satisfaction reduced as the number of teaching years increased. This is possible especially if there have been expectations that have not been met over the years, for example salary increments or promotions.

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TABLE 19

Summary of the Age Groups and Levels of Job Satisfaction of HODs

Age Groups	Level of Satisfaction			Total
	Slightly Satisfied	Moderately Satisfied	Satisfied	
31 to 40	3	10	18	31
41 – 50	3	8	8	19
Over 50		3	1	4
Total	6	21	27	54

The data indicated that out of the 31 HODs, who were aged between 31 to 40 years, 18 (58.1%) were satisfied and only 3 (9.7%) were slightly satisfied. Out of the 19 HODs who were aged between 41 to 50 years, 8 (42.1%) were satisfied while only 3(15.7%) were slightly satisfied. Of the 4 who were aged over 50 years, 3(75%) were moderately satisfied while only 1(25%) was satisfied. The data suggested that the level of satisfaction of HODs reduced with age.

Job Factors that cause Satisfaction and Dissatisfaction of HODs

In the final part of the HOD questionnaire, the respondents were asked to give their opinions about their current job. They were asked to each list three of the most important aspects found in their current job that they considered satisfying (good) and those that they considered dissatisfying

(bad). Each of the HODs gave at least one of the following job factors that cause satisfaction.

These were:

- (i) Fair pay
- (ii) Good-working environment
- (iii) Recognition or appreciation and feedback
- (iv) Autonomy in decision making
- (v) Challenging work
- (vi) Job security

The aspects that the HODs considered dissatisfying in their current job were summarized into the following job factors: -

- (i) Poor pay
- (ii) Poor working conditions
- (iii) No upward mobility or promotion
- (iv) Non-participation in decision/policy making
- (v) No proper job description
- (vi) Poor working relations with teachers/students
- (vii) Poor academic performance /poor results

In addition, the HODs were asked to suggest ways or strategies that could be adopted to motivate Secondary School HODs and improve their job satisfaction to remain in the profession performing both their administrative and instructional tasks. They gave the following suggestions for motivation:

- (i) To have autonomy in decision making
- (ii) To have better pay i.e. HODs to be at a higher job group than other teachers
- (iii) To have good/better working environment
- (iv) To have management/administrative training or seminars
- (v) To have promotion by merit
- (vi) To have a clear job description and specification
- (vii) To have recognition for a well done job e.g. incentives or bonuses for excellent performance

In addition to giving their opinions about the satisfying and dissatisfying aspects in their jobs, the HODs were asked to respond to a question on whether or not if given a chance they would advance to either school deputyship or headship immediately. They were supposed to answer

“YES” or “NO” and give reasons for their choice. The results obtained were as shown in the table below.

TABLE 20

Summary of HODs Gender and Given a Chance of Being a Deputy or Headteacher

GENDER (SEX)	Given a Chance of Being a Deputy or Headteacher		
	YES	NO	TOTAL
MALE N	21	7	28
% within gender	75.0%	25.0%	100%
% within given chance of being a deputy or head	67.7%	35.0%	54.9%
FEMALE N	10	13	23
% within gender	43.5%	56.5%	100%
% within given chance of being a deputy or head	32.3%	65.0%	45.1%
TOTAL N	31	20	51
% within gender	60.8%	39.2%	100.0%
% within given chance of being a deputy or head	100%	100%	100%

The data indicated that out of the 51 HODs who responded to this questionnaire item, 31 (60.8%) answered in the affirmative, while 20(39.2%) answered ‘NO’ to the question. Out of the 28 male HODs who responded to this question, 21 (75.0%) answered in the affirmative while 7 (25.0%) were in the negative. Out of the 23 female HODs who responded, 10 (43.5%) were in the affirmative while the remaining 13(56.5%) answered ‘NO’. These results indicated that a greater percentage of males was interested in advancing to deputyship or headship if given a chance than the females. In general, majority of HODs (60.8%), if given a chance would advance to deputyship or headship.

TABLE 21**Summary of Career Aspiration and Given a Chance of Being a Deputy or Headteacher**

			Given a Chance of Being a Deputy or Headteacher		
			Yes	No	Total
Career Aspiration	Change Employer	N	1	1	2
	% within career aspiration		50%	50%	100%
	% within given chance of being a deputy or head		3.3%	5.3%	4.1%
Study Further	(Fulltime)	N	5	1	6
	% within career aspiration		83.3%	16.7%	100%
	% within given chance of being a deputy or head		16.7%	5.3%	12.2%
Study Further	(Part time)	N	16	5	21
	% within career aspiration		76.2%	23.8%	100.0%
	% within given chance of being a deputy or head		53.3%	26.3%	42.9%
Start Business		N	4	11	15
	% within career aspiration		26.7%	73.3%	100.0%
	% within given chance of being a deputy or head		13.3%	57.9%	30.6%
Other		N	4	1	5
	% within career aspiration		80.0%	20%	100.0%
	% within given chance of being a deputy or head		13.3%	5.3%	10.2%
Total		N	30	19	49
	% within career aspiration		61.2%	38.8%	49%
	% within given chance of being a deputy or head		100.0%	100.0%	100.0%

The data indicated that 21 out of 49 HODs who responded (42.9%) wanted to study further (part time) as their career aspirations. This is possibly due to the fact that these HODs would like to study as well as manage their other responsibilities. Of these 21 HODs who would want to study further on part time basis, 16 (76.2%) would like to advance to either deputyship or headship if given a chance while 5 (23.8%) were not interested. A few of the HODs i.e. 6(12.2%) would like to study further on full time

basis. Out of these six HODs, who would like to study on full time basis, 5 (83.3%) would like to advance to deputyship or headship.

A different trend was indicated with the HODs whose career aspiration was to start a business. Of the 15 (30.6%) who aspired to start businesses, 11 (73.3%) did not want to advance to deputyship or headship given a chance and only 4 (26.7%) who had interests with deputyship or headship. The results indicated that majority of those who were interested in starting business as a career aspiration, were not at all interested in advancing to deputyship or headship. In response to the reasons as to why the HODs who would like to advance to deputyship or headship when given a chance, would like to do so, the following responses which have been summarized were given: -

- (i) Some wanted to explore leadership talent
- (ii) Some felt they had already acquired basic administrative skills
- (iii) Some liked challenging jobs and they felt deputyship or headship was challenging
- (iv) Others simply felt that promotion to deputyship or headship would give them job satisfaction

When asked to give the possible reasons, which would have prevented them from acquiring deputyship or headship, the HODs gave the following: -

- (i) There were no clear promotion criteria (some claimed that in some cases promotion was not by merit)
- (ii) There were limited opportunities for promotions to deputyship or headship
- (iii) Some have been hindered by their academic qualifications (e.g. diploma holders)
- (iv) Some do not belong to the church that has sponsored their school. In most cases the deputies and the headteachers have to belong to the sponsoring church of the school

On the other hand, the HODs who were not interested in advancing to deputyship or headship given a chance, gave the following reasons: -

- (i) Some felt that they were not yet prepared for this kind of administrative role. They indicated they needed more training
- (ii) Some feared that headship or deputyship has less job security compared to other teachers. A good example to this is when there erupts a tragedy like a fire; the headteacher or the deputy is held responsible
- (iii) Some did not like the policy by the Ministry of Education that deputies and headteachers must live in the school compound if it is a boarding school. This kind of HODs could not imagine leaving the comfort of their homes to live in the school compounds
- (iv) Others were simply not interested in deputyship or headship

In the part III of the headteachers questionnaire, the headteachers were asked to respond and give suggestions to some similar items to those in the HODs questionnaires. This was for the purpose of collating their views with those of the HODs. In addition, the headteachers were asked to give their opinions on the performance of HODs in administrative work.

Responding to similar items as in HODs questionnaires, the headteachers had the following as most important aspects that they consider motivating and satisfying in the current HOD's job.

- (i) Recognition or appreciation and feedback
- (ii) Upgrading to higher grades than other teachers or fair pay
- (iii) Good working environment
- (iv) Autonomy in decision making

According to the headteachers involved in this study the most demotivating and dissatisfying aspects found in the current HOD's job were as follows:

- (i) Lack of recognition
- (ii) Poor pay i.e. HODs being in the same job group with several other teachers
- (v) Lack of upward mobility or promotion
- (vi) Lack of training and seminars
- (vii) Poor working relations with teachers or students

When asked to give suggestions or strategies that can be employed to motivate the HODs to effectively handle the dual role of administration and instruction, the headteachers in the study gave the following responses:

- (i) Better pay or upgrading the HODs to higher grades than other teachers
- (ii) Good working environment
- (ii) Management or administrative training or seminars
- (iii) Recognition
- (iv) Promotion by merit
- (v) Clear job description and specification
- (vi) Autonomy in decision making

Table 22 below gives the responses of the headteachers on whether the HODs in their schools assisted effectively in administrative work or not. The responses were supposed to be either 'Yes' or 'No'.

TABLE 22**Summary of Headteachers Responses on Whether or not the HODs Assisted Effectively in Administrative Work**

	N	Percent %	Valid Percent %
Response YES	5	29.4	35.7
NO	9	53.0	64.3
No- Response	3	17.6	0
Total	17	100	100

The data in the table 22 above indicated that only 5 (35.7%) of the 14 headteachers who responded to this item had their HODs effectively assisting in the administrative work. More than half of the headteachers (64.3%) gave their responses as 'NO'. According to these headteachers who answered 'NO', the HODs were lacking in the areas of: -

- (i) Implementation of curriculum
- (ii) Administration of examinations
- (iii) Allocation of subjects
- (iv) Supervision of teachers
- (v) Checking of records
- (vi) Holding departmental meetings

The 35.7% headteachers, who answered in the affirmative, however indicated that the HODs in their schools were assisting in the above-mentioned administrative functions. Although a high percentage of headteachers in this study were dissatisfied with the administrative roles by the HODs, a good percentage (63.6%) of those who responded as indicated in the table 23 below felt that the HODs were prepared for deputyship or headship. After all, most of the headteachers were promoted to deputyship or headship from the positions of HODs. The remaining 36.4 % of headteachers felt that the HODs are not adequately prepared for deputyship or headship. These heads were suggesting administrative training for HODs before such promotions. According to these headteachers, lack of training in management skills was rendering the HODs incompetent for management positions.

TABLE 23**Summary of Headteachers Responses as to Whether or not the HODs are Adequately****Prepared for Deputyship and Headship**

Headteachers Responses	N	Valid Percent %
YES	7	63.6
NO	4	36.4
TOTAL	11	100

TESTING THE HYPOTHESES

The data presented in this section were based on the significant relationships between the levels of job satisfaction of heads of departments and the independent variables of gender (sex), age, marital status, highest academic qualifications, the teaching experience and the administrative experience. The first null hypothesis was tested using the t-test at significant level of 0.05. This first Hypothesis was stated as follows: -

H₀₁ There is no significant difference between job satisfaction of heads of departments of secondary schools and their gender (sex).

The results obtained after testing this hypothesis H₀₁ indicated a significance of 0.000 at a t-value of 15.588 as shown in the table 24 below.

TABLE 24**T- test between Levels of Job Satisfaction and Gender of HODs**

Pair	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Gender (sex) and Level of job Satisfaction	1.91	0.91	0.12	-2.15	-1.66	15.588	54	0.000

The hypothesis H_{01} was therefore rejected and alternative hypothesis retained. That is, there is a significant difference between job satisfaction of heads of departments of secondary schools and their gender.

Analysis of Variance (ANOVA) was used to test all the remaining hypotheses except hypothesis H_{03} . The hypotheses H_{02} , H_{04} , H_{05} and H_{06} were all tested at a level of significance of 0.05.

Hypothesis H_{02} was stated as follows: -

H_{02} There is no significant difference between job satisfaction of secondary schools heads of departments and their age.

The results obtained after testing the hypothesis H_{02} were as tabulated below.

TABLE 25

ANOVA test between Levels of Job Satisfaction and Ages of HODs

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.657	2	0.329	0.693	0.505
Within Groups	24.176	51	0.474		
Total	24.833	53			

The significance level was greater than 0.05 therefore the null hypothesis was accepted. That is, there is no significant difference between job satisfaction of secondary schools heads of departments and their age.

Hypothesis H_{03} was not tested as proposed because all the respondents (HODs) were married. The hypothesis H_{03} was stated as follows: -

H_{03} There is no significant difference between job satisfaction of heads of departments of secondary schools and their marital status.

Hypothesis H_{04} was stated as follows:

H_{04} There is no significant difference between job satisfaction of heads of departments of secondary schools and their academic qualifications.

The results obtained after testing the hypothesis H_{04} were as shown in the table 26 below.

TABLE 26**ANOVA test between Levels of Job Satisfaction and Highest Academic Qualifications of HODs**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.814	6	0.302	0.620	0.713
Within Groups	23.386	48	0.487		
Total	25.200	54			

The significant level was greater than 0.05 therefore the null hypothesis was accepted. That is, there is no significant difference between job satisfaction of heads of departments of secondary schools and their academic qualifications.

Hypothesis H_{05} was stated as follows:

H_{05} There is no significant difference between job satisfaction of secondary schools heads of departments and their teaching experience.

The results obtained after testing the null hypothesis H_{05} were as tabulated below.

TABLE 27**ANOVA test between Levels of Job Satisfaction and Teaching Experience of HODs**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.582	5	0.516	1.119	0.363
Within Groups	22.618	49	0.462		
Total	25.200	54			

The level of significance obtained was 0.363, which was greater than the critical 0.05, therefore the null hypothesis was accepted. That is, there is no significant difference between job satisfaction of secondary schools heads of departments and their teaching experience.

The hypothesis H_{06} on the administrative experience was stated as follows: -

H_{06} There is no significant difference between job satisfaction of secondary schools heads of departments and their administrative experience.

The results obtained after testing the hypothesis H_{06} were as tabulated below:

Relationship between Levels of Job Satisfaction and Administrative Experience of

	Sum of Squares	df	Mean Square	F	Sig.
	6.162	4	1.542	3.999	0.007
	18.875	49	0.385		
	25.037	53			

ance obtained was less than 0.05 therefore; the results indicated that there
 The null hypothesis was therefore rejected and the alternative hypothesis
 is a significant difference between the job satisfaction of secondary schools
 and their administrative experience.

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SUMMARY ON DATA ANALYSIS

ata analysis the demographic data of the respondents have been presented.
 rotation of data on job satisfaction of HODs in relation to various job factors
 rank order of some eleven job factors by the HODs has been presented. This
 the most important job factor in motivating and satisfying the HODs in rank
 least important job factor in rank eleven. Top on the rank is salary level,
 erty, promotion and growth, working conditions, working environment,
 n making, recognition and status, friendly co-workers, administrative
 efits and finally interesting assignments and more responsibilities, in the
 job factor.

h the data from the headteachers, the job factors that cause satisfaction and
 D's job have been identified. The job factors that cause motivation and job
 were identified as 1) fair pay, 2) good working environment, 3) recognition
 eedback, 4) autonomy in decision making, 5) challenging work and 6) Job
 ors that cause demotivation and dissatisfaction in the current job of a HOD
 poor pay (HODs being in the same job group with several other teachers), 2)
 ons, 3) no upward mobility or promotion, 4) no clear promotion criteria, 5)
 n decision or policy making, 6) no clear job description, 7) poor working

relations with teachers and or students, 8) poor academic results after a lot of hard work, 9) lack of recognition and finally 10) lack of training in management.

The HODs together with the headteachers gave suggestions on ways or strategies that can be adopted to motivate the HODs in order to improve their performance and job satisfaction. These were: - 1) HODs to have better pay i.e. to place the HODs in a higher job group than other teachers, 2) to have good or better working conditions and environment, 3) to have a clear job description and specification, 4) to train the HODs in management and administration, 5) to be promoted on merit only, 6) to involve the HODs in decision and policy making, 7) to have autonomy in decision making, and lastly 8) to have recognition for a job well done. i.e. Incentives and bonuses could be given for excellent performance.

The data on the overall levels of job satisfaction were analyzed and interpreted. Slightly more than half of the HODs (50.9%) were found to be satisfied with their job while 38.2% were moderately satisfied and only 10.9% were slightly satisfied. Majority of the satisfied group were males (57.1%), leaving the majority of the slightly satisfied group to be females (66.7%). Most of the HODs of guidance and counselling suffered greater dissatisfaction in their work than the HODs in other departments. The results of the data analysis suggested that the level of job satisfaction of HODs reduced with age.

Based on the data on the levels of job satisfaction in relation to the gender, age, highest academic qualifications, teaching experience and administrative experience of HODs, the five null hypotheses have been tested. The results indicated that the level of job satisfaction of HODs was influenced by gender and the administrative experience. That is, there is some significant difference between the level of job satisfaction and the two independent variables of gender and administrative experience. On the other hand, no significant difference was found between the level of job satisfaction of HODs and their age, their highest academic qualifications and their teaching experience.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

SUMMARY

In this study, job satisfaction of heads of departments (HODs) was investigated in relation to various job factors. The overall levels of job satisfaction of HODs were also investigated. Fifty point nine percent (50.9%) HODs were satisfied, while 38.2% were moderately satisfied. The remaining 10.9% were slightly satisfied. In this study, more male than female HODs were satisfied. Most of the HODs who were found to be slightly satisfied were in guidance and counselling departments. The HODs in the rural areas were found to be more satisfied than the HODs in the urban areas. However, comparing the three categories, that is: the urban, the rural and the rural/urban fringe, the most satisfied HODs were in the rural/urban fringe.

Fifty six (56) HODs together with seventeen (17) headteachers who supervise these HODs, participated in the main study through questionnaires designed respectively for them. In addition, the researcher used the observation method to study the HODs. The ex post facto research design was used in this study and the data obtained were analyzed using both descriptive and inferential statistics.

Most of the HODs (57.1%) and headteachers (52.9%) were aged between 30 – 40 years. The target population was therefore fairly young. Majority of both HODs and headteachers had a teaching experience of 11 to 15 years i.e. 35.7% and 41.2% respectively. Only 17.6% of headteachers and 7.1% of HODs had a teaching experience of over 25 years. All the HODs in this study were married rendering it unnecessary for the researcher to test the hypothesis H_03 on marital status.

The highest academic qualification with the majority of both the HODs (80.4%) and headteachers (58.8%) was Bachelor of Education Degree. It was however noted with admiration by the researcher that two HODs had a masters degree while none of the headteachers had. This was viewed as a challenge to all teachers and more so to the headteachers. The headteachers should therefore aspire to develop academically well above the teachers they supervise.

The study investigated the relationship between the level of job satisfaction of HODs and some selected independent variables. The relationship between the levels of job satisfaction of

HODs and the independent variables of gender, age, highest academic qualification, teaching experience and administrative experience were used for hypotheses testing. T-test at 0.05 level of significance was used to determine the significant difference between the level of job satisfaction and the gender (sex). Analysis of Variance (ANOVA) at 0.05 level of significance was used to compute the difference between the level of job satisfaction and the independent variables of age, highest academic qualifications, the teaching experience and the administrative experience. The results obtained after testing the hypotheses indicated that: -

- (i) There was a significant difference between the levels of job satisfaction of HODs and their gender
- (ii) There was a significant difference between the levels of job satisfaction of HODs and administrative experience
- (iii) There was no significant difference between the levels of job satisfaction of HODs and the independent variables of age, highest academic qualifications and teaching experience

The job factors that cause satisfaction and dissatisfaction in the current job of HODs were identified. Suggestions to improve motivation and performance of HODs with an aim of increasing job satisfaction were also provided from the responses of both the HODs and the headteachers. The issue of poor pay and the status of some HODs being in the same job group with several other teachers at the time of the study, featured greatly as a source of dissatisfaction. It is no wonder the salary level was ranked as being the most important job factor towards motivation and job satisfaction of HODs. Job security was ranked second followed by promotion and growth, working conditions, working environment, autonomy in decision making, recognition and status, friendly co-workers, administrative challenges, fringe benefits and lastly interesting assignments and more responsibilities in rank eleven. According to the HODs all the factors above were important in creating motivation and job satisfaction.

Most of the headteachers in this study (64.3%) were emphatic that majority of the HODs did not assist effectively in the administrative work. Indeed according to these headteachers, very few of HODs wanted to perform at their best. Very few wanted to schedule their own work or make job related decisions. The headteachers observations suggested a possibility of demotivation or dissatisfaction as underlying factors although the data analysis proved that more than half (50.9%) of HODs were satisfied. According to the headteachers, the real skills and capacities of HODs were not being put to use suggesting that there is immediate need for a clear job description.

CONCLUSIONS

From the findings of this study, the following conclusions were made: -

- (i) Slightly more than half the HODs (50.9%) were satisfied.
- (ii) More male than female HODs in this study were satisfied.
- (iii) Most of the HODs in guidance and counselling departments suffered greater dissatisfaction in their work than the HODs in other departments.
- (iv) There was a significant difference between the levels of job satisfaction of HODs and the independent variables of gender and administrative experience.
- (v) There was no significant difference between the levels of job satisfaction of HODs and the independent variables of age, academic qualifications and teaching experience.
- (vi) The following job factors cause dissatisfaction in the current job of HODs:
 - (a) Poor pay
 - (b) Poor working conditions
 - (c) Lack of upward mobility or promotion
 - (d) Lack of clear promotion criteria
 - (e) Lack of participation in decision or policy making
 - (f) Lack of clear job description
 - (g) Poor working relations with other teachers and students
 - (h) Poor academic results after hard work
 - (i) Lack of recognition
 - (j) Lack of training in management
- (vii) Poor pay was the greatest source of dissatisfaction. As a result, salary level was ranked the most important job factor that affected motivation and job satisfaction of HODs.
- (viii) The following suggestions from the HODs and headteachers in the study can be used to motivate the HODs in order to improve their performance and job satisfaction:
 - (a) Better pay by placing all of them in a higher job group than other teachers or through salary increase
 - (b) Good working conditions and environment

- (c) Clear job description and specification
 - (d) Training in management and administration
 - (e) Promotion on merit only
 - (f) Involvement in decision or policy making
 - (g) Autonomy in decision making
 - (h) Recognition for a job well done. That is, incentives and bonuses to be given for excellent performance.
- (ix) Majority of the HODs (60.8%) were interested in advancing to deputyship or headship when given a chance, however, a greater percentage of male HODs (75.0%) was interested compared to only 43.5% of female ones.
- (x) The headteachers were dissatisfied with the performance of HODs in their administrative work. According to them, the HODs performed poorly suggesting a possibility of demotivation or dissatisfaction in their job. Lack of training in management could be another possible reason.
- (xi) The job of a HOD lacks a clear description. Both the HODs and the headteachers supported this.

RECOMMENDATIONS

- (i) The salary level of HODs should be raised above that of other teachers in their departments to avoid demotivation and dissatisfaction.
- (ii) The issue of the remaining four phases of the 200% salary increase which was promised by the Kenyan Government to teachers, way back in 1997 needs serious and urgent attention if the HODs together with all the other cadres of teachers have to remain in their jobs with satisfaction and motivation. Teachers are continuously losing patience since 1997 and through their national union body, the KNUT, the latest move is to turn to industrial action which is likely to push the teachers to the streets in demonstrations if this issue is not resolved and the salary rise effected.
- (iii) There is need to have a better job description of HODs in order to improve their performance.
- (iv) There is need to provide management training of HODs more frequently through workshops and seminars to equip them for administrative work especially in the area of guidance and counselling. More HODs and headteachers should be encouraged to study further especially in management courses.

SUGGESTIONS FOR FURTHER RESEARCH

- (i) There is need to investigate further the discrepancy that seems to emerge between the findings that the majority of HODs are satisfied (according to themselves) and the findings that the majority of HODs are poor performers (according to headteachers). A study of the perceptions of headteachers on the HODs roles in management is suggested here. This study is likely to elicit the expectations of the headteachers on the performance of HODs and this may eventually assist in improving their job description or even suggest a better job design thus improving job satisfaction.
- (ii) Both the HODs and headteachers were dissatisfied with the promotion criteria of HODs; there is therefore an urgent need to conduct further study of merit criteria for purposes of promotion of teachers to various job categories within the established organizational structure.
- (iii) Further study of the teaching occupation as a profession under unstable environment is also suggested.

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APPENDICES

APPENDIX A

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION
AND EXTERNAL STUDIES
P O BOX 92
KIKUYU

Dear Sir/Madam

RE: LETTER OF INTRODUCTION TO HEADTEACHERS AND HEADS OF DEPARTMENTS

I am a postgraduate student undertaking a Master's degree course at the Department of Educational Administration and Planning, Faculty of Education, University of Nairobi. I am carrying out a study on job satisfaction of heads of departments in public secondary schools within Embu District.

Please fill in the attached questionnaire, which is designed to gather information on your personal data and job satisfaction of secondary schools heads of departments. Please get assured that the information sought will solely be used for research work. This information will be treated **CONFIDENTIALLY** and therefore **DO NOT** write your name or the name of your school on this questionnaire.

The questionnaire is divided into three parts: I, II and III. Kindly provide information to all the items in the questionnaire. Any other assistance from you in promoting this study will be highly appreciated.

Thanking you in advance for your time and co-operation, I remain.

Yours faithfully

EVANGELINE W. NJOKA

APPENDIX B

SECONDARY SCHOOLS HEADS OF DEPARTMENTS JOB SATISFACTION QUESTIONNAIRE

Please answer all the items. Information sought in this section is merely to aid in the tabulation, presentation of data, and making valid conclusions.

PART 1

1. Indicate your age in years
2. (a) Please insert your gender (sex)
(b) Please indicate your marital status using a check mark []
Married..... []
Single..... []
Other (please specify) []
3. Indicate your highest academic qualifications using a check mark []
(a) KCE/EACE with S1 []
(b) KACE/EAACE/EACE with Diploma []
(c) BA with PGDE []
(d) B. Sc with PGDE []
(e) B. Ed []
(f) M. Ed []
(g) MA /M. Sc []
(h) Other (please specify) []
4. Indicate your administrative experience as a head of department.
(a) 1 – 5 years []
(b) 6 – 10 years []
(c) 11 – 15 years []
(d) 16 – 20 years []
(e) Over 20 years []
5. Please indicate the department that you are heading.
(a) Humanities []
(b) Languages []
(c) Sciences []
(d) Mathematics []
(e) Guidance and Counselling []
(f) Applied, technical and creative arts []
(g) Boarding []
(h) Other (Specify) []
6. Where is your school located?
(a) In a rural area []
(b) In an urban area []
(c) In a rural/urban fringe []

7. What is the category of your school?
- (a) District Day []
 - (b) District Boarding []
 - (c) District Day/Boarding []
 - (d) Provincial Boarding []
8. Please indicate the gender of the students in your school. Are they boys, girls or mixed?
9. What is your teaching experience?
- (a) 1 – 5 years []
 - (a) 6 – 10 years..... []
 - (b) 11 – 15 years..... []
 - (c) 16 – 20 years []
 - (d) 21 – 25 years []
 - (e) Over 25 years []
10. What is your subject combination?
- (a) Major subject []
 - (b) Minor subject..... []
 - (c) Other (please specify)..... []
11. By means of a check mark (✓) kindly indicate your career aspirations.
- (i) To change employer []
 - (ii) To study further (full time) []
 - (iii) To study further (part time) []
 - (iv) To start a business []
 - (v) Any other (please specify) []
12. Kindly rank in order of importance the ten job factors listed by indicating the rank number in the space provided [] on the right hand side of each job factor. Rank [1] indicates the most important through to [11] which indicates the least most important among all the factors provided.
- Salary level []
 - Friendly co-workers []
 - Recognition and status []
 - Working conditions []
 - Administrative challenges []
 - Autonomy in decision-making []
 - Promotion and growth []
 - Interesting assignments and more responsibility..... []
 - Job security []
 - Fringe benefits (e.g. medical allowance) []
 - Work environment []

PART II

SECTION I

Complete every item in this section by means of a check mark (✓) to the appropriate score against each item using the scale below.

- Strongly Agree (SA) [] 5
 Agree (A) [] 4
 Moderately Agree..... [] 3
 Disagree (D) [] 2
 Strongly Disagree (SD) [] 1

	5 SA	4 A	3 MA	2 D	1 SD
13. Special wage increase should be given to HODs who perform well.					
14. Better job description would be helpful so that HODs know exactly what's expected of them.					
15. HODs need to be reminded that their jobs are dependent on their performance.					
16. Headteachers should give a good deal of attention to physical working conditions of teachers.					
17. Individual recognition for above standard performance means a lot to teachers, HODs inclusive.					
18. Headteachers ought to work hard to develop a friendly working atmosphere among the teachers.					
19. Indifferent headteachers can often affect teachers' feeling.					
20. HODs want to feel that their real skills and capacities are put to use on their jobs.					
21. The employer (TSC) retirement benefits are important factors in keeping heads of departments on their jobs.					
22. The job of a HOD can be made more stimulating and challenging.					
23. Many HODs want to give their best in everything they do.					
24. Administration could show more interest in the HODs by sharing managerial tasks with them.					
25. Pride in ones work is actually an important reward.					
26. HODs want to be able to think of themselves as the best in their own teaching and administrative tasks.					
27. The quality of the relationship on the informal work group is quite important.					

	5 SA	4 A	3 MA	2 D	1 SD
28. Individual incentives and bonuses would improve HOD's administrative and instructional performance.					
29. Visibility with the headteachers is vital to secondary schools HODs.					
30. HODs generally like to schedule their own work and make job related decision.					
31. Job security is important to HODs.					
32. Having to attend managerial courses would improve HOD's administrative performance.					

SECTION II

The following statement is designed to reveal your overall feeling about your job in general. By means of a check mark (✓) choose the appropriate score using the scale below.

- Extremely Satisfied (ES) [] 5
 Satisfied (S) [] 4
 Moderately Satisfied (MS) [] 3
 Slightly Satisfied (SS) [] 2
 Not at all Satisfied (NS) [] 1

33. All in all, how satisfied would you say you are with your job?

5 ES	4 S	3 MS	2 SS	1 NS

PART III

34. List three of the most important aspects found in your current job that you consider satisfying (good).

- (a)
- (b)
- (c)

35. State three of the most important aspects of your job that you consider de-motivating or dissatisfying (bad about your job).

- (a)
- (b)
- (c)

36. In the spaces provided below, suggest ways or strategies that could be adopted to motivate Secondary School HODS and improve their job satisfaction to remain in the profession performing both their administrative and instructional tasks
- (a)
 - (b)
 - (c)
 - (d)

37. If you were given a chance, would you like to advance to either school deputyship or headship immediately?
- (a) YES []
 - (b) NO..... []

Please use a check mark (✓) to indicate your appropriate choice
 Give reasons for your choice.

.....

38. What obstacles have prevented you from acquiring school deputyship or headship? Please state them.
-

UNIVERSITY OF NAIROBI
 EAST AFRICANA COLLECTION

THANK YOU AND MAY GOD BLESS YOU FOR RESPONDING

APPENDIX C

SECONDARY SCHOOLS HEADTEACHERS QUESTIONNAIRE ON JOB SATISFACTION OF HODS

Please answer all the items. Information sought in this section is merely to aid in the tabulation, presentation of data, and making valid conclusions.

PART 1

1. Indicate your age in years
2. Please insert your gender (sex)
3. Indicate your highest academic qualifications using a check mark (✓)
 - (a) KCE/EACE with S1 []
 - (b) KACE/EAACE/EACE with Diploma []
 - (c) B.A with PGDE []
 - (d) B. Sc with PGDE []
 - (e) B. Ed []
 - (f) M. Ed []
 - (g) MA/M.Sc []
 - (h) Other (Please specify) []
4. Indicate your administrative experience as a headteacher.
 - (a) 1 – 5 years []
 - (b) 6 – 10 years []
 - (c) 11 – 15 years []
 - (d) 16 – 20 years []
 - (e) Over 20 years []
5. Where is your school located?
 - (a) In a rural area []
 - (b) In an urban area []
 - (c) In a rural/urban fringe []
6. What is the category of your school?
 - (a) District day []
 - (b) District Boarding []
 - (c) District Day/Boarding []
 - (d) Provincial Boarding []
7. Please indicate the gender of the students in your school. Are they boys, girls or mixed?

8. What is your teaching experience?
- (a) 1 – 5 years []
- (b) 6 - 10 years []
- (c) 11 – 15 years []
- (d) 16 – 20 years []
- (e) 21 – 25 years []
- (f) Over 25 years []
9. What is your subject combination?
- (a) Major subject.....
- (b) Minor subject.....
- (c) Other (please specify.....
10. By means of a check mark (✓) kindly indicate the HODS substantially appointed by TSC in the respective departments in your school. Kindly also indicate the gender by use of an 'M' for male and an 'F' for female.
- (a) Humanities [] gender (M or F)
- (b) Languages [] gender “
- (c) Mathematics [] gender
- (d) Science [] gender “
- (e) Guidance and Counselling [] gender “
- (f) Applied, technical and creative Arts [] gender “
- (g) Boarding [] gender “
- (h) Other..... [] gender “

PART 11

Complete every item in this section by means of a check mark (✓) to the appropriate score against each item using the scale below:

- Strongly Agree (SA) [] 5
- Agree (A) [] 4
- Moderately Agree (MA) [] 3
- Disagree (D) [] 2
- Strongly Disagree (SD) [] 1

	5 SA	4 A	3 MA	2 D	1 SD
11. Special wage increase should be given to HODs who perform well.					
12. Better job description would be helpful so that HODs know exactly what's expected of them.					
13. HODs need to be reminded that their jobs are dependent on their performance.					
14. The HODs value good working conditions e.g. good offices.					
15. HODs value recognition for the above standard performance.					

	5 SA	4 A	3 MA	2 D	1 SD
16. The headteacher ought to work hard to develop a friendly working atmosphere among the teachers					
17. Indifferent headteachers can often affect teachers feeling and performance					
18. Most HODs have their real skill and capacities put to use on their jobs.					
19. The TSC retirement benefits are important factors in keeping heads of departments on their jobs.					
20. The HOD's job can be made more stimulating and challenging					
21. Many HODs want to give their best in everything they do.					
23. Pride in one's work is actually an important reward.					
24. HODs want to be able to think of themselves as the best in their own teaching and administrative tasks.					
25. The quality of the relationship in the informal work group is quite important.					
26. Individual incentives and bonuses would improve HODs administrative and instructional performance.					
27. Visibility with the headteachers is vital to secondary schools HODs.					
28. HODs generally like to schedule their own work and make job related decisions with minimal supervision.					
29. Job security is an important factor to HODs.					
30. Having to attend managerial courses would improve HODs administrative performance.					

PART III

31. List three aspects that you consider most important in motivating and satisfying HODs in their jobs.
- (a)
- (b)
- (c)
- (d)

32. State three of the most important aspects that you consider dissatisfying (bad about the job) in the job of HOD.

(a)

(b)

(c)

33. In the spaces provided below, suggest ways or strategies that could be adopted to motivate secondary school HODs and improve their job satisfaction to remain in the profession performing both the administrative and instructional tasks.

(a)

(b)

(c)

(d)

34. Do most of the HODs in your school assist effectively in the administrative task?

(a) YES..... []

(b) NO..... []

Give the specific areas where they are assisting/not assisting.

.....

.....

.....

35. In your opinion are the HODs adequately prepared to advance to deputyship or headship?

(a) YES []

(b) NO []

Give reasons for your choice.

.....

.....

THANK YOU AND MAY GOD BLESS YOU FOR RESPONDING

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "Education", Nairobi

Telephone: Nairobi 334411

When replying please quote

Ref. No. MOEST 13/001/32C 10/2
and dateLOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 30049
NAIROBI

22nd January 2002..

Evangeline Wanjira Njoka
Nairobi University
P.O. BOX 30197
NAIROBI

Dear Madam


RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct research on 'A study of Job satisfaction of Heads of Departments in Public Secondary Schools in Embu District, I am pleased to inform you that you have been authorised to conduct research in Embu District for a period ending 30th December, 2002.

You are advised to report to the District Commissioner and the District Education Officer, Embu District before commencing your research project.

You are further expected to avail two copies of your research findings to this Office upon completion of your research project.

Yours faithfully


A. G. KAARIA
FOR: PERMANENT SECRETARY/EDUCATION

CC
The District Commissioner
Embu District

The District Education Officer
Embu District