

**INSTITUTIONAL FACTORS INFLUENCING TEACHERS' JOB
SATISFACTION AMONG PRIMARY SCHOOLS IN SIAKAGO DIVISION,
MBEERE NORTH DISTRICT, KENYA**

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**A Research Project Submitted In Partial Fulfilment for the Requirements of
the Degree of Master of Education in Educational Administration**

University of Nairobi

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DECLARATION

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



Muchungu, Jervasio Mbogo.

This project has been submitted for examination with our approval as the University Supervisors.

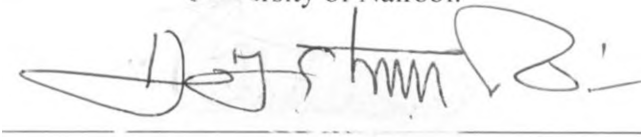


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DEDICATION

This research project is dedicated to my beloved wife Jane Wangui for her moral support and financial assistance throughout my studies, my sons Kennedy, Kelvin, Michael and my daughter Fidelis Wanjiru. I can't also forget my late father Muchungu and mother Agness Mbuya for starting me off to the academic work.

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ABBREVIATIONS AND ACRONYMS

HR	Human Resource
KCPE	Kenya Certificate of Primary Education
NGOs	Non-Governmental Organisations
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
DEO	District Education Officer

ABSTRACT

The purpose of this study was to investigate institutional factors that influence teachers' job satisfaction among primary schools in Siakago Division. The target population was 369 teachers. Four research objectives were formulated to guide the study. To determine whether working conditions have any influence on job satisfaction among teachers in primary schools, To examine if participation in leadership affects job satisfaction among teachers in primary schools, to determine whether the role conflicts affects job satisfaction among teachers in public primary schools, to establish whether monetary rewards affect job satisfaction among teachers in primary schools. The study used descriptive survey design using a sample of 124 respondents, 111 teachers and 13 headteachers. Data were collected by use of questionnaires and was analysed by used descriptive statistics. Findings indicated that institutional factors influenced teachers' job satisfaction among teachers. Findings also revealed that participation in leadership on job satisfaction among teachers. It was also revealed that role conflict affected teachers' job satisfaction. Monetary rewards were another factor that affected teacher's job satisfaction. Based on the findings, it was concluded that institutional factors influenced teachers' job satisfaction among teachers. Headteachers said that teachers are very often adequately considered for their personal needs like duty off with the same indicating that they are considered that sometimes. A few head teachers said that teachers rarely had adequate instructional equipment. Teachers responded that they were never allocated duties based on competence. Working conditions were reported as generally good by only a few teachers. Teachers were sometimes considered for their personal needs like duty offs and were not given clear job description. The study also concluded that participation in leadership influenced teachers' job satisfaction. Majority however of headteachers said that they allocated supervisory role to each teacher to make them feel as part of the leadership very often. Teachers on their part indicated that their head teacher rarely allowed them to participate in major decision making while only a few teachers indicated that their headteacher rarely made them take leadership roles in the school. The study concluded that role conflict affected teachers' job satisfaction. The study also concluded that monetary rewards affected job satisfaction among teachers. This conclusion was based on the fact that most headteachers indicated that they had never been rewarded based on their performance. Salary was also noted by majority of the teachers as not adequate. Based on the findings of the study, it was recommended that there is need for school administration to come up with modalities of enhancing teachers' job satisfaction. It was also recommended that aspects of job satisfaction such as working conditions, participation in leadership job specification and job description and monetary rewards should be enhanced. The study also recommends that headteachers should avail and instructional equipment to enhance teachers job satisfaction. The study suggested that a study on whether there is any significant relationship between teachers'

motivational levels and their job performance should be conducted. It was also suggested that since the study was on institutional factors and how they influenced job satisfaction, a study on how teachers' demographic variables influence teachers' job satisfaction should be carried out.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Job satisfaction is perceived as an attitudinal variable measuring the degree to which employees like their jobs and the various aspects of their jobs (Spector, 1997). It is an important area of research because job satisfaction is correlated to enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burn out.

Job satisfaction, according to McCormic and Ilgen (1985), is an association of attitudes held by an organization's members. The way each employee responds towards their work is an indication of the commitment towards their employer. McCormic and Ilgen further notes that many of employees are of the opinion that downsizing, rightsizing and reengineering give employers an opportunity to dispose of those workers who are a liability to the organization. Similar to professionals in other occupations, job satisfaction among educators has been related to a number of factors. Researchers have linked job satisfaction to teacher attrition, demographic variables including age, education and gender; practice related variables such as salaries credential, opportunities for promotion, supervision recognition, student behaviour, working conditions and sense of autonomy.

Wisniewski and Gargun Lo (1997) maintain that high attrition rates amongst teachers can be attributed to job dissatisfaction. They concluded that lack of recognition, few opportunities for promotion, excessive paperwork, loss of autonomy, lack of supplies, low pay and stressful interpersonal interactions all contributed to teachers' decisions to leave schools. Satisfaction within teaching is associated with teacher's effectiveness, which ultimately affects student achievements.

Darling and Hammould (1995) states that rigid bureaucratically administered schools have not succeeded in implementing change in education reform, while schools using collective or collaborative problem solving strategies based on an underlying sense of commitment have succeeded. Senge, (1990) suggested that without commitment: substantive change becomes problematic hence; job satisfaction appears to be one aspect of commitment. Job satisfaction is a component of organizational commitment. It can be considered as a related constellation of attitudes about various aspects or facets of the job. When satisfaction is measured at a broader level, research has shown those organizations with more satisfied workers are more effective than those with less satisfied workers (Robbins, 1998).

Buitendach and de Witte (2005) prefer the view that job satisfaction relates to an individual's perceptions and evaluations of a job. Individuals therefore evaluate their jobs on the basis of factors which they regard as being important to them.

Job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job.

De vaney and Chen (2003) identifies the quality of one's relationship with their supervisor the quality of the physical environment in which they work as well as the degree of fulfilment in their work as among the institutional factors affecting job satisfaction. Dinham and scott (2003) have reported institutional factors such as participatory leadership, role ambiguity, monetary rewards and job recognition as factors that affect primary school teachers' job satisfaction. According to Okumbe (2001) teachers form a fundamental resource in an educational organization. Therefore, elaborate Human Resource Management Programme must be put in place in order to derive their maximum resourcefulness for the enhancement of teaching and learning. As the instrument of action on the ground, teachers are expected to mould all round learners, right from their first day at school, culminating in academic success. A lot of motivation has been given to workers in other sectors and teachers in secondary schools, while primary teachers with a lot of task seem to be ignored not forgetting that primary school is the basic foundation of any education system.

There is growing awareness in Kenya to a motivated public sector work force to provide good quality public services. The current public sector reform process recognizes the need to increase the motivation of public sector workers and is

committed to reforming human resources management and salary policy (Fullan, 2002). The reforms are necessary for all sectors including the education sector, which is the backbone for economy.

Quality education is paramount in steering development in Siakago Division and thus education is a top priority in the division. There have been complaints from the general public about the poor performance in KCPE in the division compared to Evurori Division in Mbeere North (D.E.O`S office 2012) . The number of students admitted in secondary schools is far less than the number of pupils who sat for KCPE for the past five years' a factor that could be explained by job satisfaction of teachers who are entrusted with imparting knowledge to the pupils.

Table 1.1 illustrates the trend in K.C.P.E performance in the division as compared to Evurori division mean standard for five years since 2007.

Table 1.1

K.C.P.E performance in the public primary schools

Years	2007	2008	2009	2010	2011
Siakago division	240.5	240.99	243.10	245.58	245.59
Evurori division	248.23	260.13	258.81	261.55	257.09

Sources: Area Education Office Siakago, 2012.

1.2 Statement of the problem

There is a growing awareness in Kenya of the need for a motivated public sector workforce to provide good quality public services. The current public sector reform process recognizes the need to increase the motivation of public sector workers and is committed to reforming human resources management and salary policy (Fullan, 2002). The reforms are necessary for all sectors including the education sector which is the backbone for any economy.

According to Orodho (2005), teachers play a very crucial role in achieving the objectives of Kenya's vision 2030. Disgruntled teachers who are not satisfied with their job may not be committed and productive thus making them not perform at the best of their capabilities. Teaching profession is facing problems related to teachers' job satisfaction. Moreover, there has been inconsistency in academic performance in primary school over the years. Some of the factors attributed to this include; Lack of community ownership, inadequate number of teachers, lack of role models, drug abuse and the consumption of cheap illicit brews, inadequate infrastructure as well as lack of job satisfaction among teachers (Ngecu, 2006).

According to Mbiti (2007), K.C.P.E performance for all public primary education was expected to shoot up after introduction of free primary education because pupils were no longer sent home for school fees, this is not the case in Siakago Division where results are below average as indicated in table 1.1. This clearly shows that a number of challenges still persist, much of it being caused by low job

satisfaction among teachers and thus poor performance over and above, no studies have addressed institutional factors influencing job satisfaction among teachers in Siakago division. There is therefore a need for a research which would examine the situation as objectively as possible hence investigating institutional factors influencing teachers' job satisfaction among primary schools in Siakago division, Mbeere North, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate institutional factors that influence teachers' job satisfaction among primary schools in Siakago Division.

1.4 Objective of the study

The study was guided by the following objectives:

- i. To determine whether working conditions have any influence on job satisfaction among teachers in primary schools.
- ii. To examine if participation in leadership affects job satisfaction among teachers in primary schools.
- iii. To determine whether role conflict affects job satisfaction among teachers in public primary schools.
- iv. To establish whether monetary rewards affect job satisfaction among teachers in primary schools.

1.5 Research questions

Basing on the above objectives the following research questions were addressed

- i. How do working conditions affect teachers' job satisfaction in primary schools?
- ii. To what extent does participation in leadership affect primary teachers' job satisfaction?
- iii. How does role conflict affect primary school teachers' job satisfaction among teachers in public primary schools?
- iv. To what extent do monetary rewards affect primary school teachers' job satisfaction ?

1.6 Significance of the study

It is anticipated that this study would bring to the fore probable underlying influences of job satisfaction on teachers in primary schools. It is also anticipated that the outcome of the study would assist the government in making decisions on measures required for maximum performance of primary school teachers in Kenya. It is hoped that the study would encourage and stimulate more educators and students to research more on areas not covered in the study.

1.7 Limitations of the study

Limitation is an aspect of research that may influence the results negatively, but over which, the researcher has no control (Mugenda and Mugenda, 1999). There is a possibility of some head teachers giving minimal cooperation, fearing that the study would detect their administrative incompetence. This will be mitigated by ensuring that the information given will be kept confidential. It is also possible

that some teachers will not give honest information for fear that they will be exposing negative qualities of their head teachers and the TSC. The researcher however will assure respondent that findings will be used for academic purpose but not for policy decisions. Siakago division is expansive, and schools were located far apart meanwhile the roads are sometimes impassable. As such administration and collection of some questionnaires will pose a problem. To curb this challenge, adequate time was created for data collection in areas. The researcher made a pre-visit to mitigate the possible challenges.

1.8 Delimitation of the study

The study was confined within Siakago division which is a rural area. Therefore the findings of this study may be generalized to other areas of the country with caution since conditions in the division may be unique and different from other areas. In addition, the study targeted public primary teachers and head teachers only as the respondents. Hence the findings were not generalized to urban schools.

1.9 Assumption of the study

The study assumed that:

- i. The respondent would be willing to cooperate and give accurate information.
- ii. The respondents were honest when giving their responses.

1.10 Definition of significant terms

Education refers to developmental process provided by a school or other institutions for acquisition of knowledge, skills and attitude.

Monetary rewards refer to financial gifts given to teachers in the institution to encourage them work and be committed towards achieving the institutional goals and objectives.

Institutional factors refer to factors generated from within the school institution

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

Working condition refer to the working environment and to the non-pay aspects of teachers

Participation refer to the engagement of teachers' in institutional decision making

Head teacher refer to administrative head of a school who performs executive duties

1.11 Organization of the study

The study is organized into five chapters; chapter one will highlight the backgrounds and statement of the problem, purpose, objectives, significance, limitations, delimitations, assumptions and definitions of significant terms of the study. Chapter two deals on literature review organized under the following sub headings: Working conditions on teachers' job satisfaction, participatory leadership and job satisfaction of teachers, role of conflict and teachers' job

satisfaction and monetary rewards on teachers' job satisfaction. A theoretical and conceptual framework is provided. Chapter three covers research methodology under the following sub headings: research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the study, data collection procedures and data analysis techniques. Chapter four consists of data analysis and interpretation of the findings. Chapter five focussed on the summary, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature was reviewed under the following sub headings: Working conditions on teachers' job satisfaction, participatory leadership on job satisfaction of teachers, role conflict on job satisfaction of teachers and monetary rewards on teachers' job satisfaction.

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2.2 Influence of working conditions on job satisfaction

Employee motivation is influenced by the employer, the management and the environment. Motivating the employee is the manager's job. Bennell, Bulwani and Musikanga, (2004) in their study in 12 countries found that working conditions had an impact on job satisfaction. The key factors in their study were workload, general classroom conditions, collegial and management support, location, living arrangements and distance to work. In countries such as Ghana, Sierra Leone and Zambia, it is noticeable that the large majority of teachers in rural areas indicate that working conditions are 'poor' and 'very poor'. While concerted efforts are being made to improve working conditions, the daily challenge for most teachers remains daunting (Bennell, et al, 2004). On the other hand, a study Bennel and Akyeampog (2007) found that children in smaller classes tended to do better than those in larger classes even when some attempt

was made to control for other variables such as parental occupation, school size and length of schooling. Galton and Simon (1980) were forced to conclude that larger classes did not necessarily result in lower rates of progress in basic skills. Other factors, such as teachers, their style of teaching and the distribution of pupils, may very well come into play in explaining the findings.

In research conducted by, amongst others, Steinberg (1993), and Steyn (1992) on the factors influencing job satisfaction among white teachers in South Africa, the variables that emerged from these studies were aspects pertaining to working conditions; interpersonal relations with managers, colleagues and learners; professional development; management style; and community involvement. Factors influencing job satisfaction among white teachers covered a broad spectrum, and included intrinsic as well as extrinsic factors.

Findings from research by Mosley, Meggins and Pietri (1993) and Greenberg and Baron (1993) support the expectancy theory. Mosley (1993) maintains that job satisfaction is strongly influenced by the rewards that the individual receives from his or her work. Greenberg and Baron claim that job satisfaction is determined by the degree to which job outcomes, like rewards, match those desired by the individual.

Van der Westhuizen and Du Toit (1994) study on the factors influencing job satisfaction among black female teachers in South Africa indicated that all the job satisfaction factors revolved around the teacher's learners, her teaching, and her

own security. It was apparent that she sought her job satisfaction within her classroom. Factors concerning her personal life and her relationships with colleagues were also accorded high priority, indicating that intrinsic factors played an important role in determining job satisfaction.

Nhundu (1994) found in his research that self-appraisals and role-clarity factors emerged as the major predictors of overall job satisfaction among teachers in Zimbabwe. In Botswana, Chimbanga (1999) conducted research that focused mainly on teachers of English as a second language. Although the study did not measure the teachers' job satisfaction *per se*, findings indicated that factors such as workload (including extra-curricular activities), class size and working conditions played an important role in determining whether the teachers in the sample found their job satisfying or not. In this study, the focus on job satisfaction precursors appeared to be more extrinsic in nature.

Munguyu (2008) in her study on selected factors of FPE that influence job satisfaction among primary school teachers in Embakasi Division of Nairobi Province revealed that work environment such as High enrolment, overstretching of physical facilities and learning resources, attributed to FPE affected teachers' job satisfaction among teachers. Teachers were highly dissatisfied with the number of pupils they had in the class. Leshao (2008) revealed that working conditions in the schools which included pupil enrollment, high enrollment, high work load, high teacher pupil ratio affected teachers job satisfaction.

In a study by Wong and Heng (2009) which sought to identify the factors that measure job satisfaction of teaching staff of two selected and major universities in Malaysia revealed that the major sources of job satisfaction for Malaysian faculty members were policy, administration, and salary. The relevant sources of dissatisfaction are personal achievement, personal growth, interpersonal relations, recognition, responsibility, supervision, the work itself, and the overall working conditions.

Karugu (1980) showed that teachers were motivated to stay in job if physical social economic and security dimensions associated with conditions of work were satisfactory. To curb dissatisfactions among teachers, they must be adequately provided with salary, proper working conditions good supervision, teaching materials, small classes, preparation periods and overtime payments. A study by Mutie (2004) which used facet/overall satisfaction model to study secondary school teachers and administrators in Kitui District in Kenya found that teachers were only marginally satisfied with their job. Mumo (2000) also used the same model to study technical training institute tutors within Nairobi Province. He found that majority (63%) expressed slight satisfaction with their overall job and that tutors expressed satisfaction with slightly over half (53%) of the facets.

2.3 Influence of participation in leadership on job satisfaction

Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success. Leadership is a process of

interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse, 2010; Yukl, 2005). Castaneda and Nahavandi (1991) indicated that employees are most satisfied when they perceive their supervisors as exhibiting both relational and task oriented behaviours. According to Fullan (2002), when teachers are highly involved in leadership of a school, they become more motivated and thus get satisfied with their job. Like most organization, school leaders should focus on the organizational level with concern for group and the environment. Most education organization theories are concerned with people aggregated into departments, and organizations with the differences in structures and behaviour at the organization level of analysis.

Leaders of effective schools do not exercise educational leadership alone. Such leadership is often the collective task of the principal along with other members of the organization. Almost all schools would be strengthened by a power-sharing approach, and "the conception that policy is the domain of administrators and pedagogy the domain of teachers" is obsolete (Schuler, 1989). The involvement of subordinates may be perceived as a loss or sharing of power, thus creating resentment at the leadership level (Conley & Woolsey, 2000).

Lashbrook (1997) stated that staff participation in leadership plays a vital role in influencing their job satisfaction. Some researchers discovered that different leadership styles will engender different working environment and directly affect

the job satisfaction of the employees (Timothy & Ronald, 2004). Bass (1985) proposed that transformational leadership might intrinsically foster more job satisfaction, given its ability to impart a sense of mission and intellectual stimulation. Participatory leaders tend to encourage and motivate their followers to take on more responsibility and autonomy (Emery & Barker, 2007) thereby enhancing employees' sense of accomplishment and satisfaction with their job. Participatory leadership for example have been widely linked to positive individual and organizational consequences (Bass, 1998). These leadership style is found to correlate positively with employee perceptions of job, leader and organizational satisfaction (Felfe & Schyns, 2006).

2.4 Effect of role conflict on job satisfaction

Role conflict exists when an individual is torn by conflicting job demands, doing things he or she really does not want to do or things not considered being part of the job (Cartwright & Cooper, 1997). Responsibility is another job satisfaction factor. They say that there are two types of responsibility in an organization; responsibility for people and that for things – i.e. budgets and buildings equipment. Responsibility for people is a source of job satisfaction.

Role conflict identified as organisational factor is associated with burnout (conceptually the opposite of job satisfaction) in school teachers (Wilkerson & Bellini, 2006). Role conflict is defined as the simultaneous occurrence of two or more role pressures so that the compliance with one makes it more difficult to

comply with the other (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964), and role ambiguity is the degree to which clear information is lacking regarding the expectation associated with a role (Kahn et al., 1964). According to Ivancevich and Matteson, (1980), role conflict for others is seen as major job satisfaction factors for teachers.

When there is clear job description for teachers, role conflict is cleared thus teachers become satisfied with their roles (Dewe, Cox & Ferguson 1993). It is therefore apparent that role conflict is the most common characteristics of the work setting that affect job satisfaction. Role conflict occurs when different groups or persons with whom an individual must interact (for example, family members of that person's group) hold conflicting expectations about that individual's behaviour.

Sutton (1984) pointed out that role demands can become stressful for a teacher when organizational members' expectations about a teacher's behaviour are unclear (role ambiguity), when they are excessive (role overload), or when meeting one set of expectations makes it more difficult to meet other expectations (role conflict). Conley and Woolsey (2000), in a study of elementary and secondary teachers, found that role conflict and role ambiguity affect both individual and organization outcomes (including job satisfaction). Koustelios and Kousteliou (1998), in a study of Greek teachers in primary and secondary education, reported negative correlations between role conflict and role ambiguity

on the one hand, and job satisfaction on the other. Role conflict and job satisfaction have also been mentioned as causes of decline in the number of female coaches in intercollegiate teams in the United States of America (Pastore, 1993).

2.5 Effects of monetary rewards on job satisfaction

Monetary rewards, as perceived by Short (1994) is defined as “a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems” (p. 38). It is individuals’ belief that they have the skills and knowledge to improve a situation in which they operate. In their national study on empowerment of teacher leaders, according to Robbins (2005) teachers who were highly appreciated through performance recognition were more satisfied with their daily class room work scheme. This finding was explained as a result of reading recovery teacher leaders’ having more opportunities to make decisions and grow professionally, having control over daily schedules and feeling a high level of teaching competency. According to Maeroff (1988), teacher recognition consists of improved status, increased knowledge and access to decision-making. The majority of public school teachers are currently paid according to a uniform salary schedule that was first introduced in the 1920s. By the late 1940s, this salary schedule had become the predominant salary model with the intention of creating greater equity between the salaries of male and female teachers (Bennell, 2003).

2.3 Summary of literature review

While Karugu (1980) found that teachers' demographic variables did not have any influence on job satisfaction, Mutie (1993) has shown how young teachers have a high level of job satisfaction than older teachers while Ngumi (2003) concurred with Karugu. These studies were carried out in other areas hence the need to for the current study. These studies did not establish institutional factors affect job satisfaction hence the concern for this study.

Various researchers have conducted research on the factors that influence job satisfaction for example. Munguyu (2008) and Leshao have agree that work itself influence job satisfaction, they disagree with Steinberg (1993), and Steyn (1992) who established that aspects pertaining to working conditions; interpersonal relations with managers, colleagues and learners; professional development; management style; and community involvement have an influence of job satisfaction. While Nhundu (1994) established that self-appraisals and role-clarity factors are a major predictors of overall job satisfaction among teachers Chimbanga (1999) on the other hand has indicated that factors such as workload, class size and working conditions played an important role in determining whether the teachers in the sample found their job satisfying or not. This study will however go a step further to establish how institutional factors influence teaches' job satisfaction.

2.4 Theoretical framework

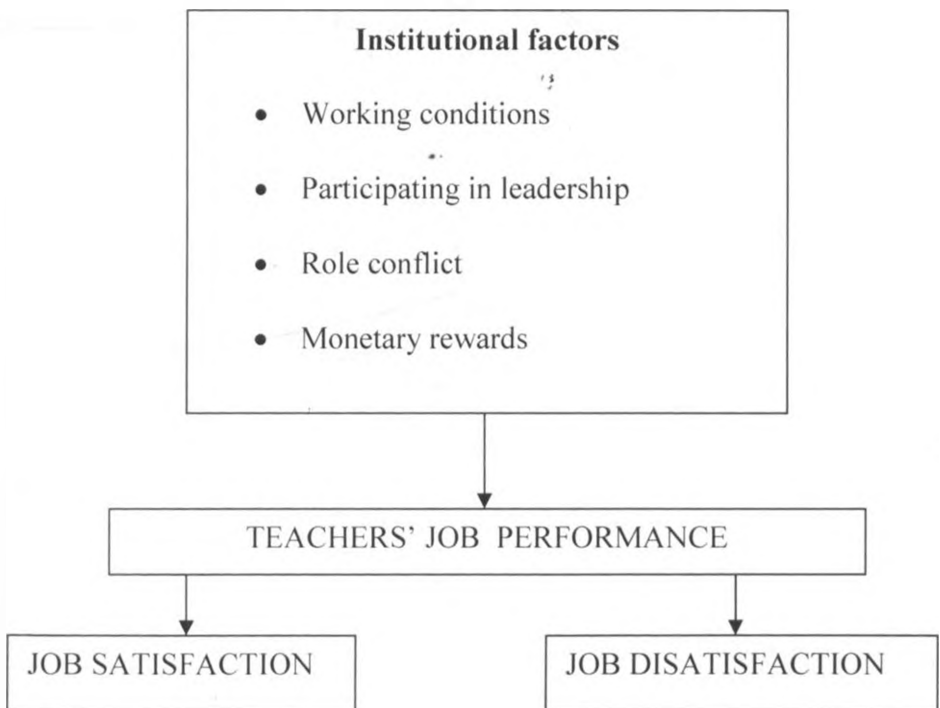
While several theoretical frameworks address job satisfaction, the most appropriate framework for this study is Herzberg's two factor theory of 1971. He suggested a two step approach to understand employee motivation and satisfaction: Hygiene factors and motivation factors. Hygiene factors are based on the need for the business to avoid unpleasantness at work. If these factors are considered inadequate by employees, then they can cause disaffection with work. Hygiene factors include; company policy and administration, wages, salaries and other financial remuneration, quality of supervisor, quality of interpersonal relations, working conditions and feeling of job security.

Motivator factors are based on individual's needs for personal growth, when they exist, motivator factor actively creates job satisfaction. If they are effective, then they can motivate an individual to achieve the above average performance and efforts. Motivator factors include; status, opportunity for advancement, gaining recognition, responsibility, challenging /stimulating work and sense of personal achievement and personal growth in job. This theory is applicable to this study in that teachers need to be provided by conducive working environment by the institution so as to foster their achievement at work, reduce dissatisfaction, and hence enhance their performance of their duties.

2.5 Conceptual framework

According to Ogula (1998) conceptual framework is a description of the main independent and dependent variables of the study and relationship among them. Independent variables are conditions or characteristics that are manipulated to certain the relationship to an observer's phenomenon. Dependent variables are conditions that appear to change as the independent variable changes. The dependent variable for this study was job satisfaction as illustrated in Figure 2.1

Figure 2.1 Institutional factors affecting job satisfaction



The framework shows that institutional factors influencing job satisfaction among teachers include good working conditions, participating in leadership, role conflict as well as monetary rewards. When these factors are put in place, teachers

experience meaningfulness of the work and therefore practice responsibility for outcomes of the work. The end product for this is enhanced satisfaction which may lead to low absenteeism and teachers' turnover (Mulkeen, 2005).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a description of the research methodology highlighting the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and the data analysis techniques.

3.2 Research design

The study used descriptive survey design. According to Orodho (2003), a descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Orodho and Kombo (2002) say that it can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or research social issues. This design was relevant to the research as the researcher sought to investigate the institutional factors influencing teachers' job satisfaction in Siakago division, Mbeere North District in Embu County.

3.3 Target population

Siakago division has 2 zones namely Kine and Siakago. The zones had a total number of 42 headteachers. There were 145 teachers in Kine and 224 in Siakago

(Education Office Siakago, 2012). The study target was all the 369 teachers from Siakago division.

3.4 Sample size and sampling procedures

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. To sample the teachers, the researcher used 30 percent of the population as suggested by Gay and Airasian (2003) who states that a sample size of between 10% and 30% percent of the total population is representative. The sample was therefore 111. The same 30% was used to sample the headteachers which implied that 13 schools were selected. The total sample was 124 respondents.

3.5 Research instruments

The tool of data collection for this study was a questionnaire for head teachers (Appendix II) and for teachers (Appendix III). Through questionnaires, the participants freely express themselves (Mugenda & Mugenda, 1999). Questionnaire for the head teachers will assist the respondents to gather information on head teachers' response on job satisfaction among teachers while that of teacher enabled the researcher get opinion on how head teachers were involved in facilitating their job satisfaction. Each questionnaire contained two parts, A and B. Section A obtained respondents' background information while section B consisted of items that addressed the research questions on institutional factors.

3.6 Validity of the instrument

Borg and Gall (1989) define validity as the degree to which a test measures what it purports to measure. Mugenda and Mugenda (1999), define validity, as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study.

A pilot study was conducted in five schools five head teachers, and twenty five teachers were involved to determining instrument validity of the questionnaire. The five schools were included in the final study. Validity of instrument was ascertained by comparing the pilot study responses to the expected responses. Discrepancies were addressed by the relevant adjustments, corrections and rephrasing of statements where necessary.

Content validity was used to examine whether the questionnaire answers the research questions (Borg & Gall, 1996). It involved scrutinizing the questionnaire to ascertain that the content was a comprehensive representation of the elements to be measured. The instruments were designed to include all the elements under study. According to Borg and Gall (1989), validity is established by expert judgement. As such the researcher sought the assistance of the supervisors, with a view to improve the content validity of the instrument.

3.7 Reliability of the study

Mugenda and Mugenda (1999) defined reliability as a measure of the degree to which a research instrument yields consistence result or data after repeated trial. Piloting will enable in testing the reliability of the instrument. To ensure reliability the researcher employed the test- retest technique. This will involve administering the test to one appropriate group selected randomly. After about two weeks the same test was administered to the same group. The two set of scores were correlated using the person's product movement correlation coefficient formula to determine the correlation coefficient between the two sets of scores.

3.8 Data collection procedure

The researcher started by obtaining a permit from National Council of Science and Technology. This was followed by courtesy call to District Commissioner and District Education Officer to discuss the research visit to schools before study commences. The researcher will visit the school to make appointments with the head teachers. The researcher administered the questionnaire to the head teachers and teachers in the selected schools in agreed dates. The respondents were assured of strict confidentiality in dealing with their identities. Dully filled and completed questionnaires were collected immediately they were filled.

3.9 Data analysis techniques

Once the questionnaires are collected from the respondents, errors will be checked, then coded and entered using (SPSS). Data collected from respondents will both be quantitative and qualitative in nature. Quantitative data analysis will consist of measuring numerical values from which descriptions such as mean and standard deviation will be made.

Descriptive statistics such as percentages, frequencies statistics and tables were used to describe data. The results of data analysis were reported in summary form using frequency tables, bar graphs and pie-charts. Qualitative data analysis for open ended questions were done using content analysis. Content analysis was describe the form or content of written or spoken material. Ideas were grouped into themes. The frequencies of different descriptions were generate categorizing and coding pieces of data and grouping them into themes.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

Presented in this chapter are the findings of the data analysis of the study together with their interpretations. All of the data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in figures, tables and narrative forms. This chapter commences with presentation of the demographic information of the respondents and then the analysis based on the research questions.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to the respondents. In this study out of 12 headteachers and 111 teachers issued with the questionnaires, all of them returned them. The return rate of the questionnaire rates was 100% hence deemed adequate for data analysis.

4.3 Demographic information of the headteachers and teachers

This part of the analysis presents the demographic information of the respondents who were teachers and headteachers. The researcher presents the demographic information of the headteachers and thereafter presents that of the teachers.

4.3.1 Demographic data of headteachers

The demographic information of headteachers was based on the gender, level of education, duration that they have been as a teacher and the type of school they were in. Data on the gender is presented in figure 4.1

Figure 4.1: Distribution of headteachers according to gender

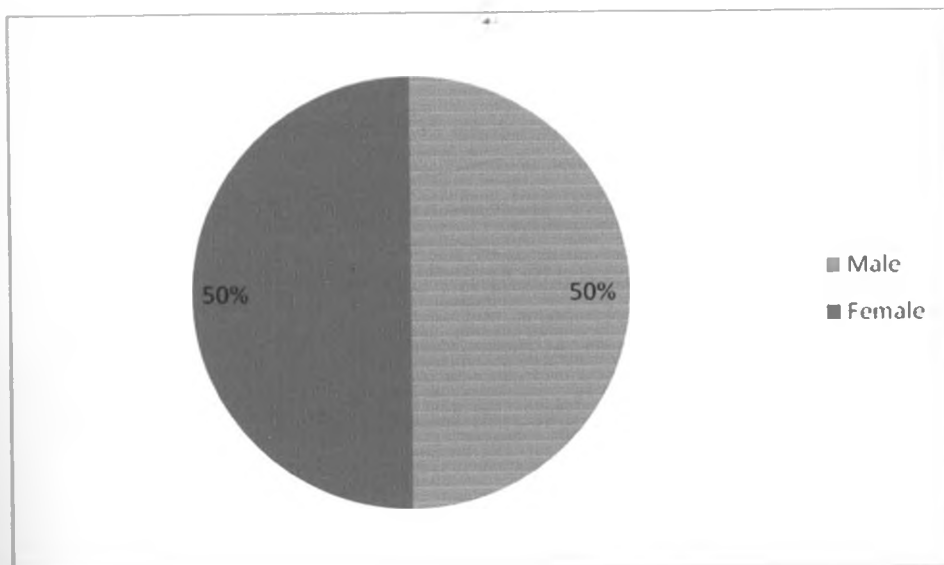


Figure 4.1 shows that 6(50.0%) of headteachers were male while the same number were female. The data shows that there is an equal representation of

gender in the schools when asked to indicate their level of education, they responded as table 4.1

Table 4.1 Distribution of headteachers according to the level of education

Level of education	F	%
B.Ed	2	16.7
Diploma in Ed.	7	58.3
PI	3	25.0
Total	12	100.0

Table 4.1 shows that majority 7(58.3%) of headteachers were diploma in education holders, 3(25.0%) of headteachers had PI level of education while 2(16.7%) of headteachers had Bachelor in education. The data implies that most of the teachers were trained as teaches with even higher qualifications on top of the minimum which may be deemed to have exposed them to more experience on the factors that affect job satisfaction among teachers. When asked the duration they had been in teaching career, they responded as figure 4.2

Figure 4.2 Head teachers' duration of serving as classroom teachers

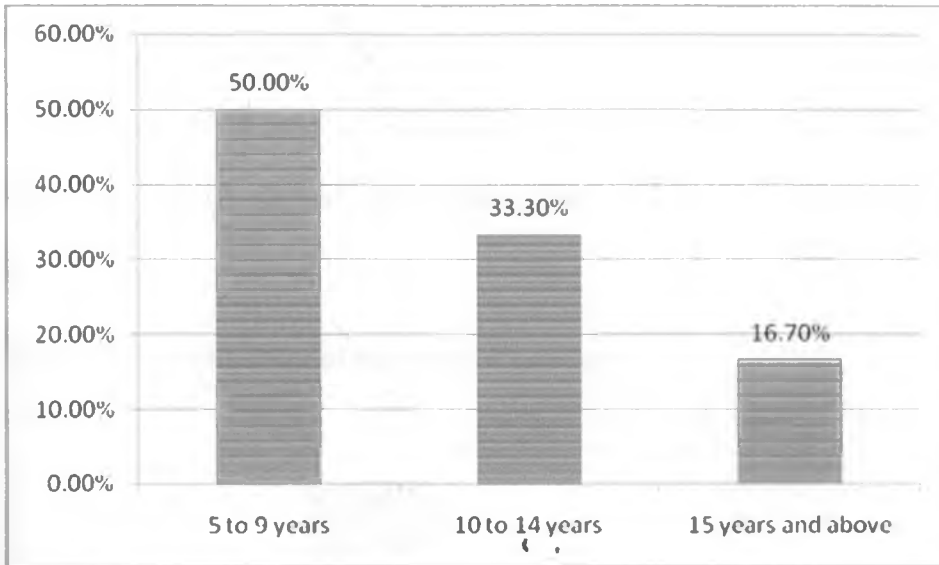


Figure 4.2 shows that majority 6(50.0%) of headteachers had been in teaching career for 5 to 9 years, 4(33.3%) of headteachers had been there for between 10 and 14 years while 2(16.7%) of headteachers had been in teaching for above 15 years. The data indicates that most of the headteachers had taught for a relatively longer time. Teachers who have been exposed to a longer period of work have consummates experience in institutional factors that influence job pupils performance. Data on the type of school for the head teacher in the study shows that they were from mixed day school. After discussing the demographic data of the headteachers, the researcher shifted attention to the demographic data of the teachers. Section 4.3.2 presents the demographic information of the teachers.

4.3.2 Demographic information of the teachers

The bio data on the teachers in the study was based on gender, level of education, and the duration in the teaching career. To establish the gender of the teachers, they were asked to indicate their gender. Their responses are presented in figure 4.3

Figure 4.3 Distribution of teachers by gender

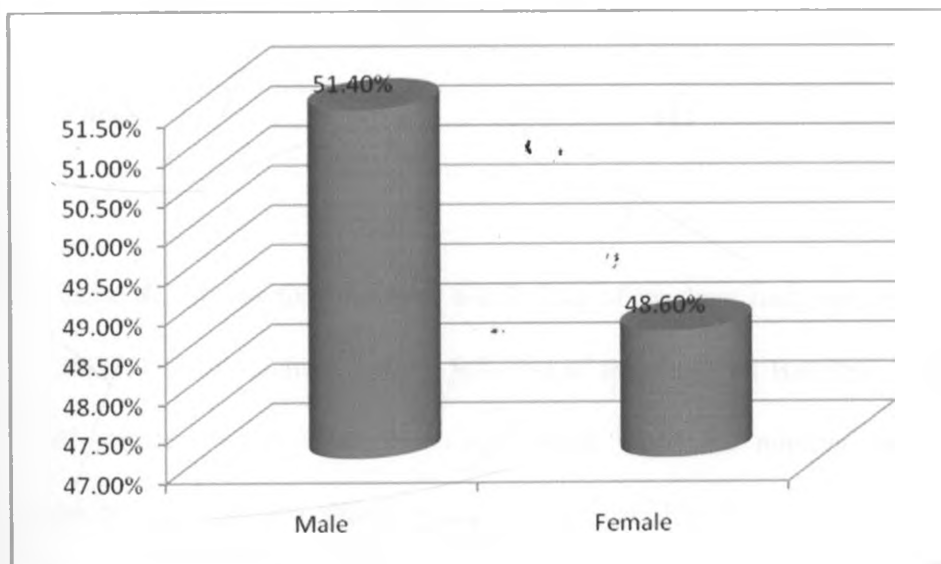


Figure 4.3 shows that majority 57(51.4%) of teachers were male while 54(48.6%) of teachers were female. The data shows that apart from having many headteachers in the schools under study, there were still more male teachers in the division. The situation calls for a study to establish why more female teachers in the division. When the teachers were asked to indicate the level of education, they responded as table 4.2

Table 4.2 Teachers' level of education

Level of education	F	%
Masters in Education	6	5.4
Bachelor Education	6	5.4
Diploma in Ed.	64	57.7
BA/BSC	9	8.1
PI	26	23.4
Total	111	100.0

Table 4.2 shows that majority 64(57.7%) of teachers had diploma in education, 26(23.4%) of teachers had PI, 9(8.1%) of teachers had BA/BSC, while 6(5.4%) of teachers were Masters Holders while the same number had Bachelor in education. The data shows that teachers were distributed across many levels of profession which implies that all of them may have varied reasons on why different institutional factors that may influence their job satisfaction. Data on the teachers teaching duration shows that majority had taught for less than 15 years.

4.4. Institutional factors influencing teachers' job satisfaction

The study sought to establish from teachers and head teachers the institutional factors that influence teachers' job satisfaction. The analysis of data on these factors is presented in this section.

4.4.1 Influence of working conditions on teachers' job satisfaction

To investigate whether working conditions had any influence on job satisfaction among teachers in primary schools, the headteachers and the headteachers were presented with a number of statements⁴ to which they were supposed to indicate their levels of satisfaction in scale 1 – 5 with 1 being never and 5 meaning very often. The headteachers responses are presented in Table 4.3.

Table 4.3 Head teacher's responses on influence of working conditions on teachers' job satisfaction

Factor	Never		Rarely		Sometimes		Often		Very often	
	F	%	F	%	F	%	F	%	F	%
Teachers are adequately considered for their personal needs					5	41.7	2	16.7	5	41.7
Teachers are allocated duties based on competence	1	8.3	2	16.7	2	16.7	4	33.3	3	25.0
Teachers have adequate instructional equipment	3	25.0	5	41.7	2	16.7	1	8.3	1	8.3
There is clear job description	3	25.0	5	41.7	1	8.3	2	16.7	1	8.3
Teachers are satisfied with present job security	3	25.0	3	25.0	2	16.7	3	25.0	1	8.3
Teachers are satisfied with the school environment	3	25.0	3	25.0	2	16.7	2	16.7	2	16.7
Teachers experience friendliness of co-workers	2	16.7	5	41.7	3	25.0	1	8.3	1	8.3
Teachers receive cooperation shown by departmental heads	2	16.7	3	25.0	2	16.7	1	8.3	4	33.3

Findings shows that 5(41.7%) of headteachers said that teachers are very often adequately considered for their personal needs like duty off the same number said that they are considered sometimes. 4(33.3%) of headteachers said that teachers are allocated duties based on competence often. 3(25.0%) of headteachers said they were very often allocated. 5(41.7%) of the head teachers said that teachers rarely had adequate instructional equipment and experienced friendliness of co-workers, 4(33.3%) of head teachers said that teachers' very often received cooperation shown by departmental heads. Employee motivation is influenced by the employer, the management and the environment. Motivating the employee is the manager's job. The findings concur with Bennell, Bulwani and Musikanga, (2004) who found that working conditions had an impact on job satisfaction. The key factors in their study were workload, general classroom conditions, collegial and management support, location, living arrangements and distance to work.

The teachers were also asked to respond to the items that sought to establish how working conditions influence their satisfaction. Table 4.4 tabulates the finding.

Table 4.4.4: Teachers' responses on influence of working conditions on job satisfaction.

Factor	Never		Rarely		Sometimes		Often		Very often	
	F	%	F	%	F	%	F	%	F	%
Teachers are allocated duties based on competence	26	23.4	15	13.5	36	32.4	15	13.5	19	17.1
Working environment is generally good	9	8.1	19	17.1	49	44.1	24	21.6	10	9.0
Teachers are adequately considered for their personal needs like duty offs	18	16.2	17	15.3	39	35.1	22	19.8	15	13.5
Teachers have adequate instructional equipment	31	27.9	29	26.1	23	20.7	15	13.5	13	11.7
There is clear job description	23	20.7	38	34.2	21	18.9	14	12.6	15	13.5
Teachers are satisfied with present job security	19	17.1	38	34.2	23	20.7	13	11.7	18	16.2
Teachers are satisfied with the school environment	32	28.8	31	27.9	15	13.5	14	12.6	19	17.1
Teachers experience friendliness of co-workers	18	16.2	39	35.1	18	16.2	17	15.3	19	17.1
Teachers receive cooperation shown by departmental heads	18	16.2	17	15.3	39	35.1	22	19.8	15	13.5

Table 4.4 shows that 26(23.4%) of teachers said that teachers are never allocated duties based on competence, 15(13.5%) of teachers said that they were rarely allocated while 36(32.4%) of teachers said they were sometimes allocated. A further 49(44.1%) of teachers reported that working environment was sometimes generally good. It was also noted by 19(17.1%) of teachers said that it was rarely good while 9(8.1%) of teachers said it was never good. Data further shows that 39(35.1%) of teachers said that sometimes teachers were adequately considered for their personal needs like duty offs, 22(19.8%) of teachers said they were often considered, 38(34.2%) of teachers said that they rarely had clear job description, and satisfied with present job security, 39(35.1%) of teachers said that they rarely experienced friendliness of co-workers and the same number of teachers said that they sometimes received cooperation shown by departmental heads while 18(16.2%) of teachers said they were never considered.

4.4.2 Influence of participation in leadership on teachers' job satisfaction

To examine the influence of participation in leadership on job satisfaction among teachers in primary schools, the headteachers were asked to respond to the factors that sought the same. Table 4.5 tabulates the finding.

Table 4.5 Headteachers' responses on the influence of participation in leadership on teachers' job satisfaction

	Never		Rarely		Sometimes		Often		Very often	
	F	%	F	%	F	%	F	%	F	%
I allow teachers to participate in major decision making	0	00	0	00	3	25.0	6	50.0	3	25.0
I have allocated supervisory role to each teacher to make them feel as part of the leadership	0	00	0	00	2	16.7	2	16.7	8	66.7
Teacher are satisfied by student interactions	1	8.3	5	41.7	2	16.7	1	8.3	3	25.0
I recognize the teachers in this school	2	16.7	5	41.7	2	16.7	1	8.3	2	16.7
I involve teachers in making decisions	2	16.7	3	25.0	1	8.3	1	8.3	5	41.7
I consult teachers before making decision	2	16.7	4	33.3	1	8.3	3	25.0	2	16.7
I make teachers take leadership roles in the school	2	16.7	6	50.0	2	16.7	2	16.7		
I make decisions after consulting teachers					3	25.0	6	50.0	3	25.0
I value the contribution of teachers in making decisions	1	8.3	4	33.3			3	25.0	4	33.3
I respect teachers leadership roles s/he gives to the teachers	2	16.7	4	33.3	1	8.3	3	25.0	2	16.7

Data shows that majority 6(50.0%) of headteachers said that they often allowed teachers to participate in major decision making while 3(25.0%) of headteachers said they sometimes allowed them. The same number of headteachers said they allowed them very often. Data further shows that majority 8(66.7%) of headteachers said that the allocated supervisory role to each teacher to make them feel as part of the leadership very often, 5(41.7%) of head teachers said that they rarely recognized the teachers in their school and make them to be involved in making decisions. Half 6 (50.0%) of head teachers rarely made teachers to take leadership roles in the school, the same number often made decisions after consulting teachers, while 2(16.7%) of headteachers often allocated the role. Castaneda and Nahavandi (1991) indicated that employees are most satisfied when they perceive their supervisors as exhibiting both relational and task oriented behaviors. According to Fullan (2002), when teachers are highly involved in leadership of a school, they become more motivated and thus get satisfied with their job.

The study further sought to investigate the same to the teachers. Table 4.6 presents the finding.

Table 4.6 Teachers' responses on the influence of participation in leadership on job satisfaction

Factor	Never		Rarely		Sometimes		Often		Very often	
	F	%	F	%	F	%	F	%	F	%
The head teacher allow teachers to participate in major decision making	26	23.4	30	27.0	30	27.0	15	13.5	10	9.0
The Head teacher have allocated supervisory role to each teacher to make them feel as part of the leadership	18	16.2	18	16.2	36	32.4	25	22.5	14	12.6
Teacher are satisfied by student interactions	20	18.0	35	31.5	19	17.1	20	18.0	17	15.3
I allow teachers to participate in major decision making	27	24.3	37	33.3	16	14.4	14	12.6	17	15.3
I have allocated supervisory role to each teacher to make them feel as part of leadership	28	25.2	36	32.4	16	14.4	16	14.4	15	13.5
I am recognized by the school administration	30	27.0	33	29.7	18	16.2	18	16.2	12	10.8

Table 4.6 shows that 30(27.0%) of teachers said that the head teacher rarely allowed teachers to participate in major decision making, the same number said that he allowed them sometimes while 26(23.4%) of teachers said they were never allowed. Data further shows that 36(32.4%) of teachers said that the headteachers sometimes allocated supervisory role to each teacher to make them feel as part of the leadership, 18 (16.2%) of teachers said that he never allocated while the same number of teachers said that he rarely allocated. Lash brook (1997) stated that staff participation in leadership plays a vital role in influencing their job satisfaction. Some researchers discovered that different leadership styles will engender different working environment and directly affect the job satisfaction of the employees (Timothy & Ronald, 2004). Bass (1985) proposed that transformational leadership might intrinsically foster more job satisfaction, given its ability to impart a sense of mission and intellectual stimulation. Participatory leaders tend to encourage and motivate their followers to take on more responsibility and autonomy (Emery & Barker, 2007) thereby enhancing employees' sense of accomplishment and satisfaction with their job.

Table 4.7 Teachers' responses on other factors that influence of participation in leadership on job satisfaction

Factor	Never		Rarely		Sometimes		Often		Very often	
	F	%	F	%	F	%	F	%	F	%
The headteacher makes teachers take leadership roles in the school	29	26.1	35	31.5	15	13.5	17	15.3	15	13.5
The headteacher makes decisions after consulting teachers	28	25.2	36	32.4	16	14.4	16	14.4	15	13.5
The headteacher values contribution of teachers in making decisions	26	23.4	30	27.0	30	27.0	15	13.5	10	9.0
The headteacher respects the leadership roles s/he gives to the teachers	18	16.2	18	16.2	36	32.4	25	22.5	14	12.6
I am involved in making decisions	29	26.1	33	29.7	24	21.6	13	11.7	12	10.8
The headteacher consults me	19	17.1	37	33.3	18	16.2	18	16.2	19	17.1

Table 4.7 shows that 35(31.5%) of teachers said that the headteacher rarely made teachers take leadership roles in the school, 36(32.4%) of teachers said that the headteacher rarely made, the same number of teachers said that decisions after consulting teachers sometimes the headteacher respects the leadership roles s/he gives to the teachers while 33(29.7%) of teachers said that the headteacher rarely consults them. These findings are in line with Felfe and Schyns (2006) who found that participation in leadership correlate positively with employee perceptions of job, leader and organizational satisfaction. Like most organization, school leaders should focus on the organizational level with concern for group and the environment. Most education organization theories are concerned with people aggregated into departments, and organizations with the differences in structures and behaviour at the organization level of analysis. As stated by Conley and Woolsey (2000) leaders of effective schools do not exercise educational leadership alone. Such leadership is often the collective task of the principal along with other members of the organization. Almost all schools would be strengthened by a power-sharing approach, and "the conception that policy is the domain of administrators and pedagogy the domain of teachers" is obsolete (Schuler, 1989). The involvement of subordinates may be perceived as a loss or sharing of power, thus creating resentment at the leadership level.

4.4.4 Effects of role conflict on job satisfaction

Role conflict exists when an individual is torn by conflicting job demands, doing things he or she really does not want to do or things not considered being part of the job (Cartwright & Cooper, 1997). To determine the effects of role conflict on job satisfaction among teachers in public primary schools, the researcher sought to investigate the same from the head teachers. Table 4.7 tabulates the finding.

Table 4.7 Headteachers' responses on the effects of role conflict on job satisfaction

Factor	Never		Rarely		Sometimes		Often		Very often	
	F	%	F	%	F	%	F	%	F	%
Every teacher had his/ her roles well defined in job card	5	41.7			3	25.0	3	25.0	1	8.3
Allocation of roles is done on competence	1	8.3	4	33.3			3	25.0	4	33.3
I find myself interfering with teachers roles	4	33.3	5	41.7	1	8.3	2	16.7		
I give teachers freedom to play their roles	4	33.3	3	25.0	1	8.3	2	16.7	2	16.7
I give same roles to different teachers hence role conflict	4	33.3	4	25.0	1	8.3	2	16.7	2	16.7
There is no clear job description among teachers	5	41.7	2	16.7	1	8.3	2	16.7	2	16.7

Table 4.7 shows that 5(41.7%) of headteachers said that every teacher had his/ her role well defined in job card, 3(25.0%) of headteachers said that teachers sometimes had while the same rate said that teachers often had their roles defined. Data further shows that 4(33.3%) of headteachers said that allocation of roles was very often done on competence, the same number said it was rarely done, 5(41.7%) of head teachers said that they found themselves interfering with teachers roles rarely, the same number of head teachers said that they never had clear job description among teachers 4(33.3%) of head teachers' said that they never gave teachers freedom to play their roles and gave same roles to different teachers hence role conflict while 1(8.3%) of headteachers said it was never done. These findings are in line with Conley and Woolsey (2000) who in a study of elementary and secondary teachers, found that role conflict and role ambiguity affect both individual and organization outcomes (including job satisfaction). Koustelios and Kousteliou (1998), in a study of Greek teachers in primary and secondary education, reported negative correlations between role conflict and role ambiguity on the one hand, and job satisfaction on the other.

The teachers were also asked to indicate how role conflict affected job satisfaction. Their responses are presented in table 4.8.

Table 4.8 Teachers' responses on the effects of role conflict on job satisfaction

Factor	Never		Rarely		Sometimes		Often		Very often	
	F	%	F	%	F	%	F	%	F	%
Every teacher had their roles well defined in job card	26	23.4	18	16.2	18	16.2	26	23.4	23	20.7
Allocation of roles is done on competence	22	19.8	19	17.1	37	33.3	15	13.5	18	16.2
The headteacher interferes with teachers roles	28	25.2	43	38.7	10	9.0	13	11.7	17	15.3
The headteacher gives freedom for teachers to play their roles	25	22.5	34	30.6	7	6.3	24	21.6	21	18.9
The headteacher gives same roles to different teachers hence role conflict	22	19.8	36	32.4	20	18.0	13	11.7	20	18.0
There is no clear job description among teachers	25	22.5	28	25.2	11	9.9	28	25.2	19	17.1

Table 4.8 shows that 36(23.4%) of teachers said that every teacher had never had his/ her roles well defined in job card, the same number of teachers said that they often had them defined while 23(20.7%) of teachers said they very often had them defined. Findings further shows that 37(33.3%) of teachers said that allocation of roles was sometimes done on competence, 22(19.8%) of teachers said that it was never done, 43 (38.7%) of teachers said that their head teachers rarely interfered with teachers roles , 34(30.6%) of teachers said that the head teacher rarely gave same roles to different teachers hence role conflict, 28(25.2%) of teachers said that there had clear job description among teachers very often while 19(17.1%) of teachers said it was never done. According to Wilkerson and Bellini (2006), role conflict identified as organisational factor is associated with burnout (conceptually the opposite of job satisfaction) in school teachers. The findings of this study agree with Ivancevich and Matteson, (1980) who found that role conflict for others is seen as major job satisfaction factors for teachers. Role conflict occurs when different groups or persons with whom an individual must interact (for example, family members of that person's group) hold conflicting expectations about that individual's behaviour. Dewe, Cox and Ferguson (1993) asserts that when there is clear job description for teachers, role conflict is cleared thus teachers become satisfied with their roles (. It is therefore apparent that role conflict is the most common characteristics of the work setting that affect job satisfaction.

4.4.4 Effects on monetary rewards on teachers' job satisfaction

Monetary rewards, as perceived by Short (1994) is defined as “a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. The study also sought to establish how monetary rewards affected teachers job satisfaction. The headteachers were therefore asked to indicate how often they provided monetary rewards to teachers.

Table 4.9 presents' headteachers responses on whether monetary rewards affect job satisfaction among teachers in primary schools.

Table 4.9: Headteachers' responses on whether monetary rewards affect primary teachers' job satisfaction

Factor	Never		Rarely		Sometimes		Often		Very often	
	F	%	F	%	F	%	F	%	F	%
There is adequate monetary rewards for every teacher	3	25.0	2	16.7	6	50.0	0	00	1	8.3
Teachers are rewarded based on their performance	2	16.7	2	16.7	1	8.3	6	50.0	1	8.3
Teachers salary is adequate for my needs	3	25.0	2	16.7	2	16.7	3	25.0	2	16.7
I provide monetary rewards to job well done	2	16.7	4	33.3	2	16.7	2	16.7	2	16.7
I facilitate teachers' monetary gifts	2	16.7	4	33.3	2	16.7	2	16.7	2	16.7

Data shows that majority 6(50.0%) of headteachers said that sometimes there was adequate monetary rewards for every teacher while 3(25.0%) of teachers said that they never had adequate monetary rewards for every teacher. Findings further shows that majority 6(50.0%) of headteachers said that teachers were often rewarded based on their performance, 4(33.3%) of head teachers said that they rarely provided monetary rewards to job well done and facilitate teachers' monetary gifts, 2(16.7%) of headteachers said were never rewarded while the same number said teachers were rarely rewarded.

The teachers were also asked to indicate how their headteachers provided monetary rewards to them. Their findings are presented in Table 4.10.

Table 4.10 Primary school teachers' responses on whether monetary

Factor	Never	
	F	%
There is adequate monetary rewards for every teacher	40	36.0
Teachers are rewarded based on their performance	38	34.2
How often do you experience unsupportive supervisor	25	22.5
How often do you experience unsupportive colleagues	27	24.3
My salary is adequate for my needs	23	20.7
The headteacher provides monetary rewards to job well done	29	26.1
The headteacher facilitates teachers' monetary gifts	22	19.8

rewards affect their job satisfaction.

Rarely		Sometimes		Often		Very often	
F	%	F	%	F	%	F	%
24	21.6	25	22.5	12	10.8	10	9.0
23	20.7	16	14.4	10	9.0	24	21.6
47	42.3			34	30.6	5	4.5
38	34.2			35	31.5	11	9.9
36	32.4	11	9.9	23	20.7	18	16.2
33	29.7	12	10.8	22	19.8	15	13.5
40	36.0	23	20.7	13	11.7	13	11.7

Table 4.10 shows that 40(36.0%) of teachers said that they never had adequate monetary rewards for every teacher, 24(21.6%) of teachers said they rarely had while 25(22.5%) of teachers said they sometimes had them. Findings further shows that 38(34.2%) of teachers indicated that they never had been rewarded based on their performance while 24(21.6%) of teachers said they were very often rewarded. 25(22.5%) of teachers said that they never experienced unsupportive supervisor, 47 (42.3%) of teachers said that they rarely experienced, 36(32.4%) rarely had adequate salary for their needs, 33(29.7%) of teachers said that their head teachers rarely provided monetary rewards to job well done while 34(30.6%) of teachers said they often experienced.

Data further shows that 27(24.3%) of teachers said that they never experienced unsupportive colleagues, 38(34.2%) of teachers said that they experienced rarely while 35(31.5%) of teachers said they experienced very often.

The headteachers were asked to indicate the instructional challenges that they faced when enhancing job motivation among teachers. Table 4.11 presents the findings.

Table 4.11 Headteachers' responses on their instructional challenges in enhancing job satisfaction motivation among teachers

Challenges	F	%
Scarcity of resources	5	41.7
Increased work load	4	33.3
Lack of motivational materials	1	8.3
Low salary pay	1	8.3
Lack of parents co- operation	1	8.3
Total	12	100.0

Data shows that 5(41.7%) of headteachers had challenges of scarcity of resources, 4(33.3%) of headteachers had increased workload, 1(8.3%) of headteachers had challenge of lack of motivational materials, the same number of headteachers had challenges of low salary pay and lack of parents co- operation. When the headteachers were asked to give suggestions to enhance job satisfaction among teachers in public primary schools, they said that teachers should be remunerated according to performance; government should increase salaries and enhance good working, more teachers to be employed, well defined promotions criteria to be done and teachers to be provided with special holidays to so that they can love their work and have self motivation.

When teachers were also told to suggest on the same, they said that MOE should fund teachers for further education and they should practice good remuneration, all stakeholders should work as a team, TSC agents should build a good working conditions for teachers, provision of adequate resources to be done and teachers to be rewarded according to performance and the role of teachers to be given according to the area of competence. The teachers further suggested that they should be paid well for motivation and teachers to be allowed to take part in major decisions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate institutional factors that influence teachers' job satisfaction among primary schools in Siakago Division. Four research objectives were formulated to guide the study. Research objective sought to determine whether working conditions have any influence on job satisfaction among teachers in primary schools; examine if participation in leadership affects job satisfaction among teachers in primary schools; determine whether role conflict affects job satisfaction among teachers in public primary schools and finally to establish whether monetary rewards affect job satisfaction among teachers in primary schools. The study used descriptive survey design. The sample comprised of 111 teachers and 13 headteachers. Data were collected by use of questionnaires and was analysed by used descriptive statistics.

5.3 Findings of the study

Findings indicated that institutional factors influenced teachers' job satisfaction among teachers. For example, only 5(41.7%) of headteachers said that teachers are very often adequately considered for their personal needs like duty off with the same indicating that they are considered that sometimes. Only 5(41.7%) of the head teachers said that teachers rarely had adequate instructional equipment. Findings from teachers indicated that only 26(23.4%) of them reported that they were never allocated duties based on competence. Only 49(44.1%) of teachers reported that working environment generally good with 19(17.1%) of teachers reporting that it was rarely good. Data further showed that 39(35.1%) of teachers said that sometimes teachers were adequately considered for their personal needs like duty offs with 22(19.8%) of teachers indicating that they were often considered. A further 38(34.2%) of teachers said that they rarely had clear job description. It was further revealed that only 39(35.1%) of teachers said that they rarely experienced friendliness of co-workers and the same number of teachers said that they sometimes received cooperation shown by departmental heads. These factors were therefore considered to affect teachers' job satisfaction.

Findings on the influence of participation in leadership on job satisfaction among teachers in primary schools revealed that half the number of the headteachers 6(50.0%) reported that they often allowed teachers to participate in major decision making. Majority however 8(66.7%) of headteachers said that the allocated

supervisory role to each teacher to make them feel as part of the leadership very often. Only half 6 (50.0%) the number of head teachers rarely made teachers to take leadership roles in the school. Responses from the teachers 30(27.0%) of teachers indicated that the head teacher rarely allowed teachers to participate in major decision making while 36(32.4%) of teachers said that the headteachers sometimes allocated supervisory role to each teacher to make them feel as part of the leadership. Only 35(31.5%) of teachers said that the headteacher rarely made them take leadership roles in the school while only 33(29.7%) of teachers said that the headteacher rarely consults them.

Findings on role conflict affected teachers' job satisfaction. This was indicated by 5(41.7%) of headteachers who reported that every teacher had his/ her role well defined in job card. Only 4(33.3%) of headteachers reported that they allocation teachers' roles based on competence. A further 5(41.7%) of head teachers said that they found themselves interfering with teachers roles. On the part of the teachers, 36(23.4%) of them reported that every teacher had never had his/ her roles well defined in job card. the same number of teachers said that they often had them defined while 23(20.7%) of teachers said they very often had them defined. A further 34(30.6%) of teachers said that their head teacher gave same roles to different teachers hence role conflict.

Findings on how monetary rewards affected job satisfaction among teachers showed that half 6(50.0%) of headteachers said that sometimes there was

adequate monetary rewards for every teacher. The same number 6(50.0%) of the headteachers said that teachers were often rewarded based on their performance. Forty (36.0%) of teachers said that their headteachers never had adequate monetary rewards for every teacher with 25(22.5%) of teachers said they sometimes had them. Findings further shows that 38(34.2%) of teachers indicated that they never had been rewarded based on their performance while 24(21.6%) of teachers said they were very often rewarded. 25(22.5%) of teachers said that they never experienced unsupportive supervisor, 47 (42.3%) of teachers said that they rarely experienced, 36(32.4%) rarely had adequate salary for their needs, 33(29.7%) of teachers said that their head teachers rarely provided monetary rewards to job well done while 34(30.6%) of teachers said they often experienced.

5.4 Conclusions of the study

Based on the findings, it was concluded that institutional factors influenced teachers' job satisfaction among teachers. For example, headteachers said that teachers are very often adequately considered for their personal needs like duty off with the same indicating that they are considered that sometimes. A few Only head teachers said that teachers rarely had adequate instructional equipment. Teachers responded that they were never allocated duties based on competence. Working conditions were reported as generally good by only 19(17.1%) of teachers. Teachers were sometimes considered for their personal needs like duty offs and were not given clear job description.

The study also concluded that participation in leadership influenced teachers' job satisfaction. For instance, half the number of the headteachers reported that they often allowed teachers to participate in major decision making. Majority however of headteachers said that they allocated supervisory role to each teacher to make them feel as part of the leadership very often. Half the number of headteachers rarely made teachers to take leadership roles in the school. Teachers on their part indicated that their head teacher rarely allowed them to participate in major decision making while only a few teachers indicated that their headteacher rarely made them take leadership roles in the school.

The study concluded that role conflict affected teachers' job satisfaction. For example, teachers were not given clear job description; they were not allocated roles based on competence while headteachers interfered with teachers roles. Teachers further confirmed that they had never had his/ her roles well defined in job card. They also reported that their head teacher gave same roles to different teachers hence role conflict.

The study also concluded that monetary rewards affected job satisfaction among teachers. This conclusion was based on the fact that most headteachers said that sometimes there was did not adequate monetary rewards for every teacher. Teachers were rarely rewarded based on their performance. Majority of the teachers indicated that they had never been rewarded based on their performance. Salary was also noted by majority of the teachers as not adequate.

5.5 Recommendations

Based on the findings of the study, the following were the recommendations:

- i. The study recommends that headteachers' to come up with modalities of enhancing teachers' job satisfaction.
- ii. The study also recommends that aspects of job satisfaction such as working conditions, participation in leadership job specification and job description and monetary rewards should be enhanced by the headteachers.
- iii. The study also recommends that some aspects of reward system such as fringe benefits, recognition by the school administration, rewards for job well done should be enhanced in the schools.
- iv. The study also recommends that headteachers should avail instructional equipment to enhance teachers' job satisfaction.

5.6 Suggestions for further research

The following areas were suggested for further research;

- i. A study on whether there is any significant relationship between teachers' job satisfaction and their job performance

- ii. Since the study was on institutional factors and how they influenced job satisfaction, a study on how teachers' demographic variables influence teachers' job satisfaction should be carried out.
- iii. A study on how factors out of school affect teachers' job satisfaction should be carried out.

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APPENDICES

APPENDIX I LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration and Planning
P.O. Box 30197 Nairobi.

The Head Teacher

-----Primary school

Dear sir/Madam,

I am a post graduate student pursuing a Master's degree in Educational Administration at University of Nairobi. I am conducting a research on institutional factors influencing teachers' job satisfaction among the primary schools in Siakago Division Mbeere North district, Embu County, Kenya.

Kindly allow me to conduct this research in your school.

Thank you for your cooperation and assistance.

Yours faithfully,

Jervasio Mbogo Muchungu

APPENDIX II

HEADTEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on institutional factors that affect job satisfaction among teachers in public primary schools in Siakago division. You are required to tick (✓) the appropriate response or as is relevant. Do not put your name or the name of your school anywhere on this questionnaire. Will be kept confidential and will only be used for the purpose of this study. Please respond to all items.

Part1: Background Information

1. What is your gender? Male[] Female[]
2. What is your level of education?
M.Ed [] B.Ed [] BA/BSC with PGDE []
Diploma in Ed.[] BA/BSC [] Others (specify)
3. How long have you been in headship?
Less than 5 years []
5 to 9 years []
10 to 14 years []
15 years and above []
4. What is the type of your school?
Boy's Boarding [] Boy's Day [] Girl's Boarding []
Girl's Day [] Mixed Boarding [] Mixed Boarding []
Mixed Day []

Part2: General Information

The table below presents some aspects of school administration that may be sources of job satisfaction to public primary school teachers. Please rate each factor on a scale of “1” to “5”, with a “1” given to those factors that are never experienced and a “5” to factors that are experienced most often by your teachers

1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very Often

	Influence of job satisfaction	1	2	3	4	5
Working conditions	Teachers are adequately considered for their personal needs like duty offs					
	Teachers are allocated duties based on competence					
	Teachers have adequate instructional equipment					
	There is clear job description					
	Teachers are satisfied with present job security					
	Teachers are satisfied with the school environment					
	Teachers experience friendliness of co-workers					
	Teachers receive cooperation shown by departmental heads					
Participation in leadership		1	2	3	4	5
	Teacher are satisfied by student interactions					

	I have allocated supervisory role to each teacher to make them feel as part of leadership					
	I recognize the teachers in this school					
	I involve teachers in making decisions					
	I consult teachers before making decision					
	I make teachers take leadership roles in the school					
	I make decisions after consulting teachers					
	I value the contribution of teachers in making decisions					
	I respect teachers leadership roles s/he gives to the teachers					
Role conflict		1	2	3	4	5
	Every teacher had their roles well defined in job card					
	Allocation of roles is done on competence					
	I find myself interfering with teachers roles					
	I give teachers freedom to play their roles					
	I give same roles to different teachers hence role conflict					
	There is no clear job description among teachers					
Monetary rewards		1	2	3	4	5
	There is adequate monetary rewards for every teacher					

Monetary rewards		1	2	3	4	5
	There is adequate monetary rewards for every teacher					
	Teachers salary is adequate for my needs					
	I provide monetary rewards to job well done					
	I facilitate teachers' monetary gifts					

What are the institutional challenges do you face when enhancing job motivation among teachers? _____

What suggestions would you give to enhance job satisfaction among teachers in public primary schools? _____

Thanks for your cooperation

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on institutional factors that affect job satisfaction among teachers in public primary schools in Siakago division. You are required to provide answers to the questions, as honestly as with utmost confidentiality and for academic purposes only. Please tick where appropriate (✓) or fill in the required information.

Part 1: Background Information

1. What is your gender? Male[] Female[]
2. What is your level of education?
M.Ed [] B.Ed [] BA/BSC with PGDE []
Diploma in Ed. [] BA/BSC []
Others (specify)
3. How long have you been a teacher? _____ years

Part 2: General Information

The table below presents some aspects of school administration that may be sources of job satisfaction to public primary school teachers. Please rate each factor on a scale of "1" to "5", with a "1" given to those factors that you have never experience and a "5" to factors you experience most often as a teacher

1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very
Often

	Influence on job satisfaction	1	2	3	4	5
Working conditions		1	2	3	4	5
	Teachers are adequately considered for their personal needs like duty offs					
	Working environment is generally good					
	Teachers are allocated duties based on competence					
	Teachers have adequate instructional equipment					
	There is clear job description					
	Teachers are satisfied with present job security					
	Teachers are satisfied with the school environment					
	Teachers experience friendliness of co-workers					
	Teachers receive cooperation shown by departmental heads					
	Teacher are satisfied by student interactions					

Participation in leadership		1	2	3	4	5
	Teachers are allowed to participate in major decision making					
	Each teacher is allocated supervisory role to feel as part of leadership					
	I am recognized by the school administration					
	I am involved in making decisions					
	The headteacher consults me					
	The headteacher makes teachers take leadership roles in the school					
	The headteacher makes decisions after consulting teachers					
	The headteacher values contribution of teachers in making decisions					
	The headteacher respects the leadership roles s/he gives to the teachers					
Role conflict	Every teacher had their roles well defined in job card					

		1	2	3	4	5
Participation in leadership						
	Allocation of roles is done on competence					
	The headteacher interferes with teachers roles					
	The headteacher gives freedom for teachers to play their roles					
	The headteacher gives same roles to different teachers hence role conflict					
	There is no clear job description among teachers					
Monetary rewards						
	There is adequate monetary rewards for every teacher					
	Teachers are rewarded based on their performance	1	2	3	4	5
	How often do you experience unsupportive supervisor					
	How often do you experience					

	unsupportive colleagues					
		1	2	3	4	5
	My salary is adequate for my needs					
	The headteacher provides monetary rewards to job well done					
	The headteacher facilitates teachers' monetary gifts					

What suggestions would you give to enhance job satisfaction among teachers in public primary schools? _____

Thanks for your cooperation

APPENDIX IV

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
when replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/1517

Date:

5th November 2012

Jervasio Mbogo Muchungu
University of Nairobi
P.O.Box 92
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application for authority dated 26th October, 2012 to carry out research on "*Institutional factors influencing teachers' job satisfaction among primary schools in Siakago Division, Mbeere North District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Mbeere North District for a period ending 31st December, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Mbeere North District before embarking on the research project.

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


DR M.K. RUGUTT, Ph.D. BSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Mbeere North District.

The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development.

APPENDIX V

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Jarvasio Mbogo Muchungu
of (Address) University of Nairobi
P.O.Box 92, Kikuyu.
has been permitted to conduct research in


Mboere North	Location
Eastern	District
	Province

on the topic: Institutional factors influencing
teachers' job satisfaction among primary schools
in Slakago Division, Mboere North District, Kenya.

for a period ending: 31st December, 2012.

PAGE 3

Research Permit No. NCST/RCD/14/012/1517
Date of issue 5th November, 2012
Fee received KSH. 1,000




Applicant's Signature **Secretary National Council for Science & Technology**

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/ four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice


REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

GPK6055t3mt10/2011

INTERNATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY