

**JOB SATISFACTION AMONG DEPUTY HEADTEACHERS
OF PUBLIC SECONDARY SCHOOLS IN NAIROBI
PROVINCE**

BY

MURAGE ANNE WANGARI

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

**A thesis submitted in part fulfillment for the requirement of the award of
the Degree of Master of Education in Educational Administration and
Planning University of Nairobi.**

University of NAIROBI Library



0501395 8

2003

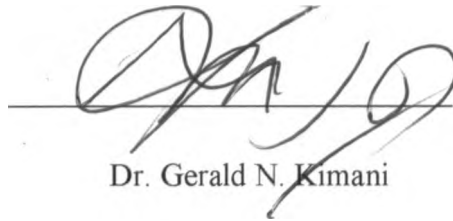
DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.



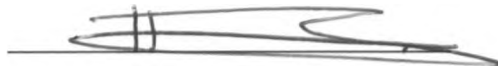
Murage Anne Wangari

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



Dr. Gerald N. Kimani

Senior Lecturer and Dean,
Faculty of Education, University of Nairobi



Mrs. Rose Mosoti

Lecturer
Department of Educational Administration and Planning
University of Nairobi.

DEDICATION

To Sam, Kelvin, Nick, Antony and Diana.

ACKNOWLEDGEMENTS

I would like to extend my sincere appreciation to the many individuals and institutions who have extended their help and made this study possible. It would be difficult to mention the names of everyone but the following deserve special mention because of their keen interest in the completion of this study.

The University of Nairobi for granting the scholarship that made it possible for me to carry out this study. Without their financial support the completion of this study would have been extremely difficult.

The Teachers' Service Commission for the provision of study leave that allowed enough time to do a thorough research project. The researcher was able to compile a comprehensive report of the findings.

The researcher appreciates the help, guidance and encouragement given by the supervisors Dr. G. N. Kimani and Mrs. Rose Mosoti. Without their guidance and positive criticisms, it would have been very difficult to carry out this study.

Special thanks to my family who accorded me much support and encouragement in the course of this study.

ABSTRACT

The purpose of this study was to determine the degree of job satisfaction among deputy headteachers of Nairobi Province public secondary schools. The study attempted to establish the job factors that cause job satisfaction in deputy headteachers in the province. It also investigated whether there is any relationship between job satisfaction and the independent variables of age, gender, marital status, academic qualification, job experience, and category of school.

The research instrument used was a questionnaire, which was personally administered by the researcher to the target population of all the forty-seven deputy headteachers of Nairobi Province public secondary schools. The instrument contained thirty-one items. The questionnaires were collected after having been filled by the respondents.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

The data was analyzed to test the null hypotheses. The t-test method was used to analyze null hypotheses Ho1, Ho2 and Ho3 which were concerned with determining whether there is any significant difference between job satisfaction of deputy headteachers of Nairobi Province public secondary schools and their gender or marital status respectively. One-way ANOVA technique was used to test hypotheses, Ho4, Ho5 and Ho6. These hypotheses were used to test whether there is any significant difference between job satisfaction of the deputy headteachers and their age, academic qualifications, job experience or category of

school respectively. All the null hypotheses were accepted at the 0.05 significant level.

The demographic background of the respondents showed that 66 percent of the deputy head teachers in Nairobi Province secondary schools were female. Among the total number of deputy head teachers in the province, 76.6 percent were between forty-five and fifty-four years old. The study further showed that these deputy head teachers were well qualified. Those holding first degrees were 53.2 percent while those with masters' degrees were 6.8 percent. Another 6.8 percent were diploma holders and the rest were approved graduate teachers who had been promoted on merit.

Most of these deputy head teachers had a long teaching experience with 91.40% having taught for more than ten years. They had served as subject teachers, class teachers, senior teachers and heads of departments. Most of them, besides being deputies, had a wealth of experience in other areas of the school organization. In the study, low salary was ranked first as a cause of job dissatisfaction followed by headteacher leadership styles, administrative responsibilities, recognition, working conditions and interpersonal relations in that order. The respondents did not rank job insecurity as a cause of job dissatisfaction because they considered teaching to offer job security.

The study revealed that there was no significant difference between job satisfaction of deputy headteachers of Nairobi Province public secondary

schools and their age, gender, marital status, academic qualification, job experience and school category. In the study, the deputy headteachers were asked to indicate job aspects that they disliked in their current job. Among the job aspects disliked were too many lessons and administrative duties, dealing with truant teachers and headteacher's leadership styles among others. The deputy headteachers indicated that deputy headship is supposed to be a post of authority but the headteacher did not allow them free decision-making.

The study had major recommendations among others. It recommended that the headteachers should involve their deputy headteachers in decision-making in matters related to finance and administration of the school. These teachers should be adequately remunerated to prevent job dissatisfaction in them.

TABLE OF CONTENTS

CONTENT	PAGE
Title Page.....	i
Declaration	ii
Dedication.....	iii
Acknowledgements.....	iv
Abstract.....	v
Table of Contents.....	viii
List of Tables.....	xii
List of Figures.....	xvi
List of abbreviations.....	xvii

CHAPTER ONE

INTRODUCTION

Background of the Study.....	1
Statement of the Problem.....	6
Purpose of the Study.....	9
Objectives of the Study.....	9
Hypotheses of the study.....	10
Significance of the Study.....	10
Limitations of the Study.....	11
Delimitations of the Study	11

Assumptions of the Study.....	12
Definitions of Significant Terms.....	12
Organization of the Study.....	13

CHAPTER TWO

LITERATURE REVIEW

Introduction.....	15
The Concept of Job Satisfaction.....	15
Theories of Motivation and Job Satisfaction.....	18
Process Theories of Motivation.....	19
Content Theories of Motivation.....	25
Effects of Various Factors on Job Satisfaction.....	32
Review of Studies on Job Satisfaction of Teachers outside Kenya.....	50
Review of Studies on Job Satisfaction of Teachers in Kenya.....	51
Conceptual Framework for the Study.....	52

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction.....	55
Research Design.....	55
Target Population.....	56
Sample and Sampling Procedures.....	57

Research Instrument.....	57
Instrument Validity.....	58
Instrument Reliability.....	58
Data Collection Procedure.....	59
Data Analysis	60

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE FINDINGS

Introduction.....	63
Demographic Characteristics of the Respondents.....	63
Analysis and Interpretation of the Independent Variables.....	69
Respondents Satisfaction in regard to Job Factors.....	99
Summary.....	113

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction.....	114
Summary	114
Findings of the Study	116
Conclusions of the Study.....	117
Recommendations of the Study.....	117

Suggestions for Further Studies.....119

Bibliography 121

Appendices..... 131

Appendix 1 : Letter of Introduction.....131

Appendix 2 : Questionnaire for Deputy Headteachers..... 132

LIST OF TABLES

TABLE	PAGE
1. House Allowance Structure for Teachers.....	44
2. Frequency Distribution of the Respondents' Personal Data.....	64
3. Respondents' Job Experience and Number of Lessons Taught.....	65
4. Respondents' Teaching Experience.....	66
5. Respondents' Teaching Experience as Head of Department.....	66
6. Respondents' Teaching Experience as Deputy Headteachers.....	67
7. Respondents' Previous Responsibility.....	67
8. Frequency Distribution of the Respondents' School Data.....	68
9. Deputy Headteachers' Age in Relation to Job Factors.....	70
10. t-Test for Independent Samples for Age of Deputy Headteachers.....	73
11. Deputy Headteachers' Gender in Relation to Job Factors.....	75
12. t-test for Independent Samples for Gender of Deputy Headteachers.....	77
13. Deputy Headteachers' Marital Status in Relation to Job Factors.....	78
14. t-test for Independent Samples for Marital Status of Deputy Headteachers.....	80
15. Distribution of Deputy Headteachers as categorized by Academic Qualifications.....	81
16. Deputy Headteachers' Academic Qualifications in Relation to Pay	82

17. Deputy Headteachers' Academic Qualifications in Relation to Recognition.....	83
18. Deputy Headteachers' Academic Qualifications in Relation to Interpersonal Relations.....	83
19. Deputy Headteachers' Academic Qualifications in Relation to Administrative Responsibilities.....	84
20. Deputy Headteachers' Academic Qualifications in Relation to Working Conditions.....	84
21. Deputy Headteachers' Academic Qualifications in Relation to Job Security	85
22. Deputy Headteachers' Academic Qualifications in Relation to Headteacher Leadership Style.....	85
23. Academic Qualifications in Relation to Job Factors.....	87
24. Distribution of Deputy Headteachers as Categorized by Job Experience.....	87
25. Deputy Headteachers Job Experience in Relation to pay.....	88
26. Deputy Headteachers Job Experience in Relation to Recognition.....	88
27. Deputy Headteachers Job Experience in Relation to Interpersonal Relations	89
28. Deputy Headteachers Job Experience in Relation	

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Administrative Responsibilities.....	89
29. Deputy Headteachers Job Experience in Relation to Working Conditions.....	90
30. Deputy Headteachers Job Experience in Relation to Job Security.....	90
31. Deputy Headteachers Job Experience in Relation to Headteacher Leadership Style.....	91
32. Analysis of Variance for Job Experience of the Respondents.....	93
33. Distribution of Deputy Headteachers as Categorized by School Category..	94
34. Deputy Headteachers' Category of School in Relation to Pay.....	95
35. Deputy Headteachers' Category of School in Relation to Recognition.....	95
36. Deputy Headteachers' Category of School in Relation to Interpersonal Relations.....	96
37. Deputy Headteachers' Category of School in Relation to AdministrativeResponsibilities.....	96
38. Deputy Headteachers' Category of School in Relation to Working Conditions.....	97
39. Deputy Headteachers' Category of School in Relation to Job Security.....	98
40. Deputy Headteachers' Category of School in Relation to Headteacher Leadership Styles.....	98
41. Summary of Analysis of Variance for the Category of School	

and the Variables.....	98
42. Satisfaction Level in Relation to Various Factors.....	99
43. Satisfaction Level and the Respondents' Appreciation by other Members of the School.....	101
44. Satisfaction Level and the Relationship with other members of the school.....	102
45. Satisfaction Level and the Responsibilities of the Respondent.....	103
46. Satisfaction Level and Independent Variables in Relation to Job Factors.....	104
47. Negative Job Aspects.....	105
48. Reasons for Disliking Negative Job Aspects.....	106
49. Job Aspects liked.....	107
50. Attitudes towards the Job.....	108
51. Summary of Job Satisfaction of Deputy Headteachers.....	109
52. Distribution of Deputy Headteachers to show their Job Dissatisfaction.....	111
53. Distribution of Deputy Headteachers to show their Job Satisfaction.....	111
54. Suggestions for the Improvement of the position of Deputy Headship.....	112

LIST OF FIGURES

FIGURE	PAGE
1. Relationship between Alderfer's ERG needs, Maslow's five-Level hierarchy of needs and Herzberg's Two Factor Theory.....	26
2. Conceptual Framework.....	54
3. Comparing Means For Different Age Groups.....	72
4. Comparing Means For Gender.....	76
5. Comparing Means for Marital Status.....	79
6. Comparing Means for Academic Qualifications.....	86
7. Job Factors and the Mean Scores of Deputy Headteachers in relation to their Age.....	92

LIST OF ABBREVIATIONS

B.A	-	Bachelor of Arts
B.Ed.	-	Bachelor of Education
C.B.E.	-	Curriculum Based Establishment
C.O.T.U.	-	Central Organization of Trade Unions
E.R.G	-	Existence, Relatedness, Growth
I.L.O.	-	International Labour Organization
K.C.S.E.	-	Kenya Certificate of Secondary Education
K.N.U.T.	-	Kenya National Union of Teachers
MBO	-	Management by Objectives
M.Ed	-	Master of Education
M.Sc.	-	Master of Science
P.C.E.A.	-	Presbyterian Church of East Africa
T.S.C.	-	Teachers' Service Commission

CHAPTER ONE

INTRODUCTION

Background of the Study

Education plays a pivotal role in the economic growth and development of a country. With the coming of independence in 1963, the Kenya Government needed to educate her people in order to take up the posts that had earlier been held by the colonial Government (Sifuna 1994). The need for education was increasing rapidly and education was regarded as an essential commodity for development (Manore 1969). In Kenya, the importance of education has been reflected in the proportion of the government expenditure on education. The amount of money allocated to education rose from ten percent of the annual budget in 1964/1965 to twenty percent in 1985/1986 and thirty-five percent in the 1994 fiscal year (Republic of Kenya 1996).

According to Mutua and Namaswa (1992), education is regarded as a tool for the social and economic development of families. Adhola in the Kenya Times (2001, January 8) said that education in the modern world has become the most crucial tool that any nation takes seriously in order to develop and prosper. Sifuna (1994) explained that if education could produce the high and middle level manpower so desperately needed by a developing country like Kenya, then the pace of economic development could be accelerated. As a result, teachers are required at every level of education including both primary and secondary school levels to produce this required manpower.

Teachers play a crucial role in education. Republic of Kenya (1996) noted that investment in a good teacher is quickly returned through the effectiveness of the persons he or she teaches over the years. According to Muya in the Daily Nation (1995, October 17), the government spent 1.6 billion Kenya shillings per month on teachers' salaries in 1994/95 financial year. Muya explained further that the money spent to train teachers is an investment from which the society expects to reap quality services. Republic of Kenya (1989) suggested that the quality of education depends on the availability of an adequate number of suitably qualified teachers to cope with the increasing number of student enrolment at both primary and secondary levels.

Enrolment of students in secondary schools grew significantly with the highest growth rate of 9.1 percent being achieved between 1972 and 1982. The number of secondary schools almost tripled in 1992 (Republic of Kenya 1994-1996). According to Republic of Kenya (1998), secondary school enrolment now stands at 218,946 students. Although enrolment of students was increasing tremendously, the overall growth of teachers was somewhat slower. The teacher/pupil ratio rose from 1:24 in 1964 to 1:54 in 1988 (Republic of Kenya 1984 -1988) indicating that there was a shortage of teachers. An effort had to be made to train enough teachers and by 1988 all the public universities in Kenya had produced 26,000 teachers increasing to 52,300 in 1993 (Republic of Kenya 1989-1993). The diploma colleges had on the other hand produced 38,000 diploma teachers with the number rising to 78,000 teachers in 1993

(Republic of Kenya 1989-1993). From these graduate and non-graduate teachers, head teachers and deputy head teachers are selected (Republic of Kenya 1998) to administer the secondary school institutions in the country in order to provide quality education. Those selected deputy head teachers are either retained in their current stations or transferred to other institutions on promotion.

Muya (1997) however noted that in 1995 the teachers deployed to become deputy head teachers took up the posts without being offered promotion. Waihenya in the Daily Nation, (2001, January 22) explained that the added responsibilities should be complemented with a higher salary and other incentives to increase job satisfaction.

A deputy head teacher is at the second structural level in the schools hierarchical structure. He or she is a professionally qualified teacher deployed to a school to assist the head teacher in managing the school besides undertaking normal teaching duties (Republic of Kenya 1986). Matthew and Long (1982) explained that, the deputy is the person who works out the tedious statistics, looks to the problems of staff and ensures that the teachers are standing in front of the right class at the right time.

Arnold and Fieldman (1986) noted that an organization cannot function without a line of authority to ensure that the decisions of leaders at the top are carried out at the bottom. This distribution of power has a certain impact on job satisfaction. Arnold explained further that there exists a positive relationship between job satisfaction and the amount of control a person exercises in his

work situation. For this reason, the first in command has more power than anyone else in the organization. The headteacher being higher in the structural level of a school has more power than the deputy headteacher.

The deputy headteacher has duties outlined by the Ministry of Education (Republic of Kenya, 1993). These include organization and administration of the approved school curriculum, assisting the preparation of the budget and management of school finances, collection and accounting for school funds and education management. Human management and participatory involvement in the overall school management are also duties of a deputy head teacher. Others include managing an office, management and maintenance of physical resources, teaching the subject of specialization, managing educational resources, offering instructional leadership while facilitating and monitoring learning activities and teaching techniques. Aduda in the Daily Nation (1997, October 27) explained that apart from the above outlined duties, the deputy head teacher finds himself or herself loaded with more delegated work from the head teacher.

The curriculum-based establishment (CBE) requires the deputy head teacher to teach twelve lessons (Republic of Kenya 1994) but when there is shortage of teachers he or she ends up taking a bigger load than required. This keeps him or her away from other administrative duties. Moulton et al in Dean (1995) in his study established that a deputy head teacher with a class to teach has an advantage in many ways as it allows him or her direct contact with pupils and provides an example to other teachers. Moulton

however recommended that the deputy should have enough time to deal with administrative duties. A teacher in Kenya Times (1997, March 15) did a survey on the deputy teachers about their prospects of becoming a head teacher. Some explained that it is only on the transfer, retirement, or death of the head teacher that a prospect for promotion occurs. This gives a clear indication of job dissatisfaction in deputy head teachers.

Mbugua (1998) noted that, problems of job satisfaction and motivation in Kenya have been addressed in various forums like trade unions meeting, seminars and public commissions. Republic of Kenya (1980) and Republic of Kenya (1985) also recommended improved working conditions and improved salaries for teachers. Teachers got a salary increment in 1997. Nation team (Daily Nation, 1997, October) explained that after the salary increment, the lowest paid teacher earns Kenya shillings 5,640 up from Kenya shillings 1,880. The highest paid teacher earns Kenya shillings 42,000 up from Kenya shillings 19,115. Buku in the Daily Nation (1997, November 8) had similar feelings as those of the teachers who felt that the increment would not change the financial status of teachers. On the other hand studies on job satisfaction showed that despite the implementation of the salary increment and improved working conditions teachers are not yet satisfied with their jobs. Ngalyuka (1985) for example noted that salary and working conditions were causes of job dissatisfaction.

Statement of the Problem

In most secondary schools, the deputy headteacher is selected internally from among the various heads of department or senior teachers (Republic of Kenya 1994). Most of these deputy head teachers take up the posts with the hope of being elevated to school headship. A Central Province secondary school teacher in Kenya Times (1997, March 15) expressed concern over the plight of deputy head teachers. He noted that deputy head teachers have been attending interviews for headship every two years but have had no promotions. This is bound to create frustration and job dissatisfaction in them.

Republic of Kenya (1986) explained that the conditions for the promotion of teachers, except under exceptional circumstances, should be considered after three years of recognized teaching service within any given grade. Adongo in the Daily Nation (1986, November 1) noted that even with this recommendation, deputy headteachers have not been promoted within this stipulated time. However, Republic of Kenya (1994) explained that the Teachers Service Commission can deploy teachers without promotion depending on the requirements of the various institutions. Chavasu in the Daily Nation (1997, October 6) expressed his concern over the issue and recommended that teachers should be rewarded with commensurate promotions and remuneration. He explained further that teachers deserve the best as the task they perform is of great importance to Kenya's social and economic development.

Kamau (1986) in his study had already noted that deputy head teachers are poorly compensated for the assortment of duties that they perform. Weru in the Daily Nation (1997, October 10) explained about cases in some schools where some students are driven to school in sleek cars as their teachers walk to school. Chavasu (Daily Nation, 1997, October 6) pointed out that a majority of teachers just teach while looking for other jobs to counteract the low compensation given to them by their employer.

Many of the deputy headteachers have only short stints of promotion during the short periods that they act as headteachers as they await the arrival of the new head teacher (Waihenya, Daily Nation 2001, February 22). Waihenya explained further that in many schools the deputy head teacher is supposed to head the school temporarily when the headteacher's post falls vacant. He noted that the Mangu High School deputy headteacher was supposed to head the school temporarily as he waited for the arrival of the former Jamuhuri head teacher to take over. Siringi in the Daily Nation (2001, January 26) also noted that the deputy headteachers of Cardinal Otunga Mosochi, Sengeru Girls Secondary School, Rangenyo Girls, Amasago Girls and Otamba Mixed Secondary School were deployed temporarily by TSC to take over headship of their respective schools. The sponsor of these schools, had earlier closed the schools over alleged poor management by the headteachers.

Kamau (1986) noted that most deputy headteachers are only involved in making routine decisions about the school with the head teacher interfering in duties that are specifically the deputy's zone of operation.

A Nation Correspondent (2001, March 14) noted that many deputy headteachers are afraid of making decisions because of the consequence of making such decisions.

Most of them are generally deprived of the opportunity to have access to important documents related to the running of the school though they are part and parcel of the school management. Aduda in the Daily Nation (1997, October 27) expressed their concern that even when there are management in-service courses for headteachers, the deputy head teacher is left out. Okwach in the East African Standard (2001, March 6) also sighted a case where lectures were organized for headteachers, boarding and counseling masters leaving out the deputy head teacher. The deputy headteacher is therefore sidelined in important matters of the school.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Several studies on job satisfaction have been done on teachers and headteachers. These include scholars like Karugu (1980), Kimengi (1983), Karanja (1984), Macaria (1984), Ngalyuka (1985), Okumbe (1992), Sogomo (1993), Madera (1995) and Mbugua (1998). However, no study has particularly been done on job satisfaction of deputy headteachers who are officers holding posts which have distinct problems and responsibilities. Nairobi being a major urban area has its own unique problems exerted on the work force. These include stress, high cost of goods, transport and housing problems. The deputy headteacher works in this unique environment compared to his rural counterpart. With this in mind the researcher decided to carry out the study in Nairobi Province.

Purpose of the Study

The purpose of the study was to investigate whether job satisfaction of Deputy Headteachers of Nairobi Province public secondary schools. It also identified the causes of job satisfaction to enable the employer to improve the motivational needs of deputy headteachers in order to increase their performance. Finally, the study investigated whether there was any significant difference between job satisfaction of deputy headteachers in Nairobi Province and the independent variables of age, gender, marital status, academic qualification, job experience and category of school.

Objectives of the Study

This study aimed at achieving the following objectives:

1. To determine the degree of job satisfaction among deputy headteachers of Public Secondary Schools in Nairobi Province.
2. To establish the job factors that cause job satisfaction among deputy headteachers of Public Secondary Schools in Nairobi Province.
3. To determine whether there is any relationship between job satisfaction and the independent variables of age, gender, marital status, academic qualification, job experience and category of school.

Hypotheses of the study

The study tested the following hypotheses:

- Ho1:** There is no significant difference between job satisfaction of deputy headteachers and their age.
- Ho2:** There is no significant difference between job satisfaction of deputy headteachers and their gender.
- Ho3:** There is no significant difference between job satisfaction of deputy headteachers and their marital status.
- Ho4:** There is no significant difference between job satisfaction of deputy headteachers and their academic qualifications.
- Ho5:** There is no significant difference between job satisfaction of deputy headteachers and their job experience.
- Ho6:** There is no significant difference between job satisfaction of deputy headteachers and their category of school.

Significance of the Study

This study investigated factors that cause job satisfaction and job dissatisfaction in deputy headteachers of Public Secondary School in Nairobi Province. It attempted to investigate the areas in which the deputy headteachers were satisfied or dissatisfied with the hope that the Ministry of Education, would take appropriate strategies and measures to minimize or prevent any job dissatisfaction. This would minimize the dissatisfaction so as

to produce an effective and efficient force of deputy headteachers in Nairobi Province and possibly in the whole country.

The findings of the study will also help the school headteachers to devise ways and means of reinforcing the deputy headteachers so as to enhance their job satisfaction for a higher and better performance. The school head teachers should vary their leadership styles to enhance deputy headteacher's job satisfaction. The Board of Governors can use the findings of this study to improve the terms and working conditions for the deputy headteachers in the schools in order to increase job satisfaction. The Teachers' Service Commission (TSC) in liaison with the Ministry of Education can use the findings to promote deputy headteachers. The Ministry of Education can use the findings of the study to determine the kind of motivation to be used on the deputy headteachers, be it salary increase, promotion, growth or development courses.

Limitations of the Study

The Researcher encountered financial limitations due to extensive traveling to schools to issue and collect questionnaires. The study also needed typing and printing which also requires finances.

Delimitations of the Study

Only the deputy headteachers of Nairobi Province public secondary schools were studied. The results of the study, having been restricted to

Nairobi Province which is predominantly urban, should be generalized with caution to other geographical locations which have their own unique conditions.

Assumptions of the Study

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

1. That the respondents were truthful and accurate when answering the various questions in the research instrument.
2. That the responses from the respondents were genuine indicators of their attitudes towards work.

Definitions 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.

Deputy Head teacher refers to the teacher immediately below the head teacher who acts as an assistant to the head teacher in running the school.

Job satisfaction refers to a set of positive favourable feelings with which employees view their work.

Job dissatisfaction refers to a set of negative emotional feelings with which employees view their work.

Motivation refers to a general class of drives, desires, needs, wishes and related factors that mobilize behaviour towards their realization or satisfaction.

Public School refers to a school started, developed and maintained by public funds either from the Government, parents, and communities (Kamunge, 1988).

Secondary school refers to an institution that comes after the primary school level, and before the tertiary level, where students receive instruction for four years from Form I to Form IV.

Teacher/Pupil 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.

Organization of the Study

Chapter one gives an introduction of the study. Chapter two deals with literature review and the conceptual framework of the study. The literature review expounds on the theories of motivation and job satisfaction and relates them to the question of job satisfaction among deputy headteachers of Nairobi Province public secondary schools. Chapter three explains the research methodology that was used in the study. It explains how the sample for the study was determined, data collection methods and analysis techniques. Chapter four describes the findings from data analysis

while chapter five is concerned with a summary of the research findings, conclusions, recommendations and suggestions for further study in the area.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter deals with Literature Review related to the study of job satisfaction of deputy headteachers and the theories of motivation. The first and second sections of this chapter deal with process and content theories of motivation and job satisfaction. Section three discusses the differences between the various variables of age, gender, experience, qualification, marital status, category of school and headteachers' leadership styles. Section four looks at the conceptual framework of the study and gives a review of other studies that have been done on job satisfaction by other scholars within and outside Kenya.

The Concept of Job Satisfaction

Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from appraisal of one's job or job experiences. The definition implies that in a work environment, workers bring in positive attitudes, which affect their work performance. According to Pestonjee (1991), job satisfaction is a person's attitude towards the job. Luthans (1989) on the other hand noted that job satisfaction is as a result of employees' perception of how well their job provides those things that are viewed as important.

Workers attitudes towards their jobs indicate the extent to which they are satisfied with their work. The assumption here is that the workers will have satisfaction in their jobs if the job satisfies their needs. Several researchers have come up with several findings in their studies. Gilmer and Deci (1977) noted that in a research done on clerical employees of a large insurance company allowed to participate in the decision-making process while another group was refused participation, different results came up. The workers who were allowed participation developed positive attitudes towards their work while the other group showed less positive attitudes. This reflected a relationship between job satisfaction and desired outcomes. Other studies have shown that the employee's attitudes towards their jobs have a positive correlation with the amount of reward given by the organization. Smith et al (1969) concluded that the tendency is for people to report higher degree of job satisfaction when they get more pay and greater opportunity to participate in formulating policies. Increase in these outcomes result in higher job satisfaction and higher levels of performance. Other important desired outcomes are autonomy and work variety, which are provided by enlarged jobs that tend to produce more job satisfaction. Enriched jobs on the other hand produce a high increase in workers' attitudes. This indicates that more pay, more varied jobs, more autonomy and more participation in decision-making and goal-setting leads to a higher level of job satisfaction (Gilmer and Deci 1977).

According to Flippo (1984), there are ten desired outcomes that when catered for produce a high level of satisfaction. These are pay, security of job, congenial associates, credit for work done, a meaningful job, opportunity to advance, comfortable, safe and attractive conditions, competent and fair leadership, reasonable orders and direction and a socially relevant organization. Flippo explained further that pay alone cannot motivate the whole person but works in conjunction with the other outcomes in motivating a worker. However, equity theory explains that workers inequitably underpaid will be dissatisfied with the work situation and will restore their inequitable ratio by lowering their inputs by doing less and lowering the quality of work. Security of the job is on the priority list for many employees and labor unions. The worker would like to work in a congenial environment where he or she feels a sense of belonging and acceptance by his or her colleagues. He or she should be rewarded for high performance as he or she strives towards self-realization and achievement in his or her job. He or she must know that his employment will provide an opportunity for advancement. Reyes (1990) explained that good leadership as a desired outcome will assure the worker that the organization will continue to offer the worker security in his or her job to prevent worker absenteeism and turnover. The management balances the employees' needs with those of the organization in order to produce positive attitudes in workers thus leading to a higher level of job satisfaction. For that reason, a deputy head teacher would like to know that there are future prospects of

promotion and advancement in his or her job in order to have a higher level of job satisfaction.

Job satisfaction within an organization is also determined by the people's expectations about their desired outcomes. If these expectations are met, they become satisfied but if the expected rewards fall short of their expectations, workers become less satisfied. It also follows that greater rewards produce greater satisfaction. According to Gilmer and Deci (1977), people are satisfied when they get more, rather than less of their desired rewards and when they get what they perceive to be equitable rewards given the amount they contributed to the organization. There is a general assumption that everyone in the work place expects more money, autonomy and decision-making but this generalization is wrong because people have different needs and there are differences in what satisfies them.

Theories of Motivation and Job Satisfaction

Job satisfaction has had a central role in the research and theorizing of industrial organizational psychology for nearly half a century with the two terms being used interchangeably. However, Luthans (1989) put a distinction between the two terms by defining job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. The same scholar defined motivation as a process that starts with a physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive. He explained that rewards

which fulfill important needs satisfy people but do not necessarily motivate them. Several scholars have done several studies on the two concepts and have come up with several theories explained below. The theories reveal factors which motivate behaviour and enhance job satisfaction in workers.

Process Theories of Motivation

Process theories are concerned with cognitive factors related to one another in the motivation of effort. The theories assume that at any particular time, an individual wants something. The theories try to determine the connection between a need and a specific direction, intensity of the need and the duration of behaviour in order to satisfy the need. They include the Expectancy Theory, the Equity Theory and the Goal-setting Theory.

Expectancy Theory

This theory was formulated by Vroom (1964). However, Porter and Miles (1974) suggested that Vroom's work was only an extension of psychologists like Lewin and Atkinson. The theory asserts that people are motivated to do things that they expect will lead to desired outcomes. These outcomes are things that satisfy needs. Vroom (1964) described motivation as a product of three factors referred to as valence, expectancy and instrumentality factors.

The first factor, valence, looks at the psychological value of an outcome, such as a teacher receiving high performance in his or her students

at the end of the instruction process. Luthans (1989) defined valence as the strength of a person's preference for a certain outcome. Graduate teachers for example may have a high valence for job advancement whereby promotion becomes the valence.

The second factor is expectancy. Dubin (1978) defined expectancy as a belief concerning the likelihood that a particular act or effort will be followed by a particular outcome which enables one to perform better. Expectancy is a probability ranging from 0 to 1 that an individual's particular action will lead to a particular performance.

The third factor is instrumentality which is a probability ranging between 0 and 1. Performance level (considered to be the first-level outcome) will lead to a reward (regarded to be a second-level outcome). Vrooms's instrumentality theory explains that people are satisfied with jobs that are instrumental for providing them with desired rewards and that they will be motivated to do jobs well enough only when those rewards are contingent on good performance. Vroom's valence-expectancy model proposes that motivational force should be a product of expectancy and valence.

Expectancy theory is very useful in an organization in that the management may be able to take a step forward in motivating its employees after identifying the employees' needs. However, the management should outline clear policies that reward good performance with the appropriate incentives. Donnley (1987) advocated that the management should provide

proper resources so as to help their employees achieve desired performance. This means that the management ought to guide the production process by providing the employees with ways and means of producing because lack of resources may hinder work performance that may be pegged to work incentives. In a school organization there should be clear guidelines and resources to facilitate high performance of the deputy head teacher to create job satisfaction in him or her.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Equity Theory

The equity theory was formulated by Adams (1963) who explained that a major input into job performance and satisfaction is the degree of inequity that people perceive in their work situation. Flippo (1984) explained that equity exists when a person perceives that the ratio of outcomes to inputs is in equilibrium, both internally with respect to self and relations with others. This means that an employee will compare the ratio of his or her inputs and outcomes to inputs and outcomes of others. Inputs include aspects like education, intelligence, training, seniority, age, sex, social status and effort expended on the job. Expected outcomes include rewards such as pay, status, promotion and intrinsic interest in the job. Inequality exists when one's own ratio of outcomes to inputs is either less or greater than those of the comparison person. As a result of this inequality the individual may feel guilty due to excessive outcomes to one's own and others' inputs.

Equity theory advocates payment of workers for the job done. The theory postulated that underpaid workers would be dissatisfied with the work situation and attempt to restore an equitable ratio. Organ and Bateman (1991) explained that the only logical means of reducing inequity is to produce a larger number of low quality items. Kreitner and Kinnicks (1989) also indicated that workers can adapt various strategies to reduce inequity by reducing their inputs, absenting themselves or taking longer breaks in an effort to lower the inequity.

However, when the needs that motivate a worker are satisfied by the organizations' reward system, there exists no dissonance and the worker is said to have a high level of job satisfaction. The theory then requires the management to do an evaluation of their reward system among the workers. A lot of research on the equity theory has been supportive of the theory. According to Ilgen and Hamstra (1972), research studies have shown that the level of satisfaction or dissatisfaction with the outcome received is a function of two comparisons. The scholars explained further that in the first case, a person compares his or her actual performance with his expected level of performance. In the second case, the person compares his or her actual performance with the perceived performance of a reference person. Equity theory should be used significantly by educational managers who should evaluate their methods of issuing rewards to their teachers in such a way that there is equitability between the teaching profession and other comparable professions.

Goal-Setting Theory

Goal setting is a process of choosing between a variety of possible alternatives on the basis of which one is the most likely to satisfy the person's need at the least cost. The chosen alternative becomes a goal, which directs subsequent behavior. Locke (1968) developed this theory and explained that a worker's primary motivation in a work situation can be defined in terms of his or her desire to achieve a particular goal. He explained further that having goals results in higher performance and those specific goals are more motivating than general goals. Goals motivate the development of behavior appropriate and necessary to attain them (Schultz and Schultz 1986).

Goal setting has been found to produce a substantial increase in employee output. It directs attention and action, mobilizes energy and effort, and increases persistence in task performance. Goal setting is an element of management by objectives (MBO). Luthans explained that MBO is usually attributed to Peter Drucker who coined the term and suggested that a systematic approach to setting of objectives and appraising by results would lead to improved organizational performance and employee satisfaction. According to Schultz (1986), Management by Objectives involves a mutual agreement between employees and supervisors on goals to be achieved in a certain period of time. It increases worker motivation and that it is a means of appraising performance as it focuses on how well people accomplish the goals they set for themselves. The two scholars explained further that MBO

also challenges employees to increase their productivity in the future and actively involves the employees in their own performance evaluations.

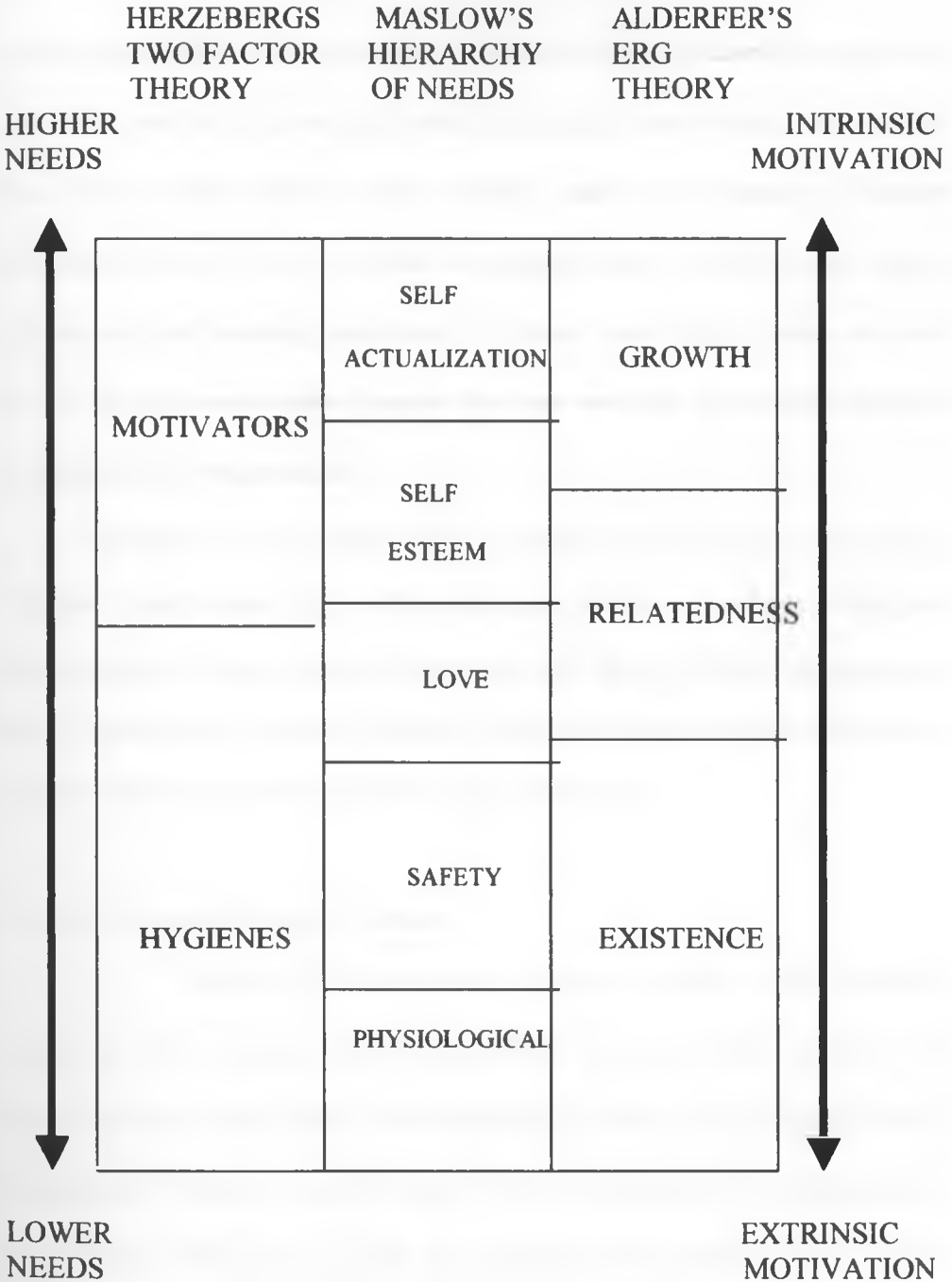
A number of studies have demonstrated that when an individual or group has a specific goal, there is higher performance than when the goals are general (Kenneth 1975). In goal setting, employees meet individually with supervisors to determine the goals they will strive for during the period before the next appraisal, usually one year. The goals must be realistic, specific and as objective as possible.

MBO also involves performance review where employees and supervisors meet to discuss and evaluate how effectively the goals were met. This makes the process of MBO a mutual process as both parties participate in the appraisal. Murray (1981) explained that in a study conducted at a large oil company, 91 percent of the employees indicated their satisfaction with MBO evaluations. The only problem with MBO is where the employees are pressured to increasingly set higher goals one year to the next (Pringle and Longenecker, 1982). Participation is another element of MBO whereby, the worker participates in setting the goals which must be achievable. Kenneth (1975) explained that if the worker perceives the participation to be legitimate, he or she will have a higher positive productivity and that involvement and participation are correlated positively with the level of satisfaction.

Content Theories of Motivation

Content theories of motivation aim at determining what motivates people in their work environment. Luthans (1989) noted that the theories are concerned with identifying the needs and drives that people have and how these needs and drives are prioritized. Okumbe (1998) pointed out that the theories are mainly concerned with the kinds of incentives and goals which people aim at attaining in order to be satisfied to improve their performance at work. The theories include the Needs Hierarchy Theory, Herzberg's Two-Factor Theory and ERG Theory. The figure below compares all these theories in one perspective.

Figure 1: Relationship between Alderfer's ERG needs, Maslow's five-level Hierarchy of Needs and Herzberg's Two-Factor Theory



(Adopted from Luthans 1992 p.161).

Content theories have similar lower and higher level of needs.

Herzberg's lower levels of needs are called hygienes. They include working

conditions, supervision, organizational policy, interpersonal relations, salary, job security and status. Motivators include achievement, recognition, work itself, responsibility and advancement. Maslow on the other hand categorized his lower level of needs as safety and physiological needs which are vital for life. These needs include food, clothing, shelter and security. Alderfer classified his lower level of needs as existence needs, which include salary, job security and working conditions. All these lower level of needs are said to be extrinsic motivators because they are satisfied by external rewards provided by the organization.

Included in the higher level of needs are Herzberg's motivators, Maslow's self-esteem and self-actualization needs as well as Alderfer's growth needs. These needs are concerned with the growth and development of the individual. They are intrinsic motivators as they are job satisfaction factors within the job and provide intrinsic motivation.

Maslow's Needs Hierarchy Theory

Maslow (1943) proposed a theory of needs, which classified needs into five categories and arranged them in a hierarchical manner. The lower category needs must be met before one can reach the higher needs. According to Maslow, people always strive to progress up the hierarchy in their lifetime. While some people may stagnate at one particular level, others fluctuate up and down over shorter periods of time. Maslow also pointed out that once a need is satisfied, it no longer motivates and the individual gets

prepotency for the next level of needs and he or she immediately seeks to satisfy that level of need.

The lowest level of needs in Maslow's hierarchy of needs is the level of physiological needs. These include the need for food, shelter, rest, oxygen, water, avoidance of pain and waste elimination. These needs govern an individual's behaviour until they are met. They are said to be primary as they are necessary to sustain life.

The second level of needs is one's need for safety. These needs become prepotent once the physiological needs are satisfied. If the physiological needs are not met, the need for safety will not be strongly operative (Gilmer 1977). In safety needs, the individual tends to result to fear of threat from looming natural calamities like earthquakes and floods, loss of possession and breakdown of social order. It is always expected that stable political conditions in a country will largely satisfy safety needs but more often, people never feel completely secure and exhibit patterns of behaviour that others consider to be neurotic. In organizations, safety needs are met by the mere fact that the individual is guaranteed of his or her job tomorrow.

The third level of needs is love needs. Everybody needs to be loved and cared for. A reasonable gratification of physiological and safety needs prepares a person for the experience of wanting to give and receive affection in relationships with others like parents, spouse, friends and colleagues. People who have satisfied their physiological and safety needs but are lonely will have a high need for attention and consideration from others. According

to Organ and Bateman (1991), Hawthorne studies showed that informal social groups arise in organizations to satisfy the affiliation needs that the organization often does not provide. The fourth level of needs is the need for self-esteem. Individuals need esteem from self and others. Organ and Bateman (1991) noted that having gained acceptance, acceptance alone does not suffice and the individual feels the need to regard himself as capable of independent thought and action, deserving of respect, and confident in confronting his problems.

The final level of needs is self-actualization. An individual's need to self-actualization is the need to be what one wants to be to achieve fulfillment of one's personality. Very often, people strive to actualize their self-potential.

Maslow's theory is taken in high regard by organizations but it has been doubtful whether the needs operate in such a clear-cut hierarchy however reasonable they may be. Donnely (1987) also explained that these needs are not all equally important to a person but rather exist in a hierarchy of importance with physiological needs at the bottom of the hierarchy and self-actualization at the top. Maslow's theory of human needs has had a lot of criticism from other researchers like Alderfer (1972) who conducted a cross-sectional study of need strength. The findings of the study disagreed with the hierarchy concept as described by Maslow.

Although Maslow's theory has had a lot of criticisms, it has contributed a lot to organizational theory by giving a guideline to the

management as to the kind of needs that the employees strive for. It is however important for the managers to note that, individuals have different needs and should strive to balance these needs with those of the organization. Educational managers should strive to provide an enabling environment for teachers to meet their needs.

ERG Theory

The theory was developed by Alderfer (1972) and is closely related to Maslow's and Herzberg's theories. Alderfer suggested three basic human needs namely: existence needs, related needs and growth needs. Existence needs are the lowest level of needs which govern physical survival and include the need for food, water, shelter and physical safety. He explained further that an employee through salary, fringe benefits, a safe working environment and some measure of job security can satisfy these needs. This lower level needs compare to Maslow's physiological needs. Relatedness needs involve interactions with other people for emotional support, respect and a sense of belonging. Growth needs focus on self and include the need for personal growth and development. Using one's capabilities to the fullest can satisfy them. A major difference between ERG needs and Maslow's needs is that ERG needs are not rigidly hierarchical. More than one of the ERG needs can operate at the same time. While Maslow believed that once a need is satisfied it no longer motivates an individual, Alderfer suggested that

the satisfaction of a need increases its intensity and that the satisfaction of Alderfer's higher needs may lead to a reversion of a lower need.

Herzberg's Two-Factor Theory

This theory was formulated by Herzberg (1968) and is consistent with the self-actualization of Maslow. According to Flippo (1984), Herzberg proposed that human beings have two needs: the need to avoid pain and survive and the need to grow, develop, and learn. Herzberg divided the needs into hygienes and motivators: hygiene factors include pay, interpersonal relations, supervision, company policy administration, working conditions, status and security. These factors do not promote job satisfaction though their absence or deficiency would create dissatisfaction while their presence would only serve to remove dissatisfaction. (Organ and Bateman 1991) explained that we notice them only when there is a problem and when we feel discomfort and irritation. Motivators include opportunities for personal growth, achievement, recognition and responsibility. These factors are concerned with work itself rather than its physical, administrative or social environment, which means that the job itself is the major source of motivation.

Herzberg did research with two hundred accountants and engineers whom he asked to list aspects of their job that they did not like or events that they personally experienced as bad or good in their jobs. The result after analysis indicated that factors associated with the job itself tend to lead to job

satisfaction and are called motivators. The factors surrounding the job environment (the hygiene factors) did not seem to add to the employees' satisfaction with their jobs. He also noted that hygiene factors do not bring about satisfaction but temporarily provide relief from dissatisfaction.

Herzberg viewed motivators as the only factors that produce satisfaction and that only hygiene factors produce dissatisfaction. Herzberg has been proved wrong by critics like Karugu (1980) and Macaria (1984) who suggested that some hygiene factors like pay could also act as motivators. Other critics have criticized Herzberg's theory as being method-bound where individuals tend to blame environmental factors for job failure and consequent dissatisfaction and take credit for any job success that occurs (Flippo 1984).

The second criticism pointed out that Herzberg's studies were done on subjects of higher-level jobs who had already formed an interest in their jobs. Although Herzberg has been criticized for his work, he has contributed a lot to management practice in the area of work motivation. In Educational Management, Herzberg's two-factor theory comes in handy as the educational managers can improve the nature of the job by allowing autonomy in task performance while the job should provide advancement, achievement and growth for the teachers.

Effects of Various Factors on Job Satisfaction.

In order to understand job satisfaction, Pestonjee (1991) explained that one should consider the factors related both to the job and to the individual. Researchers on job satisfaction have done many studies. Kimengi (1983), for example, in his study showed that teachers were not satisfied with headteachers' supervision and that graduate teachers were dissatisfied with the job factors of working conditions, the work environment, security, recognition and the work content. Generally, work itself, achievement and interpersonal relations are the best satisfiers for a teacher while lack of advancement, recognition, relations with the administration and relationship with students bring dissatisfaction (Maleche 1972). The various factors to be analyzed are age, gender, job experience, category of the school, marital status, pay, working conditions, promotion policies, job security, recognition, work itself and inter-personal relations.

Age

According to Rhodes (1983), job satisfaction increases with age with the least satisfaction levels being reported by the youngest workers. Luthans (1992) also noted that young workers seem to be less satisfied with their jobs than their older counterparts. Luthans (1992) explained further that young workers come with expectations that cannot be fulfilled as jobs prove insufficiently challenging. Randolph and Blackburn (1989) explained that research studies have found out that older employees tend to report higher

levels of satisfaction because they see fewer opportunities for other jobs. Davis (1981) also noted that as workers grow older, they tend to be slightly more satisfied with their jobs because of lower expectations and better adjustment to their work situations. The scholar said that younger workers tend to be less satisfied because of higher expectations and less adjustment to the work environment. Flippo (1984) explained that even as job satisfaction increases with age, managers have a notion in their mind that older employees are considered inflexible, resistant to change, less creative and unable to deal with critical situations. Flippo(1984) added that studies have shown that when given equal opportunity, they are equal of the younger in terms of quantity and quality of output. In addition, they offer maturity derived from experience. The same scholar explained that older workers are fully aware of the discriminations that exist about agility and dexterity, and are more appreciative of the job they now hold. Albanese and Fleet (1983) indicated that older workers have stronger values and more favourable job attitudes than younger workers.

Younger workers have a lot of energy and enthusiasm. When they join an organization, they imagine that promotion is forthright and immediate. In the hope for this, they work energetically for the first few years. If their expectations are not met, they loose interest in their work and reduce their productivity level and job dissatisfaction creeps in (Luthans 1992).

On the other hand, Porter and Steer (1973) found out that as one gets older, it is less likely for one to quit his or her job because he or she has fewer job openings. At the same time, the older workers are afraid of the change they might find in other organizations. They have more family responsibilities and therefore choose to remain in the place they know best (Flippo 1984). Unless the new job offers better terms, the older workers prefer to stick with the current employer. According to Davis (1981), a study of nearly 4,000 managers showed a steadily rising job satisfaction index with advancing age as follows:

Under 30 years	3.41
30 - 40 years	3.42
41 - 55 years	3.57
Over 55 years	3.63

Gender

In the last decade the proportion of the female work force has been increasing at a rapid rate. The change has been attributed to cultural beliefs and norms. Many studies on gender job satisfaction do not have a consensus on the satisfaction in regard to gender. However, Reyes (1990) did a study on one hundred and fifty teachers and his findings were that gender was related to job satisfaction in which more women were satisfied with their jobs than men. Okumbe (1998) in his study showed no significant difference between male and female graduate teachers.

Many scholars have indicated that gender is significantly not a factor affecting job satisfaction but rather that other factors have a greater impact

on job satisfaction. These include attitudes of employers. Many employers go to the extent of refusing to hire women with younger children, married women and pregnant women. Their bone of contention is that women will waste a lot of the organization's time due to family responsibilities. Others think that the intelligence quotient (IQ) of women cannot measure up to that of men in work performance (Gilmer and Deci 1977).

Many female workers are subjected to unwelcome sexual advances by their male counterparts with requests for sexual favours. Luthans (1992) noted that many women have a low job satisfaction because they feel they are subject to male stereotyping that hinders their chances of promotion. Luthans explained further that research has shown that higher job tenure lessens the effects of job dissatisfaction in male employees. Gilmer and Deci (1977) also noted that in many professions, the female workers are paid less than their male colleagues in the same positions. Randolph and Blackburn (1989) also explained that women tend to report lower levels of satisfaction especially with regard to pay and promotion.

Job Experience

According to Okumbe (1998), Herzberg's studies in 1955 showed a considerable trend in job attitudes according to age and length of service. Other studies have indicated that job satisfaction increases with experience. According to Albanese and Fleet (1983), people with greater seniority enjoy improved pension benefits, greater job security, better job assignments,

opportunities for promotion and more status symbols. They further said that members who have invested more time in the organization are considered special and are given a greater share of rewards. Among the studies on the subject is by Reyes (1990) who indicated that teaching experience and organizational tenure were associated with teacher job experience. Schultz and Schultz (1986) indicated in their study that age and experience on the job usually bring greater competence, confidence, self-esteem and high levels of responsibility. Such a person will be confident and sure of the performance process, which will reduce time wastage and increase quality performance in him or her.

Category of School

A study by Kimengi (1983), established that there was no difference in job satisfaction between teachers and the school type in which they were teaching. Another study by Okumbe (1992) noted that graduate teachers in private schools showed a higher job satisfaction than those in public schools in all job factors except security. These factors include remuneration, working conditions, work content, recognition, interpersonal relations, security, management and supervision.

Marital Status

There has been very little research done on this area. Garrison and Muchinsky (1981) pointed out that despite the little research, the findings

indicate that married employees have fewer absences, less turnover and have a higher satisfaction in their jobs. A married person is bound to stick to his or her job due to his or her family responsibilities. Robins (1989) added that marriage imposes increased responsibilities to a married person giving the person positive feelings that his or her job is valuable and important.

Leadership Styles

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Reyes (1990) said that research has been done on leadership styles in order to show their effects on such variables as satisfaction and frustration. According to Hellriegel et al (1986), one leader can use all leadership styles depending on the situation but that the key to effective management is the ability to diagnose the situation before choosing a leadership style. Albanese and Fleet (1983) said that research has shown that there is no best way to lead and that leadership depends on various variables as the task to be done and the specific requirements of the leadership problem. The findings were that employees have an overwhelming preference for the democratic leader more than the autocratic leader. Randolph and Blackburn (1989) explained that the democratic leader permits subordinates to share the decision-making process. The scholars explained further that while the autocratic leader relies heavily on power inherent in his or her position to get people to carry out his or her decisions, the democratic leader relies more on the powers of persuasion.

According to Davis (1981), autocratic leaders centralize power and decision-making in themselves and structure the complete work situation for their employees who have to do what they are told. The writer explained that this makes employees to develop fear, dissatisfaction, frustration and conflict and that democratic leaders decentralize authority while informing employees about conditions affecting their jobs. Other workers regard the Laissez faire leader more positively than the autocratic leader. As a result workers under democratic or laissez faire leaders are found to have a higher job satisfaction as these leadership styles allow a lot of autonomy and flexibility in jobs. According to Luthans (1982), other studies show that a participative climate created by the leader has a more substantial effect on workers' satisfaction. Hellriegel et al (1986) argued further that a supportive manager could increase employees' satisfaction in their work.

Pay

Pay is an important factor for job satisfaction. It includes the amount, fairness or equity and basis of remuneration. Hellriegel et al(1986) also noted that high achievers also value pay as a strong symbol of their achievement and adequacy but that the money may create dissatisfaction if they feel that it alone reflects their contribution. According to Okumbe (1998, p.76) argued that:

Employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectation, and that job satisfaction is enhanced when

workers see their pay as being fairly based on job demands, individual skill level and the overall national pay standards.

The scholar explained further that workers would perceive insufficient pay as a determinant of job dissatisfaction. According to Edwards (1995), pay should be proportional to the work done. Luthans (1992) also argued that wages are a significant factor in job satisfaction and money not only helps people to obtain their basic needs but also is instrumental in providing upper-level needs of satisfaction. However, Albanese and Fleet (1983) saw pay as an insufficient incentive to persuade workers to do their job. The two scholars explained that even extra pay would not persuade workers to work overtime if the additional amount of take-home income they could earn is not comparable with the sacrifice they make.

Arnold and Fieldman (1986) noted the importance of this factor as it facilitates the obtaining of the basic necessities of life like food, shelter, and clothing while it provides the means of relaxation after hard hours of work. It can also serve as a symbol of achievement and a source of recognition. The International Labour Organization Report (1978) noted that the remuneration given to teachers by society reflects the importance which the society attaches to the teaching profession. The report recommended that teachers' salaries should compare favourably with salaries in other occupations. The salaries should reflect the importance of the teaching profession to the society.

In 1997, teachers in the country were dissatisfied with their pay and as a result held a 12-day strike. Konchola in the Daily Nation (1997, October 3) noted that KNUT, in the same year, held talks with the then Minister for Labour Mr Masinde, in order to end the strike that had been started by the teachers. The two teams discussed ways of resolving the grievances. Shimoli and Waihenya (Daily Nation 1997, October 13) explained that the twelve-day strike had finally ended with the Government agreeing to the demands of the teachers. Waihenya continues to say that the Government had agreed to implement the 150 – 200 per cent pay rise over a five-year period. According to Waihenya in the Daily Nation (2000, July 10), the package put the teachers' salaries above those of their counterparts in the civil service. Waihenya explained further that a graduate teacher, for example, whose salary went up to KShs 8,654 earns more than an economist or an assistant engineer who earns KShs 8,167.

According to Hersey et al (1996) more research has found out that money, the oldest reliable motivational tool, is not as mighty as it is supposed to be particularly for production workers. Roomkin (1989) also explained that even though workers want to advance their own financial position, there are other considerations like opinions of their fellow workers, their comfort and enjoyment on their job, and their long-range security.

Working Conditions

Working conditions include equipment, ventilation, hours of work, rest pauses, temperature and quality of the workplace (McCormick and Ilgen 1987). Workers are always concerned with their working environment in regard to their comfort and ease of performing their job efficiently. The working environment should be clean with adequate and modern tools and equipment in order to raise the workers' morale. Luthans (1989) indicated that such environmental features as temperature, humidity, ventilation, lighting, noise and cleanliness affect an individual's job satisfaction. Workers also require adequate tools and equipment to perform their jobs effectively. If the working conditions are clean and attractive the workers find it easier to carry out their jobs and that poor working conditions make the workers perform poorly in their jobs. Smith et al (1969) explained that a favourable working environment leads to increased productivity, hence increased worker input as it reduces absenteeism, labour turnover and accident frequency rate. McCormick and Ilgen (1987) explained that although working conditions in many countries have improved over recent decades, the conditions for some workers are not as they should be. The authors say that the improvement of working conditions should be a continuing concern for management. According to Hellriegel et al (1986), a worker's job satisfaction depends on the match between working conditions and the physical needs and that working conditions that are satisfying facilitate goal attainment.

The Government has made a lot of effort in improving the working conditions of teachers by increasing their house allowances. According to Waihenya in the Daily Nation (2000, July 10), the Kipkulei Harmonization Commission recommended higher house allowances for civil servants and teachers. However, job dissatisfaction still exists as teachers still renew calls through their union for the implementation of the remaining phase of the disputed salary increment (Nation Team 2001, April 4).

The harsh economic conditions in Nairobi are bound to create problems for workers. Buku in the Daily Nation (1997, November 8) said that in 1997 a single room in some Nairobi estates like Umoja, Dandora and Eastleigh was being rented for KShs 3,000. Waihenya in the Daily Nation (2000, July 10) explained that by the year 2000, the rents were between KShs 15,000 and KShs 20,000 for a good two-bed roomed house. Waihenya further pointed out that the government has taken into consideration this high rent and given higher house allowances to Nairobi teachers. The table below shows the differences in the house allowances.

Table 1: House Allowance Structure for Teachers

SALARY BAND	NAIROBI CITY	MUNICIPALITIES AND OTHER AREAS
KShs per Month	KShs per Month	KShs per Month
3420 – 3900	1700	1200
4030 – 5015	2100	1400
5175 – 6050	2950	2100
6285 – 9995	3600	2500
10280 – 14070	5500	3800
14530 – 15980	8500	5500
16510 – 18100	13000	6300
18725 – 20600	15000	8500
21225 – 23200	17300	10000
23924 and above	17700	11500

(Adopted from Daily Nation 2001, April 21, p. 1.)

Waihenya in the Daily Nation (1997, October 6) further explained that the government is doing this in an effort to raise job satisfaction in teachers. However, a teacher in Starehe High School said that he was still dissatisfied and kept on applying for new jobs with no luck. The same teacher explained that another teacher in Nairobi School was unhappy with the disparity in salaries between private and public secondary schools. He sighted an example of form four school leavers who are paid higher in the private sector saying that this erodes a teacher's job. The various responsibilities and problems faced by deputy headteachers are bound to create job dissatisfaction in them. This has necessitated the initiation of this study on job satisfaction of deputy headteachers of public secondary schools in Nairobi Province.

Promotion Policies

Luthans (1989) observed that employees want promotion policies that they see as just, clear and measurable to their expectations. Promotion takes people to a higher level of their occupation. Higher-level occupations result to promotions that provide better payment for workers and better working conditions as these levels encourage fuller use of workers abilities making them more satisfied. Luthans (1989) explained that as one goes up the hierarchy, one finds more satisfied employees. He however noted that individuals who are promoted on the basis of seniority often experience job satisfaction but not as much as those who are promoted on the basis of performance. Randolph and Blackburn (1989) also explained that when people feel that reward systems and promotion practices are fair to them, they experience a higher level of job satisfaction.

Smith et al(1989) on the other hand explained that jobs at higher levels in an organization provide workers with more autonomy to do their jobs, become more challenging and are pegged to higher salaries. Mbugua (1998) in his study of job satisfaction among business education secondary school teachers noted that teachers ranked promotion first as a factor of job satisfaction in terms of value. A satisfied teacher is one who gets a chance for promotion after a reasonable period of service (Maleche 1972). Karugu (1980) however, indicates in his study that teachers are unhappy with the method of promotion.

A Central Province secondary school teacher in the Daily Nation (1997, March 15) explained that in a survey done in a school of twenty-five teachers, the post of a deputy head teacher is not enviable. The teacher explained further that, asked whether they would like to become deputy headteachers, the teachers gave astonishing responses. Two teachers showed a liking for the post, five were interested in knowing how long it would take them to be promoted to school headship, ten showed a dislike for the post while eight said they would like to either become or remain heads of department instead.

Job Security

According to Randolph and Blackburn (1989), employees feel more job satisfaction if the general working environment is safe and comfortable. Every worker would like to work in an organization that provides future security of his or her job. They would like to be assured of continued employment, either in the same organization or within the same industry as explained by Pestonjee (1991). According to Albanese and Fleet (1983), even the degree of threat by an organization's competitors may be so intense that the individual job behaviour is strongly affected. Without job security, workers feel insecure, have higher anxiety levels, increased job dissatisfaction while their turnover is increased.

Workers prefer some professions to others. Lenaham (1975) noted that teaching is considered as a profession that provides job security in terms

of employment and income but has fewer opportunities of reaching positions of responsibility.

Recognition

Job recognition is a major determinant of job satisfaction among workers. According to McCormick and Ilgen (1987), recognition is praise and credit for work done. Workers would like to be respected and appreciated in whatever task they undertake in their jobs. According to Randolph and Blackburn (1989), employees like to feel that their supervisors respect them as competent people. The two authors explain further that when employees see their supervisors or managers as competent, honest and fair, their satisfaction tends to be higher. Gilmer and Deci (1977) explained that so long as the desire for respect and approval of workers by co-workers, employers and other members of society is attained, one's feeling of satisfaction is attained. The employer especially should make an effort of recognizing their workers by providing rewards and incentives for good work done. The education system should on this note formulate clear policies of recognizing the teachers' efforts through promotions and other incentives that are comparable to workers in other professions. Jones (1962), for example, noted that dissatisfaction among teachers results from self-comparison with people outside the profession, thereby creating a high teacher turnover. Karanja (1984) in his study also noted that lack of promotion and recognition for work performed and lack of chance for

advancement causes dissatisfaction in teachers making some of them to resign.

Work itself

According to McCormick and Ilgen (1987), work itself is a factor, which includes intrinsic interest in the job, job variety, opportunity for learning, chances for success, control over workflow and amount of the work. They explained further that job enlargement and enrichment reduces the monotony of performing a job because the work becomes more meaningful and more challenging. Flippo (1984) said that workers prefer jobs that give them opportunities to use their skills and abilities, with jobs that allow autonomy and feedback being better preferred. According to Luthans (1992) research has shown that feedback from the job itself and autonomy are major job motivational factors and that interesting and challenging work produces job satisfaction. Randolph and Blackburn (1989) explained that work is an important factor in employees' job satisfaction. People tend to feel higher job satisfaction when their work is interesting and challenging but not too challenging for their own desires. McCormick and Ilgen (1987) also felt that mentally challenging work that the individual can successfully accomplish is satisfying and that tiresome work is dissatisfying.

The worker must also feel that the job content is commensurate to his or her inputs. Imber and Reyes (1989) in their study on teachers found out that those teachers who take their load as unfair have higher levels of job

dissatisfaction that will make them lower their inputs. In a school organization, there is need for a clear clarification of duties and responsibilities so that the head teacher, the deputy and the staff members know what duties fall within the realm of the deputy (Kamau 1986). Coulson and Cox (1975) also explained that although salary scales are well established and the title of deputyship recognized everywhere, the duties and authority of the post remain abstinently hazy.

Interpersonal Relations

Working relations among workers is an important factor of job satisfaction. According to Luthans (1992), friendly, co-operative co-workers are a moderate source of job satisfaction to individual employees and that a good work group makes the job more enjoyable. Randolph and Blackburn (1989) also said that employees are more satisfied if they feel that their co-workers are co-operative and if they have a sense of kinship with their co-workers. Hellriegel et al (1986) added that individuals are satisfied with colleagues who help them attain rewards and those who see things the same way they do. According to Bushardt et al (1986), Hawthorne studies established that inter-personal relations developed in the workplace influence job satisfaction. Mbugua (1998) in his study of job satisfaction of secondary school teachers found out that teachers ranked this factor as eighteenth in order of importance and explains that teachers have more time to interact with people in other professions making them satisfied with this factor.

Organ and Bateman (1991) noted that cohesive industrial work groups like their jobs more than isolated workers do. Couslon (1976) in his study found out that poor relationships between teachers, headteachers and deputy heads are the major sources of teacher dissatisfaction. He explained further that conflict between workers in an organization is as a result of role ambiguity. Bush (1980) on the other hand suggested that much of role ambiguity, frustration and conflict underlying the position of a deputy would be resolved if there was a realization that the duties which should fall under the deputy are not as a result of delegation but the right of differentiation within the organization.

Review of Studies on Job Satisfaction of Teachers outside Kenya

Several researchers have undertaken studies on job satisfaction of teachers. Sergiovanni (1967) for example, did a study on one hundred and seventy five teachers in the United States of America and realized that the variables of achievement, recognition and responsibility contributed to teacher job satisfaction. He also noted that interpersonal relations, technical supervision, school policy and administration contributed to teacher job dissatisfaction.

Younes in Bishir (1975) noted that there are few qualified teachers in the Arab World. This is because the teaching profession is unable to attract competent people due to low pay and low social status of teachers. Younes

recommended that the teaching profession should be given a satisfactory social economic status.

In Jamaica, Rodgers-Jenkinson and Chapman (1990) in their study of teacher job satisfaction of two hundred and ninety teachers, in both public and private elementary schools, realized that school working conditions, and interpersonal relations contributed to the teacher job satisfaction with the most satisfied teachers being those that received appreciation and support from the parents and the community. Sergiovanni and Carver (1967) in Ngalyuka (1985) argued that salary, working conditions, good supervision, teaching materials, small class, preparation periods and overtime pay must be provided to teachers to prevent dissatisfaction.

Review of Studies on Job Satisfaction of Teachers in Kenya

Several studies on job satisfaction of teachers in Kenya have been carried out. Karugu (1980) and Macaria (1984) in their studies established that hygiene factors like pay could also act as motivators. Karugu also established that teachers are unhappy with the method of promotion. Ngalyuka (1985) in his study noted that salary, working conditions and good supervision must be provided to teachers to prevent job dissatisfaction. Kimengi (1983) noted in his study that there was no difference in job satisfaction between teachers and the school type. He also established that graduate teachers were dissatisfied with working conditions, work environment, security, recognition and work content. Karanja (1984) in his

study found out that lack of promotion and recognition for work performed and lack of chances for advancement causes job dissatisfaction. Okumbe (1992) noted in his study that graduate teachers in private secondary schools had a higher job satisfaction than those teachers in public secondary schools in all factors except security. Mbugua (1998) noted that teachers ranked promotion first as a factor of job satisfaction in terms of value. Madera (1995) in her study found out that people with higher-level occupations tend to be satisfied with their jobs.

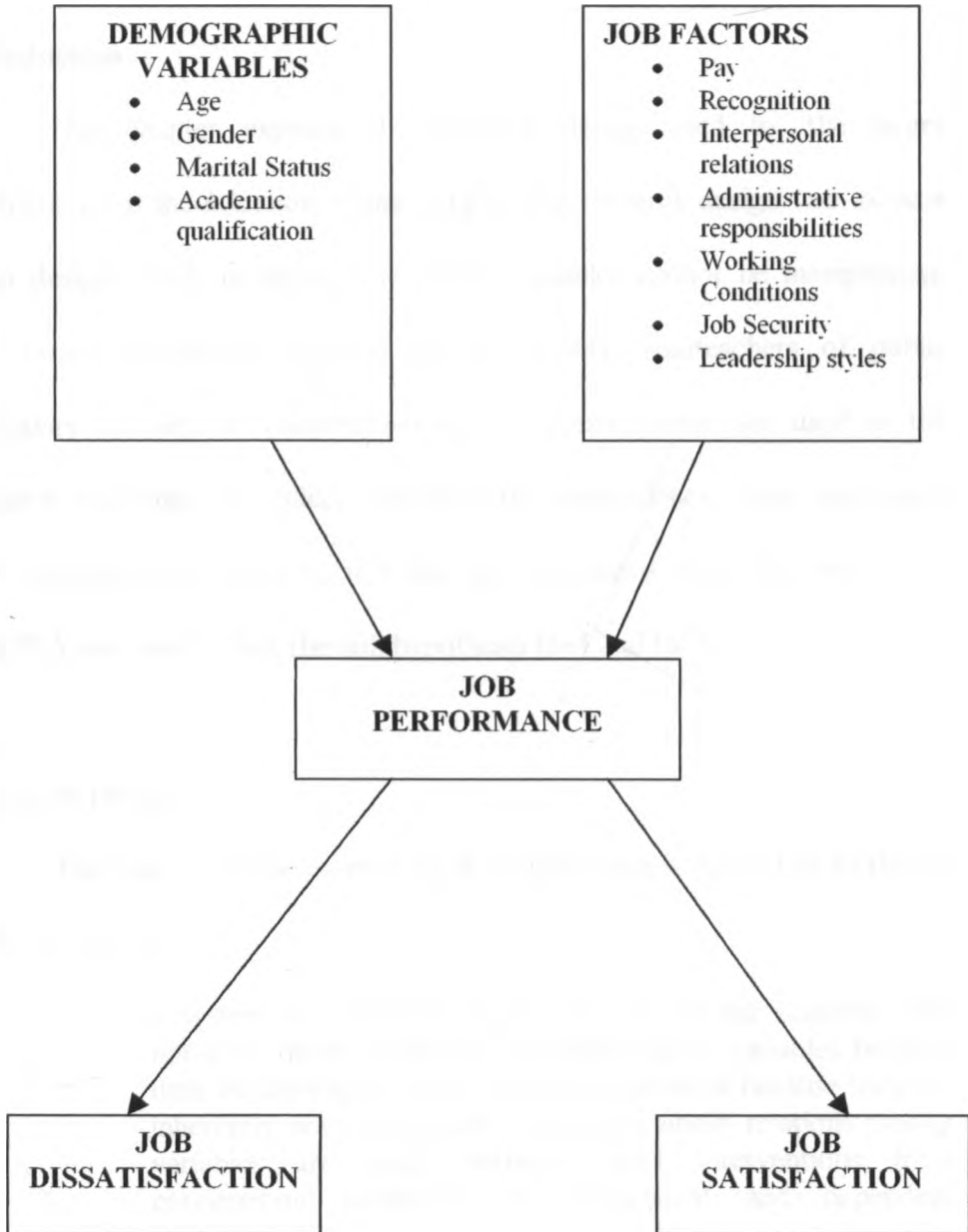
All these studies have been done on the classroom teachers and not the deputy headteachers. It was therefore important for the researcher to carry out the study on deputy headteachers to investigate their level of satisfaction.

Conceptual Framework for the Study

The study relates to the independent variables of age, gender, marital status, academic qualifications, job security and category of school that were used as some of the indicators of job satisfaction in deputy headteachers of public secondary schools in Nairobi Province. Job satisfaction or job dissatisfaction may vary depending on the above variables. The study tried to determine whether the above factors increase or decrease job satisfaction and whether they cause job dissatisfaction.

The job factors of pay, recognition, job security, interpersonal relations, administrative responsibilities, working conditions and headteacher

leadership styles are other independent variables and indicators of job satisfaction level. They are directly concerned with the job and their effect on the respondents can cause either job satisfaction or job dissatisfaction. Job satisfaction and dissatisfaction are dependent variables that are directly affected by the independent variables above of age, gender, marital status and academic qualifications. A younger employee for example has more energy and vigor in his performance and will have a higher output.

Figure 2: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter explains the research design used to, the target population and the selection of the sample. The research design was ex-post facto design which is appropriate where variables cannot be manipulated. The target population included all the deputy headteachers of public secondary schools of Nairobi Province. A questionnaire was used as the research instrument to collect data from the respondents. Data was coded and analysed using t-test to test the null hypothesis Ho1, Ho2 and Ho3. ANOVA was used to test the null hypothesis Ho4 and Ho5.

Research Design

The study used the ex-post facto design which is defined by Kerlinger (1973 p. 379) as

a systematic empirical inquiry into which the scientist does not have direct control of the independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made without direct interventions from concomitant variations of independent and dependent variables.

In this study the ex-post facto design was a valuable exploratory tool as it is best used where cause-and-effect relationships are being explored. It establishes causes, relationships or associations and their meanings. The design has therefore been useful to the study in determining the existence of

any relationships among the variables under investigation. It was used because the independent variables lay outside the researcher's control. This design was also appropriate because the independent variables of age and sex could not be controlled or manipulated since they had already occurred.

Target Population

Nairobi Province has a total of forty seven public secondary schools in the following six categories: six boys' boarding secondary schools, six girls' boarding secondary schools, two mixed boarding secondary schools, fourteen mixed day secondary schools, eleven boys' day secondary schools and eight girls' day secondary schools.

The Province has a total of forty-seven deputy headteachers from the forty-seven public secondary schools. The target population included all the deputy headteachers from these public secondary schools. Of these, thirty are female while seventeen are male. The deputy headteachers were distributed as follows: six male deputy headteachers in boys' boarding secondary schools, six female deputy headteachers in girls' boarding secondary schools, fourteen female deputy headteachers in mixed day secondary schools, two female deputy headteachers in mixed boarding secondary schools, eleven male deputy headteachers in boys' day secondary schools, eight female deputy headteachers in girls' day secondary schools (Ministry of Education, 2000).

Sample and Sampling Procedure

Borg and Gall (1989) explained that a minimum of thirty respondents can be used in a qualitative research but that the larger the sample, the more likely the respondents scores on the measured variable will be representative of population scores. Considering this, the researcher decided to include all the deputy headteachers of Nairobi Province public secondary schools as the target population of the study. The sample size therefore contained 47 deputy headteachers of public secondary schools in Nairobi Province.

Research Instrument

A questionnaire was used as the research instrument. It was adapted from the study by Okumbe (1992). The whole instrument contained thirty-one items. Out of these, twenty-eight were close-ended items while three were open-ended. The instrument was divided into three sections.

Section one was used to obtain personal data of the respondents concerning their age, gender, marital status, job experience and academic qualifications. It was also used to obtain information about their schools. Section two was used to determine the level of satisfaction among Nairobi Province public secondary schools' deputy headteachers in regard to job factors of working conditions, job security, interpersonal relations, recognition, remuneration, administrative tasks and responsibility. Section three obtained their opinions for improving the conditions for the post of deputy headship in order to increase the level of job satisfaction.

Instrument Validity

Content validity was established for the instrument by conducting a pilot study for pre-testing it in order to identify any vague, ambiguous or difficult items in the instrument. The pilot study included 10 respondents who are selected using stratified random sampling. This ensured that each school category was represented in the pilot study. The vague, ambiguous or difficult items were modified accordingly in order to improve them and obtain a valid instrument. The researcher also consulted the lecturers in the Department of Administration and Planning, University of Nairobi, who are experts in this field.

Instrument Reliability

To establish the instrument reliability, the study used the split-half reliability test on the scores obtained from the pilot study as recommended by Nachmias and Nachmias (1976). The instrument was split into two halves to make two subsets: the first one half contained odd-numbered items while the second half contained even-numbered items. The odd-numbered items constituted the first sub-test and the even-numbered items constituted the second sub-test. The scores from these sub-tests were correlated using the Pearson's Product-Moment Correlation Coefficient formula as shown below:

$$r = \frac{\Sigma xy}{N} \frac{(\Sigma x)(\Sigma y)}{N} \sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}$$

where r = Pearson's Product Moment Correlation Coefficient

Σxy = Sum of the cross product of each variable

$(\Sigma x)(\Sigma y)$ = Product of the sum of x and the sum of y

N = Number of pairs of scores

The obtained correlation coefficient 'r' was substituted into the Spearman Brown Formula to calculate the whole test reliability r_e , (Tuckman 1978).

$$r_e = \frac{2r}{(1+r)}$$

where r_e = Reliability

r = Pearson's Product-Moment Correlation Coefficient

The reliability coefficient of the pilot study was found to be 0.84. This shows that the instrument was reliable.

Data Collection Procedure

With a permit to carry out the study from the Office of the President, the researcher administered the questionnaire to the deputy headteachers of Nairobi public secondary schools included in the target population. Permission was sought from the schools' headteachers. The researcher and the particular respondent agreed as to when the latter would be ready to

answer the questionnaire. Alternatively, if the respondent preferred the self-administered method the respondent was encouraged to furnish the researcher with the completed questionnaire at the earliest date possible which was mutually agreed upon.

Data Analysis

To analyze the data in the study, the researcher used statistical techniques namely, descriptive and inferential statistics. Data collected on the demographic factors and the various job factors indicated earlier on was analyzed using descriptive statistics like frequency distribution, means, standard deviations, and percentiles.

Inferential statistics was used to test the six null hypotheses in this study because the study is concerned with causal comparison of sample means for any significant differences between and within the means. To test the difference between and within the means of the null hypotheses, both the t-test and analysis of variance (ANOVA), also called the F-Test, were used.

The t-test formula shown below was used to determine whether there was any significant difference between the mean scores on hypotheses H₀1, H₀2, H₀3. These hypotheses were concerned with the independent variables of gender and marital status.

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

(Cozby, 1985, p. 146)

Where,

- The numerator is the difference between the means (X_1 and X_2) of the two groups
- The denominator is the variance (S_1 and S_2) of the groups divided by the number of subjects (N_1 and N_2) in the groups.

H_{01} , H_{04} , H_{05} and H_{06} hypotheses were tested using Analysis of Variance (ANOVA) to determine whether there was any significant difference between the mean scores. These hypotheses were concerned with age, academic qualification, job experience and category of school respectively.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

The ANOVA formula is shown below:

$$F = \frac{MSb}{MSw}$$

$$MSb = \frac{SSb}{dfb}$$

$$MSw = \frac{SSw}{dfw}$$

$$SSw = SS_t - SS_b$$

$$SS_b = \left[\frac{(X_m)^2}{nA_1} + \frac{(\sum x A_2)^2}{nA_2} \right] = \frac{(\sum x t)^2}{N}$$

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

Where,

n = the number within groups

N = total number of occurrences

MS_b = mean of squares between groups

df_b = degree of freedom between groups

MS_w = mean of squares within groups

df_w = degree of freedom within groups

SS_w = sum of squares within groups

SS_b = sum of squares between groups

SSt = total sum of squares

(Kerlinger, 1973. P. 255)

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE FINDINGS

Introduction

This chapter presents the findings of the study. It is organized into seven sections. Section one deals with the frequency distribution and discussion of the demographic data of the respondents. Section two deals with the analysis and the interpretation of the respondent and independent variables which include age, gender, marital status, academic qualifications, job experience, and category of school. Section three deals with the respondents' satisfaction with regard to job factors. Section four deals with the satisfaction and the job factors of pay, recognition, interpersonal relation, administrative responsibilities, working conditions, job security and leadership skills. Section five deals with the job aspects liked and disliked. Section six looks at the respondents' attitudes towards the job while section seven looks at a summary of job satisfaction of deputy headteachers in Nairobi Province public secondary schools as rated by the respondents.

Demographic characteristics of the respondents

The study comprised of 17 male respondents and 30 female respondents. Table 2 below shows that 36 of the respondents belonged to the age category of 45-54 years. This means that Nairobi deputy head teachers are promoted at a later age when they are at an advanced age. About 82.2% of the respondents are

married and therefore have more responsibilities apart from their administrative duties. About 54.5% of these deputy head teachers have first degrees in education. Among the deputy headteachers, 6.8% have a master of education degree. This means that this category of workers is highly qualified. All the respondents have a number of lessons to teach apart from their administrative duties. One respondent teaches two lessons while three of them teach as many as twenty-two lessons. This explains why the deputies felt overworked.

Table 2: Frequency distribution of the respondents' personal data

Variable	Category	Frequency	Percent
Gender	Male	17	34
	Female	30	66
Age	35-44 Years	11	23.4
	45-54 Years	36	76.6
Marital status	Single	8	17.8
	Married	37	82.2
Academic qualification	Diploma	3	6.8
	B.Ed	24	54.5
	B.A	1	2.3
	M.Ed	2	4.5
	Approved Graduate	13	29.5
	M.Sc.	1	2.3

Table 3 below shows that a big percentage of 63 per cent of the respondents has a teaching experience of 20 years or more, which augurs well

for the profession that requires maturity and experience. Generally, more than 50 per cent of respondents have more than 18 years of teaching experience. All the respondents have previously been heads of department and 53 per cent of the respondents had stagnated in this post for 10 years. They complained that promotion takes too long to come by. The Republic of Kenya (1988) explains that promotion should be given after serving for 3 years in one grade. The current study shows that 24.4 per cent of the respondents had worked as deputy head teachers for an average of eleven years.

Table 3: Respondents Job Experience and Number of Lessons taught

Variable	Lessons	Frequency	Percent
Number of lessons	5-10	4	16.00
	11-15	4	16.00
	16-20	20	56.00
	21-25	3	12.00

Four Deputy headteachers from the table above teach five to ten lessons while three of them teach twenty-two lessons. These three cannot concentrate on the administrative duties due to that big number of lessons.

Table 4: Respondents Teaching Experience

Variable	Years	Frequency	Percent
Teaching experience	5-10	3	6.50
	11-15	3	6.50
	16-20	20	42.50
	21-25	19	41.30
	26-30	1	2.20

From the table above three deputy headteachers have had an experience of five to ten years while nineteen of them have had experience of twenty to twenty-five years in their teaching carrier this means that these deputy headteachers are promoted at a late stage

Table 5: Respondents teaching experience as head of department

Variable	Years	Frequency	Percent
Experience	1-4	6	7.90
	5-9	21	39.50
	10-14	20	28.90

From the table above, twenty deputy headteachers had been heads of departments for ten years before being promoted to deputy headship. This indicates that promotion of teachers to deputy headship is often slow.

Table 6: Respondents teaching experience as deputy headteacher

Variable	Years	Frequency	Percent
Experience	0-4	3	6.60
	5-9	29	64.50
	10-14	11	24.40

Eleven deputy headteachers have been in this post for eleven years without promotion to headship. This is bound to cause job dissatisfaction to them if the promotion is not forthcoming.

Table 7: Respondents' previous responsibility

Variable	Response	Frequency	Percent
Class teacher	Yes	7	87.50
	No	1	12.50
Subject teacher	Yes	47	100.00
	No	0	0.00
Head of Department	Yes	32	100.00
	No	0	0.00
Games teacher	Yes	4	80.00
	No	1	20.00
Subject head	Yes	4	80.00
	No	1	20.00
Housemaster	Yes	1	50.00
	No	1	50.00

Table 7 above shows that deputy headteachers of public secondary schools in Nairobi Province have had other previous responsibilities in their teaching career. About 87.5% have been class teachers. Four of them have been games teachers; one a housemaster. All the deputy headteachers have been subject teachers. This indicates that these teachers have a lot of experience in handling students

Table 8: Frequency distribution of the respondents' school data

Variable	Category	Frequency	Percent
Category of School	Mixed-boarding	2	4.30
	Mixed day	14	29.80
	Boys boarding	6	12.80
	Girls boarding	6	12.80
	Boys day	11	23.40
	Girls day	8	17.00
Gender of the	Male	31	67.40
	Female	15	32.60
Preference to gender of head teacher	Headmaster	32	71.10
	Headmistress	13	28.90

Table 8 above shows that there are six categories of schools in Nairobi Province. The mixed day secondary schools' category has the highest number of schools. Out of the 46 schools, there are 30 female headteachers and 16 male headteachers. One respondent did not indicate the gender of his or her headteacher. The study also shows that 71.1 percent of the respondents preferred male headteachers because of several reasons while 31.8 percent of the

respondents explained that male headteachers are more reasonable in their leadership styles than female headteachers.

Analysis and Interpretation of the Independent Variables

Age

All the deputy headteachers are above 35 years of age. About 76.6 percent of them are between 45 and 54 years while 23.4 percent are between 35 and 44 years. This shows that these teachers are promoted at an advanced age after they have had a long teaching experience.

The research instrument used a five- point rating scale of 1-5 points to score the research instrument's items. The responses were scored as follows:

- 1- Not satisfied
- 2- Slightly satisfied
- 3- Satisfied
- 4- Very satisfied
- 5- Extremely satisfied

In order to cater for the mean scores calculated from the above scale, the scale below was used.

- 1.00 - 1.49 -Not satisfied
- 1.50 - 2.49 - Slightly satisfied
- 2.50 - 3.49 - Satisfied
- 3.50 - 4.49 -Very satisfied
- 5.0 and above -Extremely satisfied

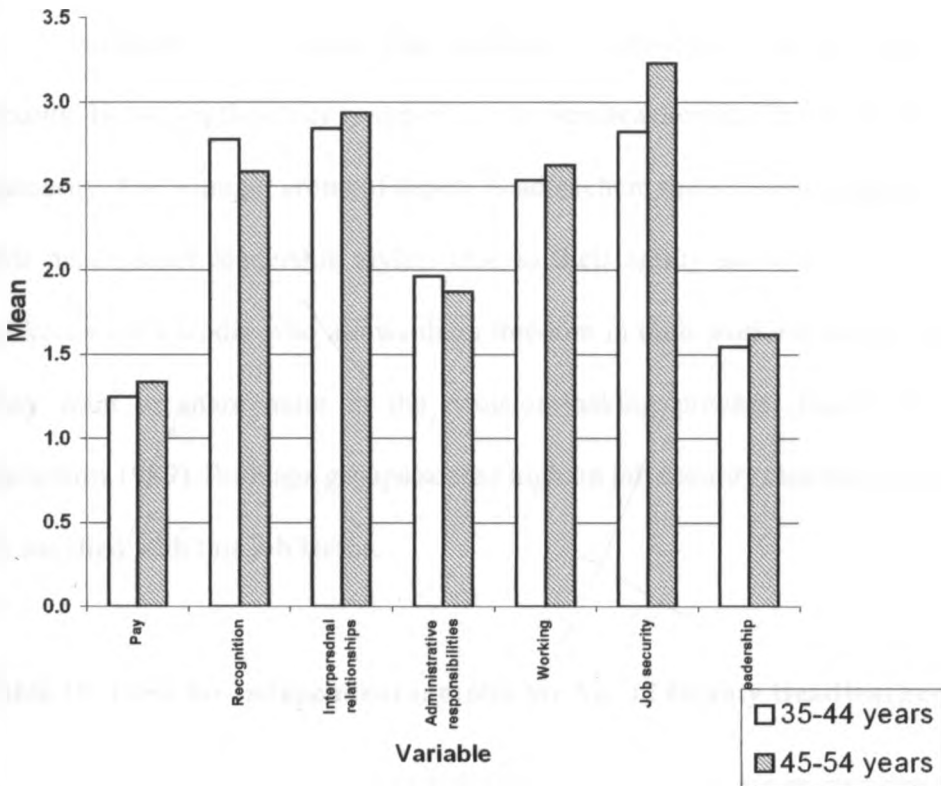
Table 9 for example shows that the mean score for deputy headteachers within the age bracket of 34 - 44 years in relation to their pay is 1.25. From the above scale, these deputy headteachers were not satisfied with their pay. This was shown by their mean score which falls within the 1.00 -1.49 range of not being satisfied in the above scale.

Table 9: Deputy headteachers' age in relation to job factors

Variable	Age	N	Mean	S D	S E
Pay	35-44 years	11	1.25	0.37	0.11
	45-54 years	34	1.34	0.46	0.08
	Total	45	1.31	0.44	0.07
Recognition	35-44 years	11	2.77	0.62	0.19
	45-54 years	34	2.59	0.63	0.11
	Total	45	2.63	0.63	0.09
Interpersonal Relationships	35-44 years	10	2.84	0.74	0.23
	45-54 years	35	2.93	0.51	0.09
	Total	45	2.91	0.56	0.08
Administrative responsibilities	35-44 years	10	1.97	1.11	0.35
	45-54 years	35	1.87	1.01	0.17
	Total	45	1.89	1.02	0.15
Working conditions	35-44 years	10	2.54	1.30	0.41
	45-54 years	35	2.63	1.24	0.21
	Total	45	2.61	1.24	0.19
Job security	35-44 years	10	2.83	0.39	0.12
	45-54 years	34	3.23	0.69	0.12
	Total	44	3.14	0.66	0.10
Leadership	35-44 years	10	1.55	0.73	0.23
	45-54 years	34	1.62	0.93	0.16
	Total	44	1.60	0.88	0.13

Table 9 and figure 3 below show that deputy headteachers between 35-44 years of age exhibit a lower mean score than those in the 45-54 years age bracket in the variable of pay. This means that they were not satisfied with their pay. Davis (1981) said that younger workers tend to be dissatisfied because of higher expectations. He explained further that these younger workers have the illusion that promotion is forthright and immediate. If not, they lose interest in their work. Porter and Steer (1973) found out that as people get older, they tend to ignore all other variables and stick with their current jobs as there are fewer job openings for them. Therefore this younger group of deputy headteachers could have developed high expectations immediately after promotion to deputy headship and that if these expectations were not met, they could have become dissatisfied.

Figure 3: Comparing Means For Different Age Groups



Deputy headteachers within the age group of 35-44 years require more recognition for work done. The younger group of deputy headteachers exhibits a need for interpersonal relations. This can be attributed to the fact that older workers have fewer job openings. The older group of deputy headteachers attaches greater importance to the variable of administrative responsibilities though there is no big difference between the two age groups. As for working conditions, the two age groups have not shown much difference in their mean score. The lower mean score of younger deputy headteachers in the age group of

35-44 years was due to the fact that younger workers were more agile and look for an environment with modern tools and equipment (Luthans 1989).

Lenaham (1975) noted that teaching is a profession that provides job security. However, the older group of deputy headteachers indicated a feeling of insecurity. The younger group of deputy headteachers shows dissatisfaction with their headteacher leadership styles. Due to their agility and energy, younger workers want a leader who allows them freedom in their working environment. They want to share more in the decision-making process (Randolph and Blackburn 1989). Both age groups scored high on job security meaning that they are satisfied with this job factor.

Table 10: t-test for Independent samples for Age of Deputy Headteachers

Age	N	Mean	SD	SE	df	t-value
35-44 Years	11	2.25	0.75	0.24	43	-0.08
45-54 Years	36	2.31	0.78	0.13		

t - critical = 2.20

t - calculated = 0.08

The t-calculated value of 0.08 is less than the t-critical value of 2.20 at the 0.05 significant level. The H_0 null hypothesis is accepted, as there is no significant difference between job satisfaction and the age categories of deputy headteachers. The study shows that deputy headteachers of all age categories in

Nairobi Province public secondary schools were satisfied with their jobs. However, the younger group of deputy headteachers were dissatisfied with their headteachers' leadership styles.

Gender

Nairobi Province has about 66 percent female deputy headteachers, as compared to male deputy headteachers who stand at 34 percent. This is explained by the fact that married women accompany their husbands who could be working in Nairobi in other professions.

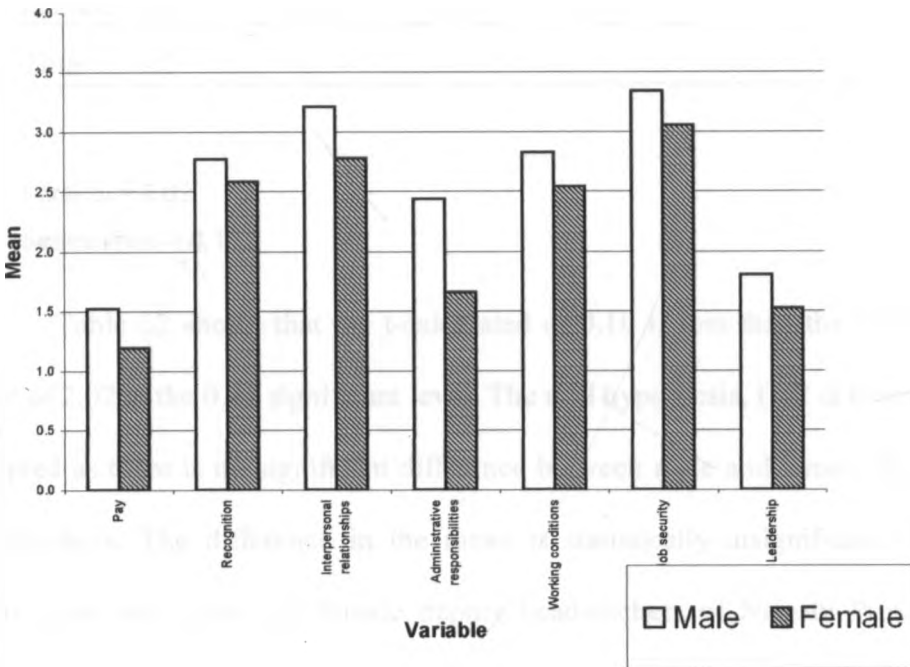
Table 11: Deputy headteachers' gender in relation to job factors

Gender	N	Mean	S.D.	S.E.
Male				
Recognition	16	2.77	0.54	0.14
Relationships	16	3.21	0.59	0.16
Administrative Responsibilities	16	2.44	1.23	0.33
Working conditions	16	2.83	1.41	0.38
Job security	16	3.34	0.58	0.15
Leadership	16	1.80	0.99	0.26
Female				
Pay	31	1.19	0.32	0.06
Recognition	31	2.59	0.66	0.12
Relationships	31	2.78	0.51	0.09
Administrative Responsibilities	31	1.66	0.82	0.15
Working conditions	31	2.54	1.17	0.21
Job security	31	3.05	0.69	0.13
Leadership	31	1.53	0.84	0.16

Female deputy headteachers show a lower mean score on pay, recognition, interpersonal relationships, administrative responsibilities, working conditions, job security and leadership styles. This is shown by table 11 and figure 4 above. Luthans (1992) noted that the female workforce exhibits a lower

job satisfaction because they feel subjected to male stereotyping that hinders their promotion and hence the lower mean score in this study.

Figure 4: Comparing Means for Gender



One item in the questionnaire asked respondents to indicate the gender of the headteacher whom the respondents preferred. One female deputy headteacher indicated that she preferred a headmistress explaining that headmasters ask for sexual favours. The low mean score could be attributed to such a factor.

Table 12: t-test for Independent samples for Gender of Deputy Headteachers

Gender	N	Mean	SD	SE	df	t-value
Male	16	2.51	0.62	0.16	44	0.10
Female	31	2.22	0.43	0.08		
Total	47					

t-critical = 2.02

t-calculated = 0.10

Table 12 shows that the t-calculated of 0.10 is less than the t-critical value of 2.02 at the 0.05 significant level. The null hypothesis, H_0 is therefore accepted as there is no significant difference between male and female deputy headteachers. The difference in the mean is statistically insignificant. This means that both male and female deputy headteachers of Nairobi Province public secondary schools were satisfied with their jobs. However, the female deputy headteachers indicated a slightly lower job satisfaction than their male counterparts, and thus the negligible difference in the mean scores.

Marital status

82.2 percent of deputy headteachers are married. Garrison and Muchinsky (1981) explained that married personnel could be more effective in their performance because of their family responsibilities.

Table 13: Deputy headteachers' marital status in relation to job factors

Variable	N	Mean	S.D	S.E
Pay				
Single	8	1.6	0.34	0.12
Married	36	1.24	0.43	0.07
Total	44	1.3	0.44	0.07
Recognition				
Single	8	2.46	0.75	0.27
Married	36	2.69	0.6	0.1
Total	44	2.65	0.62	0.09
Relationships				
Single	7	2.89	0.56	0.21
Married	37	2.92	0.58	0.09
Total	44	2.92	0.57	0.09
Administrative Responsibilities				
Single	7	2.13	0.94	0.36
Married	37	1.86	1.05	0.17
Total	44	1.91	1.03	0.15
Working conditions				
Single	7	2.25	1.51	0.57
Married	37	2.71	1.19	0.2
Total	44	2.63	1.24	0.19
Job security				
Single	6	2.88	0.72	0.29
Married	37	3.19	0.65	0.11
Total	43	3.15	0.66	0.1
Leadership				
Single	6	1.21	0.33	0.14
Married	37	1.68	0.93	0.15
Total	43	1.62	0.9	0.14

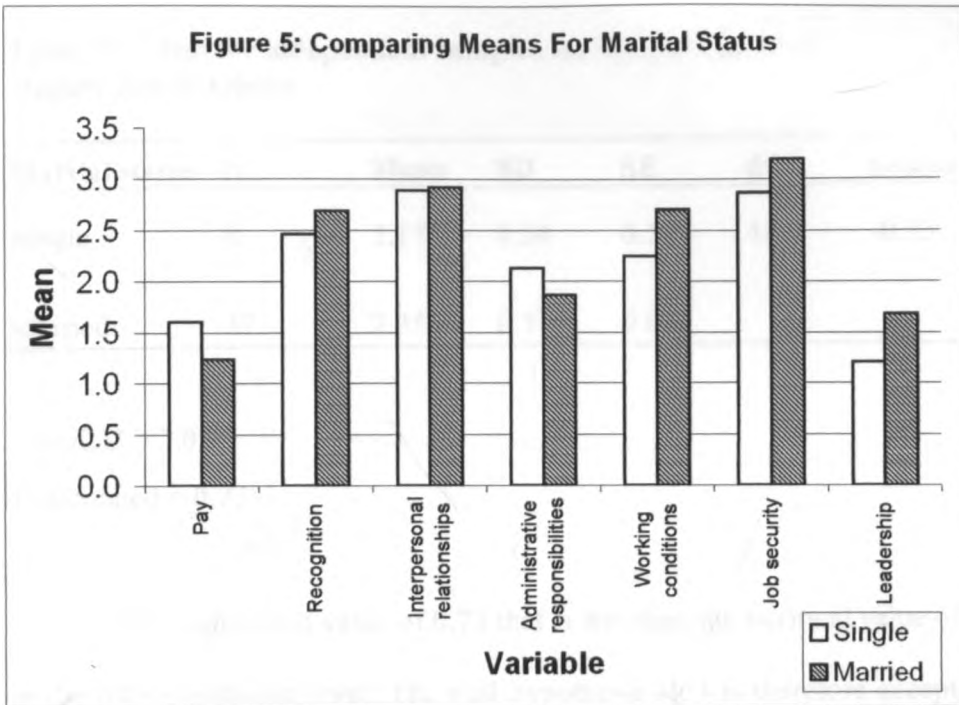


Table 13 and figure 5 above shows that married deputy headteachers scored a lower mean on the pay variable. This is attributed to higher family responsibilities.

Single deputy headteachers had a lower mean score on recognition and working conditions. These deputy headteachers have fewer family responsibilities and may tend to use more time in their working places and hence a higher interaction with other members of the staff. They therefore require better working environments. They also scored low on job security. This could be attributed to the fear of being transferred against their will. The TSC has recently been transferring teachers in order to proportionately balance the teaching force in all the districts.

Table 14: t-test for independent samples for marital status of deputy headteachers

Marital status	N	Mean	SD	SE	df	t-value
Single	8	2.17	0.54	0.19	43	-0.73
Married	37	2.35	0.51	0.08		

t- critical = 2.00

t-calculated = 0.73

The t-calculated value of 0.73 that is less than the t-critical value of 2.00 at the 0.05 significant level. The null hypothesis H_03 is therefore accepted as there is no significant difference between single and married deputy headteachers in their job satisfaction although the single deputy headteachers were dissatisfied with recognition and working conditions.

Academic qualifications

Table 15: Distribution of deputy headteachers as categorized by academic qualifications

Academic Qualification	Frequency	Percent
Diploma in Education	3	6.80
B.Ed	24	54.50
B.A	1	2.30
Approved Graduate	13	29.50
M.Sc.	1	2.30
Total	47	100.00

Table 15 shows that 54.5 percent of the Nairobi Province deputy headteachers of public secondary schools have a Bachelors of Education degree, while 6.8 percent have a Master of Education Degree. About 29.5 percent are approved graduates while 6.8 percent three hold Diplomas in Education, the lowest academic qualification in this category. This means that these deputy headteachers are highly qualified.

Table 16: Deputy headteachers' academic qualifications in relation to pay

Variable	Category	N	Mean	S.D	S.E
Pay	Diploma in Education	3	1.5	0.25	0.14
	Bachelor of Education	23	1.27	0.36	0.07
	Approved Graduate	13	1.4	0.6	0.17
	Masters of Education	2	1.03	0.53	0.4
	Masters of Science	1	1	.	.
	Bachelor of Arts	1	1	.	.
	Total	43	1.33	0.44	0.67

From the above table respondents with diploma in education scored highest mean indicating job satisfaction in relation to pay compared to those with master of science and Bachelor of Arts.

Table 17: Deputy headteachers' academic qualifications in relation to recognition

Variable	Category	N	Mean	S.D	S.E
Recognition	Diploma in Education	3	2.67	0.29	0.17
	Bachelor of Education	23	2.74	0.64	0.13
	Bachelor of Arts	1	1	.	.
	Masters of Education	2	2.98	0.98	0.69
	Approved Graduate	13	2.47	0.6	0.17
	Masters of Science	1	1	.	.
	Total	43	2.66	0.62	0.09

From table 17 above, respondents with Bachelor of Arts and Master of Science scored the lowest means indicating that they are dissatisfied with the job factor of recognition.

Table 18: Deputy headteachers' academic qualifications in relation to interpersonal relations

Variable	Category	N	Mean	S.D	S.E
Relationships	Diploma in Education	3	2.73	0.4	0.23
	Bachelor of Education	24	3.04	0.54	0.11
	Bachelor of Arts	1	1	.	.
	Masters of Education	2	2.85	0.64	0.45
	Approved Graduate	12	2.79	0.43	0.12
	Masters of Science	1	1	.	.
	Total	43	2.95	0.54	0.08

Respondents with Bachelor of Education scored the highest mean indicating a higher job satisfaction on interpersonal relations.

Table 19: Deputy headteachers' academic qualifications in relation to Administrative responsibilities

Variable	Category	N	Mean	S.D	S.E
Administrative Responsibilities	Diploma in Education	3	2.83	1.26	0.73
	Bachelor of Education	24	2.05	1.07	0.22
	Bachelor of Arts	1	1.00	.	.
	Masters of Education	2	1.25	0.35	0.25
	Approved Graduate	12	1.35	0.49	0.14
	Masters of Science	1	1.00	.	.
	Total	43	1.92	1.03	0.16

From the above table respondents with diploma of education scored highest on administrative responsibilities indicating a higher job satisfaction compared to those with Bachelor of Arts and Master of Science.

Table 20: Deputy headteachers' academic qualifications in relation to working conditions

Variable	Category	N	Mean	S.D	S.E
Working conditions	Diploma in Education	3	1.29	0.51	0.29
	Bachelor of Education	24	2.89	1.34	0.27
	Bachelor of Arts	1	1.00	.	.
	Masters of Education	2	1.88	0.18	0.13
	Approved Graduate	12	2.44	1.15	0.33
	Masters of Science	1	1.00	.	.
	Total	43	2.61	1.25	0.20

Respondents with Bachelor of Education scored highest on working conditions indicating some level of job satisfaction

Table 21: Deputy headteachers' academic qualifications in relation to job security

Variable	Category	N	Mean	S.D	S.E
Job security	Diploma in Education	3	3.07	0.68	0.39
	Bachelor of Education	23	3.37	0.62	0.13
	Bachelor of Arts	1	1	.	.
	Masters of Education	2	2.5	0.71	0.5
	Approved Graduate	12	3.02	0.34	0.1
	Masters of Science	1	1	.	.
	Total	42	3.16	0.61	0.09

Respondents trained in education include those with diploma in education Bachelor and Master of Education scored highest on job security as they feel secure in their jobs

Table 22: Deputy headteachers' academic qualifications in relation to headteacher leadership styles

Variable	Category	N	Mean	S.D	S.E
Leadership	Diploma in Education	3	1.33	0.58	0.33
	Bachelor of Education	23	1.77	1.04	0.22
	Bachelor of Arts	1	1.00	.	.
	Masters of Education	2	1.00	.	.
	Approved Graduate	12	1.41	0.71	0.20
	Masters of Science	1	1.00	.	.
	Total	42	1.63	0.90	0.14

From the table above respondents with Bachelor of Arts and Master of Science scored lowest on headteacher leadership styles indicating a lower job satisfaction level

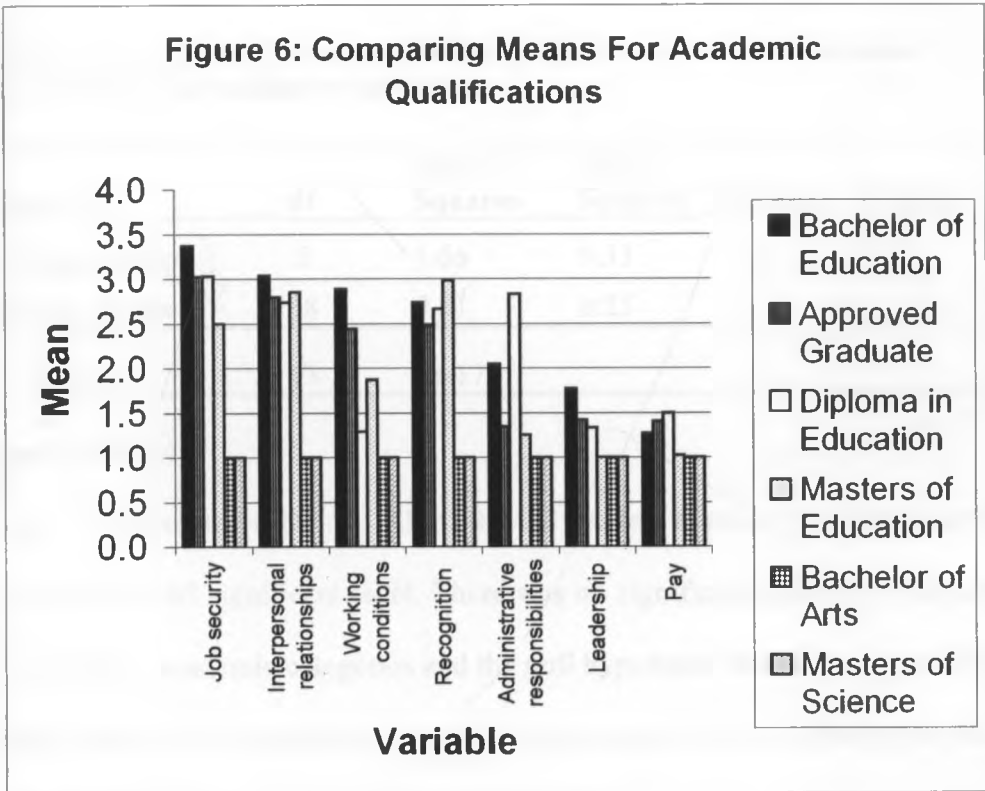


Figure 6 above show that the non- professional deputy headteachers holding Masters of Science and Bachelor of Arts Degree have a low mean score on all the job factors. This could be attributed to the fact that they are untrained professionally and are probably not committed to teaching. The teaching profession could be a stepping-stone for them.

Those holding a Bachelor of Education and Master of Education have been trained in teaching. They have a high mean score on job security, interpersonal relations, working conditions and recognition. This means that they were satisfied with these factors. However, they are dissatisfied with pay.

Table 23: Analysis of variance for the independent factor of academic qualifications in relation to job factors.

Source	df	Sum of Squares	Mean Squares	F-Ratio	F-Prob
Between groups	5	1.66	0.33	1.33	0.27
Within groups	38	9.51	0.25		
Total	43	11.17			

F-critical = 2.45

F-calculated value of 1.33 in table 23 was less than the F-critical value of 2.45 at the 0.05 significant level. There was no significant difference between the different academic categories and the null hypothesis Ho4 is accepted. This means that deputy headteachers at all academic levels are satisfied with their jobs although they were dissatisfied with their pay.

Table 24: Distribution of deputy headteachers as categorized by job experience

Job Experience in years	Frequency	Percent
5-10	1	2.20
11-15	3	6.50
16-20	20	41.60
21-25	19	32.60
26-30	1	2.20

From Table 24 above, 97.8 percent of deputy headteachers have taught for more than ten years with the most experienced having taught for twenty-eight years. Only 2.2 percent of these deputy headteachers have taught for five years.

Table 25: Deputy headteachers' job experience in relation to pay

Variable	Job experience	N	Mean	S.D.	S.E.
Pay	5-10	3	1.00	0.00	0.00
	11-15	3	1.57	0.27	0.19
	16-20	20	1.26	0.46	0.15
	21-25	18	1.09	0.44	0.21
	26-30	1	1.75	0.00	0.00

From the table above the older category of deputy headteachers scored higher on pay indicating they have a higher level of satisfaction compared to the younger deputy headteachers. The younger deputy headteachers scored a lower mean because they live in anticipation of getting new jobs

Table 26: Deputy headteachers' job experience in relation to recognition

Variable	Job experience	N	Mean	S.D.	S.E.
Recognition	5-10	3	2.77	0.23	0.16
	11-15	3	2.6	0.14	0.11
	16-20	20	2.71	0.66	0.26
	21-25	18	2.71	0.66	0.3
	26-30	1	3.11	0	0

From the table above all the deputy head teacher in all age categories scored a similar mean on recognition indicating a similar level of job satisfaction.

Table 27: Deputy headteachers' job experience in relation to interpersonal relations

Variable	Job experience	N	Mean	S.D.	S.E.
Relationships	5-10	3	2.83	0.32	0.73
	11-15	2	2.55	0.00	0.00
	16-20	20	2.99	0.67	0.27
	21-25	19	2.97	1.36	0.15
	26-30	1	3.60	0.00	0.00

The older deputy headteachers between twenty six to thirty years scored the highest mean on interpersonal relations indicating higher level of job satisfaction concerning interpersonal relations.

Table 28: Deputy headteachers' job experience in relation to administrative responsibilities.

Variable	Job experience	N	Mean	S.D.	S.E.
Administrative responsibilities	5-10	3	1.84	0.36	0.25
	11-15	2	1.50	0.00	0.00
	16-20	20	1.75	0.90	0.37
	21-25	19	2.18	1.12	0.49
	26-30	1	4.00	0.00	0.00

The deputy headteacher between twenty six to thirty years in the table above scored highest on administrative responsibilities. This category of workers have a great interest in learning new things and are therefore eager to have new responsibilities.

Table 29: Deputy headteachers' job experience in relation to working conditions.

Variable	Job experience	N	Mean	S.D.	S.E.
Working Conditions	5-10	3	1.51	0.44	0.63
	11-15	2	2.88	0.00	0.00
	16-20	20	2.75	0.33	0.53
	21-25	19	2.62	0.30	0.58
	26-30	1	3.88	0.00	0.00

The older category of deputy headteachers also scored higher on working conditions indicating job satisfaction. The youngest of the deputy headteachers between 5-10 years scored the lowest mean on working conditions.

Table 30: Deputy headteachers' job experience in relation to job security

Variable	Job experience	N	Mean	S.D.	S.E.
Job Security	5-10	3	1.51	0.40	0.63
	11-15	2	2.88	0.00	0.00
	16-20	20	2.75	1.33	0.53
	21-25	19	2.62	1.30	0.58
	26-30	1	3.88	0.00	0.00

From the above table deputy headteacher's between twenty-six to thirty years scored a high mean of 4.0 on job security indicating higher level of job satisfaction. The younger ones could be feeling insecure because they are immediately below the headteacher and have to perform to survive in the organization.

Table 31: Deputy headteachers' job experience in relation to headteacher leadership styles

Variable	Job experience	N	Mean	S.D.	S.E.
Leadership	5-10	3.00	1.44	0.09	0.07
	16-20	19.00	1.55	0.72	0.29
	21-25	19.00	1.70	1.80	0.51
	26-30	11-15	2.00	1.38	0.00

The younger category of deputy headteachers from the above table scored a lower mean on Headteacher leadership styles indicating a lower level of job satisfaction. The older ones scored a higher mean of 2.00. This could have resulted from the fact that they realized that they have fewer job openings.

Figure 7: Job factors and the mean scores of deputy headteachers in relation to their age

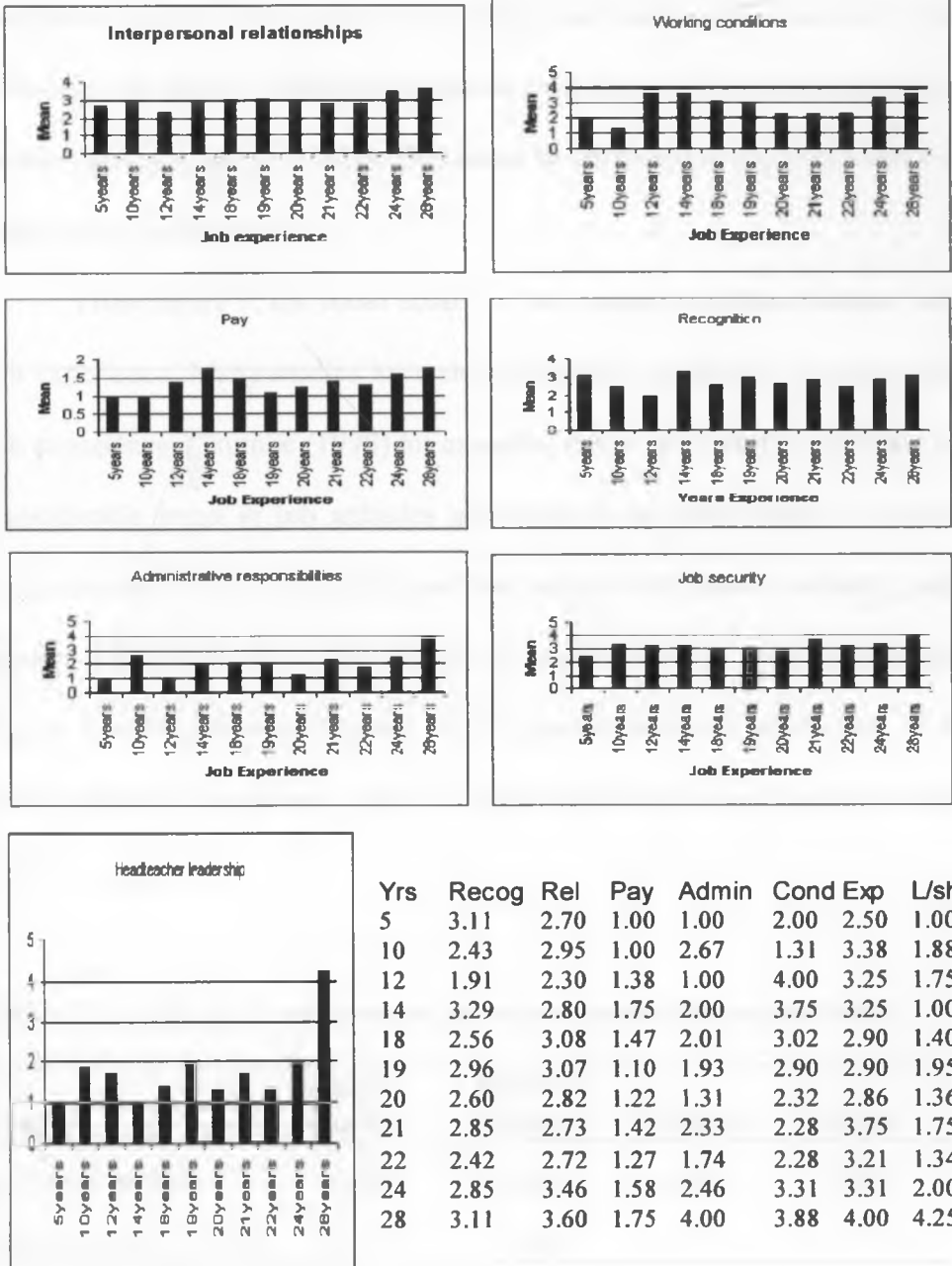


Figure 7 above shows that all the deputy headteachers, regardless of job experience scored a low mean score on pay, and headteacher leadership styles. However, the deputy headteacher with an experience of five years has a lower mean score on these job factors. This could be attributed to high expectations of this deputy headteacher

From figure 7, the mean scores of the various variables increase with job experience. Many studies have shown that job satisfaction increases with job experience. Okumbe (1998) for example, noted in his study that there is a considerable trend in job attitudes according to age and length of service. Albanese and Fleet (1986) explained that people with greater seniority enjoy greater job security and opportunities of promotion. The most experienced deputy headteacher with 28 years of job experience shows satisfaction on all the job factors except pay. Figure 7 shows that they scored highest on job security.

Table 32: Analysis of variance for job experience of the respondents.

Source	df	Sum of Squares	Mean of Squares	F-Ratio	F-Prob
Between groups	1	0.04	0.66	0.83	0.54
Within groups	42	33.5	0.80		
Total	43	33.54			

F-critical = 4.00

Table 32 above shows that the F-calculated value of 0.83 is less than the F-critical value of 4.00 at the 0.05 significant level. The null hypothesis H_0 is accepted, as there is no significant difference between job satisfactions of deputy headteachers of Nairobi public secondary school and their job experience. This means that job experience does not affect job satisfaction of deputy headteachers in Nairobi Province public secondary schools. However the most experienced amongst them were dissatisfied with their pay.

CATEGORY OF SCHOOL

Table 33: Distribution of deputy headteachers as categorized by school category

School Category	Frequency	Percent
Mixed-boarding	2.00	4.30
Mixed day	14.00	29.80
Boys Boarding	6.00	12.80
Girls boarding	6.00	12.80
Boys day	11.00	23.40
Girls day	8.00	17.00
Total	47.00	100.00

Table 33 above shows that in Nairobi Province there are more Mixed Day public secondary schools than any other category; 29.8 percentage of deputy headteachers are in these schools. It is worth noting that 70.2 percentage of the schools are day schools.

Table 34: Deputy headteachers' category of school in relation to pay

Variable	School category	N	Mean	S.D	S.E
Pay	Mixed-boarding	2	1.00	0.00	0.00
	Mixed day	13	1.27	0.37	0.10
	Boys boarding	6	1.47	0.42	0.17
	Girls boarding	6	1.22	0.30	0.12
	Boys day	10	1.58	0.61	0.19
	Girls day	8	1.09	0.27	0.09

From the above table, deputy headteachers in mixed boarding secondary schools scored lowest than those in the other categories of schools.

Table 35: Deputy headteachers' category of school in relation to recognition.

Variable	School category	N	Mean	S.D	S.E
Recognition	Mixed-boarding	2	2.17	0.55	0.39
	Mixed day	13	2.48	0.78	0.22
	Boys boarding	6	3.03	0.76	0.31
	Girls boarding	6	2.64	0.65	0.27
	Boys day	10	2.53	0.33	0.10
	Girls day	8	2.83	0.47	0.17

From table 35 above, deputy headteachers in girls' day secondary schools scored highest. This indicated that they were satisfied with this factor.

Table 36: Deputy headteachers' category of school in relation to interpersonal relations

Variable	School category	N	Mean	S.D	S.E
Interperosnal Relations	Mixed-boarding	2	2.75	0.35	0.25
	Boys boarding	5	2.65	0.57	0.25
	Girls boarding	6	2.88	0.62	0.25
	Boys day	10	2.99	0.52	0.16
	Girls day	8	3.01	0.48	0.17

From the table above, deputy headteachers in girls' day secondary schools scored a high mean of 3.01. This could be attributed to lack of added responsibilities from boarding to the deputy headteachers.

Table37: Deputy headteachers' category of school in relation to Administrative responsibilities

Variable	School category	N	Mean	S.D	S.E
Administrative responsibilities	Mixed-boarding	2	1.58	0.59	0.42
	Mixed day	14	1.37	0.41	0.11
	Boys boarding	5	2.47	1.61	0.72
	Girls boarding	6	2.01	1.03	0.42
	Boys day	10	2.62	1.08	0.34
	girls day	8	1.96	1.15	0.41

Table 37 above indicates that deputy headteachers in boys' day secondary schools scored a high mean on administrative responsibilities due to reduced responsibilities that could have resulted from boarding facilities if they were available.

Table 38: Deputy headteachers' category of school in relation to working conditions

Variable	School category	N	Mean	S.D	S.E
Working conditions	Mixed-boarding	2	2.31	1.68	1.19
	Mixed day	14	2.50	1.20	0.32
	Boys boarding	5	3.60	1.07	0.48
	Girls boarding	6	2.77	1.39	0.57
	Boys day	10	2.30	1.40	0.44
	Girls day	8	2.50	1.06	0.30

Deputy headteachers in boys' boarding secondary schools scored a higher mean on working conditions.

Table 39: Deputy headteachers' category of school in relation to job security

Variable	School category	N	Mean	S.D	S.E
Job security	mixed-boarding	2	3.13	0.18	0.13
	mixed day	14	3.00	0.80	0.21
	boys boarding	5	3.35	0.45	0.20
	girls boarding	5	2.95	0.80	0.36
	boys day	10	3.28	0.65	0.21
	girls day	8	3.19	0.53	0.19

Deputy headteachers of all categories of schools scored high on job security as shown by the table. However deputy headteachers in boys boarding secondary schools of Nairobi Province scored a slightly higher mean. This could be attributed to possible better working conditions.

Table 40: Deputy headteachers' category of school in relation to Headteacher leadership

Variable	School category	N	Mean	S.D	S.E
Leadership	mixed-boarding	2	1.25	0.35	0.25
	mixed day	14	1.46	0.81	0.22
	boys boarding	5	2.20	1.10	0.49
	girls boarding	5	1.30	0.67	0.30
	boys day	10	1.53	0.89	0.28
	girls day	8	1.84	1.07	0.38
Total		44	1.60	0.88	0.13

From the above table, all the deputy headteachers from all the categories of schools scored a low mean on headteacher leadership styles. This indicated a low level of job satisfaction. It is therefore necessary for the headteachers to improve on their leadership styles to raise the level of satisfaction of their deputy headteachers.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Table 41: Summary of analysis of variance for the category of school and the variables

Source	df	Sum of Squares	Mean Squares	F-Ratio	F-Prob
Between groups	5	1.33	0.27	1.02	0.41
Within groups	40	10.50	0.26		
Total	45	11.87			

F-critical = 2.45

In table 41, the F-calculated value of 1.02 is less than the F-critical value of 2.45 at the 0.05 significant level. The null hypothesis H_0 is accepted because there is no significant difference between the deputy headteachers of the different category of schools. This means that the category of school does not affect job satisfaction in deputy headteachers of Nairobi Province public secondary schools although those in boarding schools were dissatisfied with their pay, administrative responsibilities and working conditions.

Respondent's Satisfaction in Regard to job factors

This is the second section that analyses the respondents' satisfaction in regard to various independent variables.

Table 42: Satisfaction level in relation to various factors

Variable	Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
Professional skills	11.10	17.80	42.20	24.40	4.40
Academic knowledge	13.30	6.40	42.20	35.60	2.20
Decision making skills	53.30	15.60	17.80	8.90	4.40
Feedback on performance	37.80	11.10	44.40	4.40	2.20
Salary as a measure of job satisfaction	72.20	25.60	2.30	0	0
Participation in financial matters	79.50	11.40	6.80	2.30	0

From table 42: the respondents who were not satisfied with the use of their professional skills were 11.1 percent. This would mean that they don't have freedom to use their professional skills. This would mean that they don't

have freedom to use what they know best in their office. However, 42.2 percent expressed satisfaction on this variable.

About half, 53.3 percent, explained that they are not satisfied with their decision-making skills. This means that they are not allowed to make decisions freely without probably consulting their head teachers. Only 4.4 were extremely satisfied with this variable.

About 51.1 percent of the respondents don't think that the post of the deputy head teacher is important. 44.4 percent receive feedback on their performance while 37.8 percent are not satisfied with feedback given to them. The greatest percentage of the respondents, 64.4 percent expressed dissatisfaction on salary as a measure of their performance as 72.1 percent explained that their salaries are far below in comparison to other people in other professions, 72.1 percent of the respondents feel that their salaries are not much different from those of heads of department. This feeling may create dissatisfaction because deputy head teachers have more responsibilities than heads of department. A big percentage, 79.5 percent, expressed their dissatisfaction on their inadequate participation in school financial matters and yet they have to run the school in the absence of their head teachers.

Table 43: Satisfaction level and the respondent's appreciation by other members of the school

Variable: Appreciation by	Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
TSC	22.70	15.90	31.80	29.50	0
Board of Governors	18.60	18.60	46.50	16.30	0
Head teacher	34.10	15.90	31.80	15.90	2.30
Fellow teachers	33.30	26.70	13.30	26.70	0
Students	31.10	20.0	22.20	17.80	8.90
Non - teaching Staff	11.40	6.80	34.10	38.60	9.10
Parents	35.60	23.20	37.20	11.60	2.30
Society	32.50	25.0	25.0	12.50	5.0

Table 43 above explains the satisfaction of deputy headteachers in regard to the feelings of appreciation by different parties towards them. About 31.8 percent of the respondents felt that their employer appreciates them while 22.7 percent are not satisfied. A big percentage, 46.5 percent feels that the Board of Governors appreciates their services. However, many respondents felt that the parents and the society do not appreciate their services and hence the blame heaped on deputy headteachers after a school records poor performance in national examination. This creates dissatisfaction in the respondents.

Table44: Satisfaction level and the relationship with other members of the school

Variable	Response	Frequency	Percent
Relationship with employer, TSC	Not satisfied	5	11.40
	Slightly satisfied	1	2.30
	Satisfied	10	22.70
	Very satisfied	25	56.80
	Extremely satisfied	3	6.80
School board of governors	Slightly satisfied	8	18.60
	Satisfied	14	32.60
	Very satisfied	13	30.20
Relationship with headteacher	Not satisfied	10	22.70
	Slightly satisfied	13	29.50
	Satisfied	7	15.90
	Very satisfied	9	20.50
	Extremely satisfied	5	11.40
Relationship with other deputy Headteachers in other Schools	Not satisfied	3	6.70
	Slightly satisfied	2	4.40
	Satisfied	7	15.60
	Very satisfied	27	60.00
	Extremely satisfied	6	13.30
Relationship with Students	Not satisfied	11	24.40
	Slightly satisfied	9	20.00
	Satisfied	11	24.40
	Very satisfied	12	26.70
	Extremely satisfied	2	4.40

In table 44 above, the respondents expressed their relationships with other school parties. Many of the respondents were satisfied with their relationship with deputy head teachers in other schools (60 percent), the Teacher's Service Commission (56.8 percent), non teaching staff (46.70

percent), Board of Governors (30.20 percent),society (31.80%) , and students (26.70 percent) .However, some respondents were dissatisfied with the relationship with their head teacher (22.7 percent). This explains why the respondents cannot perform effectively .

Table 45: Satisfaction level and the Responsibilities of the Respondent

Variable	Response	Frequency	Percent
delegation of duties by headteacher	Not satisfied	25	56.80
	Slightly satisfied	9	20.50
	Satisfied	6	13.60
	Very satisfied	3	6.80
	Extremely satisfied	1	2.30
Administration of Teachers	Not satisfied	20	45.50
	Slightly satisfied	13	29.50
	Satisfied	5	11.40
	Very satisfied	5	11.40
	Extremely satisfied	1	2.30
Responsibility of disciplining students	Not satisfied	21	46.70
	Slightly satisfied	13	28.90
	Satisfied	7	15.60
	Very satisfied	4	8.90
Teacher's response to your instructions	Not satisfied	24	53.30
	Slightly satisfied	11	24.40
	Satisfied	4	8.90
	Very satisfied	4	8.90
	Extremely satisfied	2	4.40

Deputy headteachers have several responsibilities. Table 45 shows that 25 deputy headteachers were unhappy with the way their headteachers

overloaded them with delegated duties. 45.5 percent were dissatisfied with their administration of teachers showing the poor interpersonal relations. Many were also unhappy with the responsibility of disciplining students as they expressed their inadequacy in decision-making. About 53.3 percent explained that they were dissatisfied with the teachers response to their instructions.. As a result they were unhappy and dissatisfied with the responsibility of running the schools showing that a majority of deputy headteachers are dissatisfied with their school responsibilities.

Table 46: Satisfaction and independent variables in relation to job factors

Category	Not satisfied		Satisfied	
	N	%	N	%
Pay	44	97.80	1	2.20
Recognition	20	44.40	25	55.60
Interpersonal relationship	15	33.30	30	66.70
Headteacher administration	35	77.80	19	42.20
Working Conditions	26	57.80	19	42.20
Job security	8	18.20	36	81.80
Leadership styles	39	88.60	5	11.40

About 97.8 percent respondents were dissatisfied with their pay, about 44.4 percent of them with recognition while 57.8 percent were dissatisfied with their working conditions and their headteachers' leadership styles. About 81.8 percent of them were satisfied with job security although they were dissatisfied with their pay package.

Table 47: Negative Job Aspects

Job aspects disliked	Frequency	Percent
Wrong accusation	4	8.5
No free use of skills	3	6.4
Overworking	1	2.1
Over delegation of duties	5	10.6
Meeting uncooperative parents	5	10.6
Being a disciplinarian	6	12.8
Helping unruly students	1	2.1
It is hard to develop	3	6.4
Dealing with teachers	3	6.4
Headteacher Leadership styles	1	2.1
Time tabling of lessons	4	8.5
Administering parents	3	6.4
Poor school facilities	2	4.3
Doing all the work	2	4.3
Poor communication	4	8.5
Total	47	100

When asked to list what job aspects they disliked, the respondents listed in table 49 above, over-delegation of duties, unco-operative parents and disciplining students as what they hated most.

Table 48: Reasons for disliking negative job aspects

Disliked job aspects	Frequency	Percent
Lowers morale	13	39.40
Prevents efficiency in administration	2	6.10
Alienation to teachers	2	6.10
Hinder development	2	6.10
Cause conflict	5	15.20
Workload is high	2	6.10
Prevents efficiency in job performance	3	9.10
Creates a barrier to communication	2	6.10
Potential not fully utilized	1	3.00
Left out in decision-making	1	3.00
Total	47	100.00

Table 48 above gives reasons why the respondents disliked the job aspects. They explained that their morale was lowered due to the conflict that arose between them and the different interested parties in the school, which resulted in their alienation. However, the respondents listed several job aspects that they like in table 49 below.

Table 49: Job Aspects liked

Job aspects preference	Frequency	Percent
Decision making	1	3.10
Meeting senior people	2	6.30
Being knowledgeable	5	15.60
School involvement	2	6.30
Community service	1	3.10
Teacher coordination	2	6.30
Daily programme co-ordination	1	3.10
Counseling	2	6.30
Positive relationships	3	9.40
Feeling worthy	1	3.10
Meeting new people	2	6.30
Parent interaction	1	3.10
Gives satisfaction	3	9.40
Position of authority	3	9.40
Job flexibility	1	3.10
Total	47	100.00

Many deputy headteachers explained in table 49 that the post of deputy headship made them knowledgeable as it exposed them to new and senior people. Others felt that although it is a position of authority, they felt that teachers were not following their instructions adequately. The position, however, gave them confidence although it is challenging. The respondents were also asked to comment on several attitudes and how they felt about them. This is expressed in table 52 below.

Table 50: Attitudes towards the job

POSITIVE					NEGATIVE					
ATTITUDES	Value Label	F	%	Valid Cum %	ATTITUDES	Value Label	F	%	Valid Cum %	
Interested	Extremely	3	6.4	13.6	Bored	Extremely	3	6.4	12	
	Very	3	6.4	27.2		Very	13	27.7	52	
	Slightly	12	25.5	54.5		80.7	Slightly	6	12.8	24
	Not sure	4	8.5	183		100	Not sure	3	6.4	12
	Total	22	100	100		Total	25	100	100	
Recognized	Extremely	2	4.3	14.3	100	Unrecognized	Extremely	3	6.4	9
	Very	1	2	21.4	85.7		Very	13	27.7	40
	Slightly	8	17	75.8	78.6		Slightly	8	17.7	25
	Not sure	3	6.4	100	21.4		Not sure	8	17.7	25
	Total	14	100		Total		32	100	100	
Appreciated	Extremely	2	4.3	15.4	15.4	Unappreciate	Extremely	3	6.4	9.1
	Very	2	4.3	15.4	30.8		Very	13	27.7	39.4
	Slightly	6	12.8	46.2	77		Slightly	9	19.1	27.3
	Not sure	3	6.4	23.1	100		Not sure	8	17	24.2
	Total	13	100	100	Total		33	100	100	
Rewarded	Extremely	10	21.3	35.7	35.7	Penalized	Extremely	12	25.5	46.2
	Very	1	23.4	39.3	75		Very	11	23.4	42.3
	Slightly	3	6.4	10.7	85.7		Slightly	2	4.3	7.7
	Not sure	4	8.5	14.3	100		Not sure	1	2.1	3.8
	Total	18	100	100	Total		26	100	100	
Valuable	Extremely	3	6.4	10.3	10.3	Worthless	Extremely	4	8.5	20
	Very	7	14.9	24.1	34.4		Very	10	21.3	50
	Slightly	13	27.7	44.8	79.2		Slightly	3	6.4	15
	Not sure	6	12.8	20.7	100		Not sure	3	6.4	15
	Total	29	100	100	Total		20	100	100	

Table 50 above shows that only 27.2 percent respondents are interested in the job of deputy headship while 52 percent are bored. About 6.4 percent felt that

they are extremely unrecognized for the duties they perform. This depended on the category of school

Table 51: A Summary of Job Satisfaction of Deputy Headteachers

Variables Category		JOB FACTORS							Overall Mean Score
		Pay	Recog.	Interp . Rel.	Admin. Resp.	Working Conditions	Job Security	L/ship Style	
Age in years	35-44	1.25	2.72	2.84	2.92	2.53	2.83	1.65	2.39
	45-54	1.33	2.59	2.93	1.87	2.62	3.23	1.61	2.31
Gender	Male	1.52	2.77	3.21	2.44	2.83	3.35	1.8	2.56
	Female	1.19	2.59	2.78	1.66	2.54	3.05	1.53	2.05
Marital status	Single	1.6	2.46	2.89	2.13	2.25	2.88	1.21	2.2
	Married	1.23	2.7	2.92	1.86	2.71	3.19	1.63	2.32
Academic qualification	Diploma	1.5	2.67	2.73	2.83	1.3	3.03	1.37	2.2
	B.Ed	1.26	2.74	3.04	2.05	2.89	2.37	1.87	2.32
	B.A	1.4	1	1	1	1	1	1	1.06
	M.Ed	1.03	3.98	2.85	1.25	1.88	2.5	1	2.07
	Approved	1	2.47	2.72	1.35	2.45	3.02	1.41	2.06
	M.Sc	1	1	1	1	1	1	1	1
Category of school	Mixed Boarding	1.27	2.17	2.75	1.58	2.31	3.12	1.25	2.06
	Mixed Day	1.47	2.48	3.56	1.47	2.5	3	1.46	2.28
	Boys Boarding	1.22	3.03	2.98	2.47	3.6	3.35	2.2	2.69
	Girls Boarding	1.58	2.63	3	2.01	2.78	3	1.3	2.33
	Boys Day	1.09	2.53	3.01	2.32	2.3	3.19	1.53	2.28
	Girls Day	1.31	2.82	2.91	1.92	2.5	3.13	1.84	2.35
Job Experience	5-10	2	5.54	5.70	3.67	3.31	5.88	2.88	4.14
	11-15	3.13	5.10	5.10	3.0	7.75	6.50	2.75	4.78
	16-20	1.3.70	8.22	8.97	5.25	8.23	8.66	4.71	6.84
	21-25	4.27	8.12	7.91	6.53	7.27	10.37	5.09	7.17
	26-30	11.75	3.11	3.60	4.0	3.88	4.0	4.25	3.51

In order to determine the satisfaction of deputy headteachers of Public Secondary Schools of Nairobi Province, the following range of scores was used.

1.00 - 1.49	-Not satisfied
1.50 - 2.49	- Slightly satisfied
2.50 - 3.49	- Satisfied
3.50 - 4.49	-Very satisfied
5.0	-Extremely satisfied

From table 51, the deputy headteachers under the age bracket of 35-44 years were satisfied with recognition, interpersonal relations, administrative responsibility, work conditions and job security but were dissatisfied with pay and headteacher leadership styles. Male deputy headteachers were satisfied with recognition, interpersonal relations, administrative responsibilities, working conditions and job security but were dissatisfied with pay and headteacher leadership styles.

Generally, all the deputy headteachers were dissatisfied with pay and headteacher leadership styles but were satisfied with all other job factors. This can be explained by the fact that they have not been trained in the teaching profession. The less experienced category of deputy headteachers who have taught for five years were dissatisfied with the teaching profession. This is shown by their lower mean score of 1.90 compared to that of the more

experienced deputy headteachers who have taught for 28 years and scored a mean score of 3.51. This indicates that the older category of deputy headteachers were satisfied with their jobs. This can be explained by the fact that these experienced deputy headteachers are older with fewer job openings.

The deputy headteachers were asked to indicate their job satisfaction in general as indicated by tables 52 and 53 below.

Table 52: Distribution of deputy headteachers to show their job dissatisfaction

Number dissatisfied	Frequency	Percent
Not sure	20	55.00
Slightly	13	32.50
Very	4	10.00
Extremely	3	2.50
Total	40	100.00

Table 53: Distribution of deputy headteachers to show their job satisfaction

Level of satisfaction	Frequency	Percent
Extremely	5	15.20
Very	9	27.30
Slightly	3	9.10
Not sure	16	48.50
Total	33	100.00

65 percent of deputy headteachers indicated dissatisfaction while 35 percent were satisfied. This clearly shows that a great percentage of deputy

headteachers in Nairobi Province public secondary schools are dissatisfied with their job.

In order to understand how job satisfaction can be improved the deputy headteachers were told to suggest how their jobs could be improved. Table 54 below gives their suggestions by showing the level of importance in what should be improved. Salary was rated highest in causing job dissatisfaction.

Table 54: Suggestion for the improvement of the position of deputy headship

Suggestions For improvement	Frequency	Percent
Increased salary	13	31.00
Higher allowances	8	19.00
Participation by the parents	4	9.50
Need seminars on leadership	3	7.10
Fewer lessons	3	7.10
Better housing	2	4.80
More exposure to financial management	2	4.80
Involvement in decisions	2	4.80
Assistance from all members of school	2	4.80
Have clear policies	1	2.40
Effective communication	1	2.40
More authority	1	2.40
Total	42	100.00

Summary

The main purpose of this chapter was to analyze and interpret the data that was collected from the respondents. F-test was used to test Ho4, Ho5 and Ho6 while t-test was used to test Ho1, Ho2 and Ho3. The analysis showed that there was no significant difference between job satisfaction and age, gender, marital status, academic qualification and Category of school of deputy head teachers of Public Secondary Schools of Nairobi Province. On the job factors, the deputy head teachers expressed dissatisfaction with pay, headteacher administration, working conditions and headteacher leadership styles. However, they all expressed satisfaction in recognition, interpersonal relationship and job security.

The deputy head teachers were asked to indicate their satisfaction levels in their job. About 65.00% expressed dissatisfaction while 35.00% expressed satisfaction. However, they gave suggestions towards the improvement of the post of deputy headship on salary increment, higher house allowances, more involvement in decision-making and seminars in administration.

CHAPTER FIVE

Summary, Findings, Conclusions And Recommendations

Introduction

This was the last chapter in this study. It included the summary of the study, the findings and conclusions of the study. In this chapter, the researcher gave several recommendations for the improvement of job satisfaction of deputy headteachers of public secondary schools in Nairobi Province

Summary

The research study was carried out to investigate the degree of job satisfaction and the causes of job dissatisfaction in deputy headteachers of public secondary schools in Nairobi province. It also aimed at determining whether there is any relationship between job satisfaction and the independent variables of age, gender, marital status, academic qualification, job experience and category of school.

To carry out the study, the research instrument used was a questionnaire, which was issued to deputy headteachers in Nairobi Province public secondary schools. Two academic staff members from the Department of Educational Administration and Planning, University of Nairobi, validated the research instrument. It was pre-tested in a pilot study on ten deputy headteachers of Nairobi Province public secondary schools. The results were

correlated using Pearson's Product-Movement Correlation Coefficient and were found to have a reliability coefficient of 0.84.

47 deputy headteachers of schools in Nairobi province participated in the study. The study had six null hypotheses. These were:

Ho1: There is no significant difference between job satisfaction of deputy headteachers and their age.

Ho2: There is no significant difference between job satisfaction of deputy headteachers and their gender.

Ho3: There is no significant difference between job satisfaction of deputy headteachers and their marital status.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Ho4: There is no significant difference between job satisfaction of deputy headteachers and their academic qualifications.

Ho5: There is no significant difference between job satisfaction of deputy headteachers and their job experience.

Ho6: There is no significant difference between job satisfaction of deputy headteachers and their category of school.

t-test was used to test Ho1, Ho2 and Ho3. ANOVA was used to test Ho4, Ho5 and Ho6. In both cases, the 0.05 level of significance was considered as a measure for accepting or rejecting the hypotheses. All the null hypotheses were accepted.

Findings of the Study

The research study found the following results:

1. There was no significant difference between job satisfaction and the age of deputy headteachers in public secondary schools in Nairobi Province
2. There was no significant in job satisfaction and gender of headteachers in public secondary schools in Nairobi Province
3. There was no significant difference between job satisfaction and the marital status of deputy headteachers in public secondary schools in Nairobi Province
4. There was no significant difference between job satisfaction and the academic qualifications of deputy headteachers in public secondary schools in Nairobi Province
5. There was no significant difference between job satisfaction and the job experience of deputy headteachers in public secondary schools in Nairobi Province
6. There was no significant difference between job satisfaction of deputy headteachers and the category of schools in public secondary schools in Nairobi Province.

Conclusions of the Study

Deputy headteachers of Nairobi Province public secondary schools in Nairobi Province had held several responsibilities before being promoted to the position they now hold. They had been classteachers, subject teachers, games teachers, senior teachers and heads of department. They are experienced in teaching and have been appointed at a mature age of between 35 and 54 years.

The job factors that emerged as very important to these deputy headteachers included salary, recognition, interpersonal relations, administrative responsibilities, working conditions, job security, headteachers' leadership style, autonomy in decision-making and reasonable workload. Many of the deputy headteachers were highly qualified. Among them, 64.1 percent were degree holders and 29.5 percent were approved graduates. About 97.8 percent of them were dissatisfied with pay, 57.8 percent with working conditions while 88.6 percent were dissatisfied with their headteacher leadership styles.

Recommendations of the Study

1. Headteacher leadership styles came up as a cause of job dissatisfaction in this study. The headteachers should therefore change their leadership styles by involving fully their deputy headteachers in the decision-making process. This would harmonize

the two administrators of the school organization and thus remove job dissatisfaction amongst deputy headteachers.

2. The study showed that there are three deputy headteachers with a master of Education degree. The T.S.C. needs to make sure that these deputy headteachers are well remunerated and promoted to headship to prevent them from leaving the education system for better paying organizations.
3. It was also noted in this study that eleven deputy headteachers have stagnated in this post for eleven years. Promoting them would enhance their job satisfaction.
4. Salary came up as a major factor in job dissatisfaction. An improved pay package can be introduced for deputy headteachers in recognition of the many duties and responsibilities that they perform.
5. The study also found that deputy headteachers are not involved in the financial decisions that the headteachers make and yet they are supposed to take over in emergency situations. The headteachers should therefore train and involve their deputies in financial matters so that they can become competent in running the schools in case of the headteacher's absence.

6. From the suggestions of deputy headteachers shown in table 33 above, the deputy headteachers also need to be trained on administration and school management.

Suggestion for Further Studies

The following are suggestions for further studies that can be carried out.

1. A study should be carried out on the deputy headteachers who have left the teaching profession should be studied to see whether they have a higher job satisfaction in their new jobs, and reasons for leaving the teaching profession.
2. If possible, the study should be extended to private secondary schools in order to compare the factors that give job satisfaction in deputy headteachers of both public and private secondary schools.
3. It would have been important to also carry out a study of headteachers' job satisfaction in the same province to investigate whether the factors that cause job satisfaction are common to both headteacher and deputy headteacher. This would enable the T.S.C to set out policies of promotion without great difference between the two posts.
4. The same study of job satisfaction in deputy headteachers needs to be carried out in the whole country. This is because the results of this current study, having been restricted to Nairobi Province, which is

predominantly urban, cannot be used to generalize job satisfaction in deputy headteachers of all public secondary schools of Kenya.

BIBLIOGRAPHY

Adams, J. S., (1963). Towards an Understanding of Inequity. Journal of Abnormal and Social. Psychology, 422-436

Adhola, M., (2001, January 8). "Education Sector should steer clear of Controversies". Kenya Times, p.13

Adongo, A., (1986, November 1). Row over Road to Promotion. Daily Nation. p.14

Aduda, D., (1997, October 27). "Guidelines for Headteachers". Daily Nation, p.15.

Aduda, D., (2001, January 4). "260,000 will miss Form One Places".Daily Nation. p.1.

Albanese, R., and Fleet, D.D.V., (1983). Organizational Behaviour. Chicago: CBS College Publishing.

Alderfer (1972). Existence, Relatedness and Growth: Human Needs in Organizational Settings. New York: Free Press

Arnold, H. J., & Fieldman, D.C., (1986). Organizational Behaviour. New York: McGraw Hill, Inc.

Bartoo, V., & Faria, W., (2001, March 6). "Parents Blamed for Poor Baringo Results". East African Standard. p. 9.

Bashir, A. O., (1975). "An Investigation of Job Satisfaction of Elementary Teachers and Junior High School Teachers in the Libyan Arab Republic", Ph.D. Thesis, University of Kansas.

Blauner, R., (1955). Work Satisfaction and Industrial Trends in Modern Society. Chicago: University of Chicago Press.

Blocke, E. A., (1968). Toward a Theory of Task Motivation and Incentives. Organizational Behaviour and Human Performance. New York: Wiley.

Borg, W.R., & Gall, M.D., (1989). Educational Research: An Introduction. (5th ed). New York: Longman.

Buku M., (1997, November, 8). "Strike: Teachers given a Raw Deal". Daily Nation. p. 20.

Bush T., (1980). Approaches to School Management. London: Harper and Row Publishers.

Bushardt, S.C., et al; (1986). Motivation of Personnel (ed.). New York: Kend Publishing.

Central Province Secondary School Teacher, (1997, March 15). "Are Deputy Headteachers Appreciated?". Kenya Times p. 16.

Chvasu, H, O., (1997 October 6). "Teachers Deserve a Better Deal". Daily Nation, p.7.

Coulson A., & Cox, M., (1975). "What do Deputies do?" London: Nafferton Books.

Coulson, T., (1976). Leadership Functions in Primary School. London: Educational Administration.

Cozby, P. C., (1993). Methods in Behaviour Research (3rd ed.). California: Mayfield Publishing Company.

Crawshaw, J. & Chambers J., (1994). A Concise Course in A- Level Statistics with Worked Examples (3rd ed.). New York: Wiley.

Davis, K., (1981). Human Behaviour at Work (6th ed.). New York: MacGraw-Hill Inc.

Dean, J., (1995). Managing the Primary School. London: Croam Helm.

Derek W., (1983). Responsibility and Promotion in Primary Schools. London: Heinemann Educational Books.

Donnelly, J.H., (1987). Fundamentals of Management (6th ed.). Hoonewood: BPI Irwin.

Dubin, J. A., (1978). Fundamentals of Organizational Behavior. An Applied Perspective. (2nd ed.). New York: Persimmon Press Inc.

Edwards, P., (1995). Industrial Relations. Theory and Practice (ed.). Cambridge: Blackwell Publishers.

Flippo, E. B., (1984). Personnel Management (3rd ed.). New York: McGraw-Hill, Inc.

Fosi, H., & Carroll, S., (1968). Managerial Reactions to Management by Objectives. Academy of Management Journal. New York: Wiley.

Garrison, K. R., & Munchinsky, P. M., (1981). "Attitudinal and Biographical Predictors." Journal of Applied Psychology. p. 385 – 389.

Gilmer, B. V. H., & Deci, E.L., (1977). Industrial and Organizational Psychology (4th ed.). New York: McGraw-Hill Book Company.

Hellriegel, D., (1986). Organizational Behaviour (4th ed.). New York: West Publishing Company.

Hersey, P., (1996). Management of Organizational Behaviour (7th ed.). New Jersey: Prentice-Hall Inc.

Hertzberg, F., (1968). One More Time, How do You Motivate Employees?. Harvard Business Review 146, 53 - 62.

Ilgen, D. R., & Hamstra, B. W., (1972). Organizational Behaviour and Performance. Ontario : Business Publications Inc.

Imber, M., & Reyes, P., (1989). Factors Contributing to Teacher Job Satisfaction with Participative Decision-Making: Journal of Research in Education 23, 216 - 225. New Jersey: Wiley.

ILO Report, (1978). Teachers Pay. Geneva: ILO Publications, (p. 17-18).
New York: Mc Graw-Hill Book Company.

Jones, S.H., (1962). Field Report on the Survey of the Status of Teaching Profession in Africa. Paris: UNESCO.

Kamau J. M., (1986). "A Study of the Functions of Deputy Headteachers in Eastern Division of Nairobi City Commission", Unpublished Masters Thesis, Nairobi: Kenyatta University.

Kamunge, J.M., (1988). Report of the Presidential Working Party on: Education and Manpower Training For The Next Decade and Beyond. Nairobi: Government Printer.

Karanja, J., (1984). "The Factors of Job Satisfaction of Secondary School Teachers of Kiambu District", Unpublished Masters Thesis. Nairobi University

Karugu, G.K., (1980). "An Investigation of Job Dissatisfaction Among Elementary Secondary School Teachers and Education Officers in Kenya", Unpublished Doctoral Dissertation, Northern Illinois University.

Kenneth N.W., & G. A., (1975). Organizational Behaviour and Industrial Psychology. New York: Oxford University Press.

Kerlinger, F.N., (1973). Foundations of Behavioural Research (2nd Indian Reprint 1983). Delhi: S.S. Chhabra For Surj'eet.

Kimengi, N.L., (1983). "A study of Secondary School Teachers Attitudes towards Teaching and their Job Satisfaction in Kenya". Unpublished Master's Thesis, University of Nairobi.

Konchora, J.,(1997, October 3). "KNUT Team, Masinde hold Talks".Daily Nation, p.1.

Kreitner, R., (1996). Management (3rd ed.). Boston: Mifflin Company.

Kreitner, R., & Kinnicks, A., (1989). Organizational Behaviour. Boston: Richard D. Irwin.

Kumb, S., (2001, January 17). "Parents Flush out teachers from Trouble-Ridden School." Kenya Times, p.3.

Lenaham, R.R., (1975). "Teacher Supply and Labour Market." Unpublished Masters Dissertation, University of London.

Locke, E.A., (1968). Toward a Theory of Task Motivation and Incentives. Organizational Behaviour and Performance. New York: Wiley.

Locke, E. A. (1975). 'The Nature and causes of Job Satisfaction' in M. D. Ed. Handbook of Industrial and Organizational Psychology. Chicago. Rand and MacNally

Luthans, F., (1989). Organizational Behaviour (5th ed.). New York: McGraw-Hill Book Company.

Luthans, F., (1992). Organizational Behaviour. New York: McGraw-Hill Inc.

Macaria, L., (1984). "Job Satisfaction Among Secondary School Teachers in Nairobi Province", Unpublished Post Graduate Diploma in Education Thesis, Kenyatta University.

Maleche, A.J.,(October,1972). "Why Join Teaching?" East Africa Journal, Vol. 9 No. 10.

Mali, P., (1978). Improving Total Productivity. New York: John Wiley.

Mandera A. K., (1995). A Study of some of the Factors Associated with Job Satisfaction or Dissatisfaction among Teachers in Nairobi, Kenya

Manore, C.J., (1969) (ed.) University of East Africa Conference on Staffing Teacher Education Institutions in East Africa Supply and Demand, Training and Utilization.

Maslow, A.H., (1943). A Theory of Human Motivation. Psychological Review, 3. p. 109-123. New York: McGraw-Hill Book Company.

Mathew R. & Long S., (1982). The Role of the Deputy Head in a Comprehensive School. London: Ward Lock Education.

Mbugua, J. M., (1998). "A Study of Motivational Needs and Job Satisfaction of Secondary Business Studies Teachers in Nairobi Province", Unpublished M.Ed. Thesis University of Nairobi.

McCormick, J.E., and Ilgen, D.R., (1987). Industrial and Organizational Psychology (8th ed.). London: Unwin Hyman Ltd.

Murry, R. S., (1981). Management Perceptions of Two Appraisal Systems. California Management Review. New York: MacGraw Hill Book Company.

Mutua, R. W., & Namaswa G., (1992). Educational Planning. Nairobi: Educational Research and Publications.

Muya, W., (1995, October 17). "Status of Teachers". Daily Nation, p.4.

Nachmias, D., and Nachmias, C., (1976). Research Methods in the Social Sciences. London: Arnold.

Nation Team (1997, October 1). "KNUT unmoved as strike dawns". Daily Nation, p.1.

Nation Team (2001, February 20). "Two schools closed as unrest grows". Daily Nation, p.5.

Nation Team (2001, April 4). "Teachers pick new leaders". Daily Nation, p.1.

Nation Team (2001, April 23). "Teachers in new threat". Daily Nation, p.1.

Nation correspondent., (2001, March 14). "Students fail to get results." Daily Nation, p.16.

Ngalyuka, J., (1985). "The Factors of Job Satisfaction in Secondary School Teachers of Makuani District", Unpublished Masters Thesis, Kenyatta University.

Ngaruiya, S., (1997, July 4). "Teaching is a horrible job". Daily Nation, p. 13.

Okumbe, J.A., (1992). "Levels of Job Satisfaction Among Graduate Teachers in Secondary Schools in Siaya District and Kisumu Town", Ph.D. Thesis. University of Nairobi.

Okumbe, J.A., (1998). Educational Management: Theory and Practice. Nairobi: Nairobi University Press.

Okwach, D., (2001, March 6). "Abuse in schools not documented". East African Standard, p.7.

Onduko M., (1986, August 1), " Raw deal for deputy heads", Daily Nation, p.7.

Organ, W.D. & Bateman, T.S., (1991). Organizational Behaviour (4th ed.). Boston: Richard D. Irwin.

Pestonjee D.M., (1991). Motivation and Job Satisfaction. New Delhi: MacMillan India Limited.

Porter L.W., & Lawler E.E., (1968). Motivation and Management in J. W., McGuire (Ed). Contemporary Management: Issues and Viewpoints. p. 545-567. New Jersey: Prentice Hall.

Porter L. W., & Miles, R. E., (1974). Motivation and Management in J.W., McGuire (ed.). Contemporary Management: Issues and Viewpoints. p. 545 – 566. New Jersey: Prentice Hall.

Porter L. W., & Steers, R. M., (1973). Organizational, Work, and Personal Factors in Employee Turnover and Absenteeism: New York: Ronald.

Pringle, C. D., & Longenecker, J. G., (1982). The Ethics of MBO. Academy Management Review. New York: Macmillan Publishing Company.

Randolph, W. A., & Blackburn, R. S., (1989). Managing Organizational Behaviour. Honewood: Irwin.

Republic of Kenya (1980). Report of the Civil Service Review Committee. Nairobi: Government Printer.

Republic of Kenya (1984 – 1988). Development Plan. Nairobi: Government Printer.

Republic of Kenya (1985). Report of the Civil Service Salaries Review Committee.
Nairobi: Government Printer.

Republic of Kenya (1986). Code of Regualtions. Nairobi: Government Printer.

Republic of Kenya (1989 – 1993). Development Plan. Nairobi: Government Printer.

Republic of Kenya, (1993). Human and Resource Development.
Nairobi: Government
Printer.]

Republic of Kenya (1994). Report of the Third Teacher Education Conference: The Concern for Kenya. Nairobi: Jomo Kenyatta Foundation.

Republic of Kenya (1994 – 1996). Development Plan. Nairobi: Government Printer.

Republic of Kenya (1996). Economic Survey. Nairobi: Government Printer.

Republic of Kenya (1998). Responsibilities and Duties in Schools/Educational Institutions for Chief Principals, Senior Principals, Headteachers, Senior Teachers and Class Teachers: Management Guidelines. Nairobi: Jomo Kenyatta Foundation.

Reyes, P., (1990). Individual Work Orientation and Teacher Outcomes: Journal of Educational Research, 83 (6), 227-335.

Rhodes, S. R., (1983). "Age Related Difference in Work Attitudes and Behaviour". Psychological Bulletin.

Robbins, S. P., (1989). Organizational Behaviour, Concepts, Controversies and Applications. (4th ed.). New Jersey: Prentice Hall.

Rodgers-Jenkinson., & Chapman, D. W., (1990). Job Satisfaction of Jamaican Elementary School Teachers. International Review of Education, 36(3), p. 299-313.

Roomkin, M. J.,(1989). Managers as Employees. (ed.). New York: Oxford University.

Sahil,B.,(2001, January,4).“23 Headteachers in Nandi Transferred”.Kenya Times,p.24.

Schultz, D. P., & Schultz, S. E., (1986). Psychology and Industry Today: An Introduction To Industrial and Organizational Psychology (4th ed.). New York; Macmillan Publishing Company.

Sergiovanni, T., (1967). Factors which Affect Satisfaction and Dissatisfaction of Teachers. Journal of Educational Administration, 5(1) 66-83.

Shimoli, E., & Waihenya, K., (1997, October 13). "Deal Reached for Teachers' Strike". Daily Nation, p. 1.

Sifuna, D. N., (1994). An Introductory History of Education (ed.). Nairobi: Nairobi University.

Siringi, S., (2001, January 26). "Kisii Schools Set to Open". Daily Nation, p. 14.

Smith, P. C., Kendall, L.M., and Hulin, C.L., (1969). The Management of Satisfaction in Work and Retirement. Chicago: Rand McNally and Co.

Sogomo, C. K., (1993). Job Satisfaction of Secondary School Principals in the Rift Valley Province of Kenya, Unpublished M.Ed. Thesis. Lakehead University.

Tarifa, F., & Kroop, C. L., (1994). International Review of Educational Working Conditions. Work Style and Job Satisfaction of Albania Teachers. Amsterdam: Kluwer Academic Publishers.

Tosi, H., and Carroll, S., (1968). Managerial Reactions to Management by Objectives: Academy of Management. New York: Wiley.

Tuckman, B. W., (1978). Conducting Educational Research (2nd ed.). New York: Harcourt Brace Jovanovich, Inc.

Vroom V. H., (1964). Work and Motivation. New York: Wiley.

Waihenya, K., (1997, October 6). "Teaching Profession under Microscope as Strike Ranges". Daily Nation, p. 6.

Waihenya, K., (2000, July 10). "Major Blow for Teachers". Daily Nation, p. 15.

Waihenya, K., (2001, January 22). "Head teachers Crying Foul over the Criteria of Transfers". Daily Nation, p. 19.

Waihenya, K., (2001, February 22). "Mangu Parents Differ with the Head". Daily Nation, p. 3.

Waihenya, K., (2001, April 16). "Teachers Shortage Biting". Daily Nation, p. 14.

Weru, G., (1997, October 10). "My Heart Cries for Teachers". Daily Nation, p. 2.

Appendix 1

University of Nairobi
 College of Education
 and External Studies
 P.O.Box 92
KIKUYU

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

I am a postgraduate student undertaking a master's degree course at the Department of Administration and Planning, Faculty of Education, University of Nairobi. I am carrying out a study to analyze job satisfaction among serving deputy headteachers of public secondary schools within Nairobi Province.

Please fill in the attached questionnaire that is intended to gather information in order to facilitate the study whose findings may be useful in recommending the development of the best methods of improving job satisfaction amongst deputy headteachers in future. Do not write your name or your school's name on the questionnaire, as the study is general to Nairobi Province. Please note that all the information given will be treated confidentially and your accurate answers will greatly help in this study. The answers you give will be used for statistical purposes only and no one will be allowed to see your personal responses. 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,

Anne W. Murage (Mrs.)

Appendix 2**QUESTIONNAIRE FOR DEPUTY HEADTEACHERS OF NAIROBI
PUBLIC SECONDARY SCHOOLS.****SECTION ONE: PERSONAL DATA****Instructions**

This section requires you to give information concerning yourself and the relationship with your school. Please put a tick (\checkmark) to indicate the response that is applicable to you.

For example: What is your religion ?

- (a) Catholic (\checkmark)
 (b) P.C.E.A. ()

1. What is your gender?

- (a) Male ()
 (b) Female ()

2. In which age category do you belong ?

- (a) ≤ 25 years ()
 (b) 26-34 years ()
 (c) 35-44 years ()
 (d) 45 – 54 years ()
 (e) ≥ 55 years ()

3. Please indicate your marital status?

(a) Single ()

(b) Married ()

4. What is your highest academic qualification ?

(a) Diploma ()

(b) Bachelor of Education()

(c) Bachelor of Arts ()

(d) Masters of Education ()

(e) Approved Graduate ()

(f) Other () Please specify _____

5. How many lessons do you teach ? ()

6. What responsibilities did you have in your next previous job? (Tick as appropriate)

(a) Classteacher ()

(b) Subject teacher ()

(c) Head of Department ()

(d) Games teacher ()

(e) Subject Head ()

(f) Housemaster ()

(f) Careers Master ()

(g) Other () Please specify _____

7. What is your teaching experience?

() [years]

8. For how long have you worked as a head of department?

() [years]

9. For how long have you worked as a deputy headteacher

() [years]

SCHOOL DATA

INSTRUCTIONS

This section requires you to give information about your school. Please put a tick in the blanks to indicate the response that is applicable to you.

10. What is the category of your school.

(a) Mixed-boarding ()

(b) Mixed Day ()

(c) Boys Boarding ()

(d) Girls Boarding ()

(e) Boys Day ()

(f) Girls Day ()

11. What is the gender of your headteacher?

(a) Male ()

(b) Female ()

12. (i) Whom would you prefer to work under?

(a) Headmaster ()

(b) Headmistress ()

(ii) Explain the reason for your preference -----

13. What is the number of pupils in your school as approved by the Ministry of Education?

()

14. What is the actual number of student enrolment?

()

15. For how long have you worked under the present headteacher?.() years

16. Under how many headteachers have you worked since promotion to deputy headship?

(a) 1 ()

(b) 2 ()

(c) 3 ()

(d) 4 ()

17. In how many schools have you worked as a deputy headteacher?

(a) 1 ()

(b) 2 ()

(c) 3 ()

(d) 4 ()

SECTION TWO

This section is concerned with job factors, which include pay, promotion, recognition, interpersonal relations, administration tasks and responsibilities, working conditions, job security and leadership style of headteacher.

Please tick in the appropriate box to show your level of satisfaction for each condition. A number between 1 and 5 indicating levels of satisfaction as follows represents each column.

1. Not satisfied
2. Slightly satisfied
3. Satisfied
4. Very satisfied
5. Extremely satisfied

Work itself

18. What is your level of satisfaction on the following?

	1	2	3	4	5
Use of your professional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of your academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free use of decision-making skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Significance of your post	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback of your performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pay

19 What is your level of satisfaction on the following?

Your Present salary as a measure	1	2	3	4	5
of your input to the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your present salary as compared to people					
in other professions who have similar					
qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your present salary as compared to heads					
of department in your job group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Allowances and benefits pegged to					
your post	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Privileges attached to your post	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Recognition

20. What is your level of satisfaction on appreciation by:

	1	2	3	4	5
Your employer, the TSC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Board of Governors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Your headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other teachers in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local politician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interpersonal skills

21. What is your level of satisfaction on your relationship with:

Your employer, the TSC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Board of Governors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other deputy headteachers in other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other teachers in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local politician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Maintenance of the school facilities

Provision of the teaching and learning materials

Security of Your job

24. How satisfied are you with:

	1	2	3	4	5
Your future job security from your employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protection by the Board of Governors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protection by your trade union (KNUT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protection by your fellow teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership style

25. What is your level of satisfaction on:

	1	2	3	4	5
Your headteacher's leadership style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of freedom given to your fellow teachers on decision-making by the headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of communication from your headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your participation in financial matters of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION THREE

Instructions: Please indicate your answers in the spaces provided.

26. (a). Name three aspects of your job that you like as a deputy headteacher.

(i) _____

(ii) _____

(iii) _____

(b). Explain why you like these particular aspects of your job

27) Name three aspects of your job that you especially dislike as a deputy headteacher

(i) _____

(i) _____

(iii) _____

(b). Why do you dislike the aspects you have mentioned above? _____

28) Please tick the most appropriate condition that explains your level of satisfaction in your present post of deputy headship

- Not satisfied
- Slightly satisfied
- Satisfied
- Very satisfied
- Extremely satisfied

29). Check between each pair of adjectives that best describes how you feel at work

KEY

0 = Not sure

1 = Slightly

2 = Very

3 = Extremely

	3	2	1	0	1	2	3	
Valuable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Worthless
Penalized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rewarded
Interested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bored
Recognized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unrecognized
Appreciated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unappreciated
Satisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dissatisfied

30) To which position do you aspire in your long-term career plans (please

tick one)

(a) Headteacher

(b) District Education Officer

(c) Inspector of Schools

(d) Teachers' College Lecturer

(e) Provincial Director of education

(f) Director of Education

Other:

Specify _____

31. Please give three suggestions for the improvement of the post of deputy headship in the teaching profession

(a) _____

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

(b) _____

(c) _____

THANK YOU