FACTORS THAT INFLUENCE JOB SATISFACTION AMONG TEACHING STAFF IN LARGE PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY

Helen M. Kituto

A Management Research Project Report Submitted In Partial Fulfillment of the Requirement for the Award of Master of Business Administration (MBA) degree, School of Business, University of Nairobi

October 2011

Declaration

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

Helen M. Kituto

D61/75612/2009

Signature:...................................... Date:...........4|11|2011.........

APPROVAL

This research paper has been submitted for examination with my approval as University supervisor.

Mr. George Omondi
Supervisor

Signature:...................................... Date: 4.11.11

Dedication

To my family: Mr. James C. Kituto (my husband), Fendy Mueni Kituto (daughter) and Japheth Stephen Kituto (son). Thank you for your support. God bless you abundantly.

Acknowledgement

This research work comes out as a result of enormous support from various people. First, I thank the Almighty for bringing me this far. I am grateful to University of Nairobi, School of Business for providing favourable space that has enabled me to achieve this type of knowledge. I am indeed grateful to my lecturer and project supervisor Mr. George Omondi who has seen me through my research process. His advice and support can't go unnoticed. His time and tireless effort in guiding me when writing this paper will always be complemented.

Continual thanks go to my brother and sister for their continuous guidance, encouragement and provision of information on various areas. Also, I will not forget my fellow classmates (2009-2011) who contributed to my learning in University of Nairobi, School of Business.

Thanks also goes to colleagues at work (Upper Hill School) and all the other teachers from the twelve schools who agreed to respond to my questionnaire. I am also grateful to my principal for his support during this program. However, the views expressed in this paper are my own and do not bear the views of the named persons or institutions. I bear the responsibility for any errors and or/omissions.

May the Almighty bless you all.

Abstract

The purpose of the study was to investigate the factors influencing job satisfaction among teaching staff in large public secondary schools in Nairobi County. The study adopted a cross sectional descriptive survey design. This study targeted all the teachers in the twelve large public secondary schools in Nairobi County. The target population was 481 teachers; however 96 teachers provided responses to the study questions. To understand and identify factors influencing teachers' job satisfaction, factor analysis of the questionnaire responses was conducted.

The questions focusing on job satisfaction were in four sets, namely: reward, school culture, leadership and training. In all, there were 42 questions dealing with the respondent's job satisfaction. Of the 42 questions, 10 focused on rewards, 14 on school culture, 10 on leadership and 8 on training. The study established that teacher reward was not satisfactory as teachers were not rewarded competitively which affected their motivation, in addition the school leadership provided conducive environment for the teachers, which was a source of motivation for the teachers. However, there was a negative relationship between training and job satisfaction as the teachers rarely received any on job training. From the above, the study revealed that four broad aspects of teachers' satisfaction with job are; reward, school culture, leadership and training.

The study therefore recommends that, the government need to institute a fair reward system for teachers' which will see them being paid well and at market rate besides other incentives. The school management to ensure new and inexperienced teachers do not feel isolated in their job and should organize for mentoring of new teachers'. In addition, the school management ought to provide favourable working conditions for the teachers and have a staff development programme to help them improve in their teaching profession. The teachers should be allocated appropriate duties that they are able to handle.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the study

There is a general agreement that human resources management practices have direct influence on the performance of a firm (Beer et al., (1984). For an organisation to meet its obligations to its stakeholders, its top management must develop a relationship between the organisation and employees that will fulfil the continuous changing needs of both parties. At minimum the organisation ensures that it has a positive relationship with its employees in order to influence their performance (Kreitner and Kinicki, 1992). Researchers have suggested that organizational effectiveness reflects the combination and interaction of employee work behaviours that promote organizational performance (Ostroff et al., 1992).

To be successful in a borderless, competitive global environment, companies must be sure to work hard on especially the people side of their business (Khan, 1997). This view is supported by Finck et al. (1998), who stated that companies must recognise that the human factor is becoming much more important for organisational survival, and that business excellence will only be achieved when employees are excited and motivated by their work. In addition, difficult circumstances, such as violence, tragedy, fear and job insecurity create severe stress in employees and result in reduced workplace performance (Klein, 2002). Organisations represent highly complex social structures because of their dynamic nature and in them employees, are the role players and they render the firms competitive through their involvement and commitment (Sempane et al. 2002).

The relationship between organisation and employee is characterised by a high level of mutual interdependence, as both parties impact on the other's potential for success. Organizational effectiveness should be able to provide a clearer, less confounded manifestation of job attitudes, because it takes into account the impact of individual performance as well as other behaviors under the influence of job attitudes. For instance, although employees with negative attitudes may perform at an acceptable level because of tight supervision, they may withhold important information from the supervisor leading to lower organizational effectiveness (Sempane et al. 2002).

1.1.1 The concept of job satisfaction

Job satisfaction is a frequently studied subject in work and organizational literature, having been investigated by several disciplines such as psychology, sociology, economics and management sciences. This is mainly due to the fact that many experts believe that job satisfaction trends can affect labour market behaviour and influence work productivity, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered a strong predictor of overall individual well-being, as well as a good predictor of intentions or decisions of employees to leave a job (Diaz-Serrano and Cabral, 2005). There are various definitions of job satisfaction which have been given by various researchers since the 1950's. Some of these definitions are summarized below.

According to Anthony et al (2007), job satisfaction is experienced when an employee's skills are effectively utilized, when training opportunities to enhance those skills are provided, and when the work environment is conducive to enable employees to perform to the best of their abilities.

Similarly, Reio and Kidd (2006) have defined job satisfaction as "the feelings a worker has about his or her job or job experiences in relation to previous experience, current expectations, or available alternatives". This is related to the position adopted by Locke who states job satisfaction as being "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (Locke, 1983). Job satisfaction is also defined as the end feeling of a person after performing a task, to the extent that a person's job fulfils his expectations and values. The feeling would be positive or negative depending on whether need is satisfied or not (Gupta, 2004).

Earlier job satisfaction experts viewed it as multidimensional attitude in which an employee can be satisfied with specific job activities, with work place conditions under which the job is performed or with the salary, security or social prestige associated with the job (Herzberg, et al 1957). This view was complemented by Ingersoll (2001) who said that in an organization, the working conditions, structural features, and managerial practices of the organization are linked to employee motivation, employee commitment, and employee retention. Both employees and employers derive benefits from employee job satisfaction; this makes job satisfaction an issue of substantial importance for both employers and employees.

Various studies (Bassett 1994; Schneider et al 1992; Diaz-Serrano and Cabral, 2005), suggests that employers benefit from satisfied employees as they are more likely to profit from lower staff turnover and higher productivity if their employees experience a high level of job satisfaction. However, employees should also 'be happy in their work, given the amount of time they have to devote to it throughout their working lives' (Spector, 1997, pg. 11).

In order to provide quality education to all children at secondary school level, there is need for not only to provide adequate number of teachers but also ensure their satisfaction, and to provide the related educational resources (Dessler, 2001).

1.1.2 Factors that influence job satisfaction

Certain factors and conditions influence job satisfaction of employees. The influence can be described as the effects which are brought about by job satisfaction. These effects may be positive or negative, if the effects are positive the employees will be more committed, loyal and their performance will improve (Moynihan, et al 2000). On the other hand dissatisfied employees will have low productivity, more absenteeism and may contemplate leaving the organization for alternative careers (Delfgaauw, J., 2005). According to Herzberg, (1957) the factors that are known to influence the level of job satisfaction are pay, promotion, work condition, supervision, personnel value, skills and abilities, company and administrative policies, interpersonal relationship and achievement. All the above issues have been identified in the literature review to have an adverse effect on employees' satisfaction while at work (Princeton, 1990; Harris and Associates, 1992; Ingersoll, 2001).

A review of literature shows that job satisfaction factors can be divided into two categories, that is, intrinsic and extrinsic factors. Intrinsic factors are driven by an interest or enjoyment in the task itself, and exist within the individual rather than relying on any external pressure, while Extrinsic factors come from outside of the individual. The intrinsic factors of satisfaction depend on the individual characteristics of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; these are symbolic or qualitative facets of the job, and are likely to have a deeper and long term effect

because they are inherent in individual and not imposed from outside (Rose, 2003). Extrinsic factors of satisfaction are situational and depend on the environment, such as pay, promotion, or job security; these are financial and other material rewards or advantages of a job, and have an immediate and powerful effect but will not necessarily last for long. Both extrinsic and intrinsic job facets should be represented, as equally as possible, in a composite measure of overall job satisfaction (Rose, 2003). These factors/variables have been used to explain variation in job satisfaction among employees, and they have been grouped into both environmental factors and demographic factors. The environmental factors such as promotion opportunity, performance appraisal, pay, training and development, equipment and resources all these positively relate to the overall job satisfaction. In contrast demographic variables are relatively poor predictors of job satisfaction (Mars, 2006).

1.1.3 Public Secondary School in Nairobi County

Kenya has always placed education as a priority at all levels, promoting it as a key indicator for social and economic development. Public secondary schools are funded by the government, local communities, or non-governmental organization and are managed through boards of governors and parent-teacher associations. These schools fall under the Ministry of Education and are regulated by the Education Act of 1997, Chapter 211. Teachers Service Commission provides and pays the teaching staff in all the public secondary schools. Until 2001 teacher recruitment was done solely by the Teachers Service Commission without reference to the recipient school. Today, Boards of Governors of school are involved in recruitment of the teachers' to be employed in their respective schools.

In Nairobi County, there are sixty five (65) public secondary schools, which are registered by the Ministry of Education as at December (2010), out of these there are twelve with five stream and an enrolment of over 1000 students these are classified as large public secondary schools. In these twelve schools, the teaching staff enrolment is 481 (Teacher Service Commission monthly returns, December, 2010). The teachers are faced with a number of challenges which include the large increase in primary school leavers as a result of free primary school in public schools introduced in 2003 has resulted to increase in the number of students seeking secondary school education, shortage of teaching facilities, demand for good student performance by parents and society, competition from private schools among others (Abagi 2010).

For teachers to cope up with the heavy task of teaching, they need to be well motivated through; adequate and regular pay, good conditions of service appropriate for their profession and level, have access to continuing professional development, use of a set of regulations and procedures that are reasonable, fair and transparently implemented, rewarding and recognizing teacher contribution, giving appropriate and relevant performance incentives for good teaching (Ingersoll, 2001).

1.2 Problem statement

Job satisfaction is an important element in a work situation and has been associated with improved performance as well as increased commitment to the organization (Syptak, 1999). Employee satisfaction is a measure of how happy workers are with their job and working environment. Keeping morale high among workers can be of tremendous benefit to any company, as happy workers will be more likely to produce more, take fewer days off, and stay loyal to the company. There are many factors for improving or maintaining high employee satisfaction, which wise employers would do well to implement, Buchanan (2006).

Public secondary schools are faced with several issues which include shortage of teachers as stated during the 35th Kenya Secondary School Heads Association national conference; the shortage of teachers in public schools was declared a national disaster. The Chairman put the current shortfall at 66,000 teachers (Abagi, 2010). The freezing of the hiring of teachers to public schools by the Kenyan government in 1998 created a teacher shortage in many secondary schools leading to increased workload which sometimes causes stress among teachers adversely affecting their overall performance. Also teachers are faced with shortage of teaching facilities which makes it very difficult to teach science subjects which are compulsory. The other challenge faced by teachers is demand for good student performance by parents and the society, not forgetting competition from private schools among others (Abagi, 2010). Therefore it's upon the government and the management of the schools to come up with various mechanisms for ensuring their teaching staff needs are catered for the better performance of these organizations since the teaching staffs are the frontline of the service.

Various studies on job satisfaction have been carried out in the recent past, for instance Ogola (2000) affirms that teachers are dissatisfied and lack commitment to the teaching profession which has resulted to poor performance in national examinations across the country. Azegele (2005) did a study of the relationship between employee training and development and job satisfaction in classified hotels in Nairobi. Okoth (2003) identified factors that determine the levels of job satisfaction among teachers in private secondary schools in top ranking private schools in Nairobi. Recently Lwangasi (2008) did a study on the relationship between empowerment and job satisfaction with a focus to non-governmental organization in Kenya.

Research however shows that if teachers are rewarded effectively especially through positive reinforcement, they tend to feel satisfied and more motivated (Petty,et al 1984). This increases their overall performance in all fronts. However no studies have been done on factors influencing job satisfaction in public secondary schools in Nairobi County. Therefore the study investigated the factors influencing job satisfaction among teaching staff in large public schools in Nairobi County.

1.3 Objective of the study

To determine the factors that influence job satisfaction among teaching staff in large public secondary schools in Nairobi County.

1.4 Value of the study

The study provides valuable information to school managers/principals on what leadership style they should use to increase teachers' job satisfaction levels hence positively enhancing teachers' performance. Managers/principals who involve the teachers in the management issues of the school can create a favourable atmosphere for the teaching staff to perform better.

Those who use autocratic styles can affect the job satisfaction levels of the teaching staff hence poor performance. The study provides best practices to be followed by principals in order to increase the job satisfaction levels of the teachers.

Understanding the relationships among employee participation, job characteristics, and job satisfaction in a public personnel system may provide insights for creating effective strategies for human resource management in public schools. Some areas

where the teaching staff should participate in management are: when they take part in creating the vision, mission and the objectives for the schools yearly plan and the general development of the school.

The findings can be useful to government policy makers as can serve as a guide to educational practices that determine which areas of dissatisfaction need to be addressed to retain teachers in public schools. The findings are useful to academicians, as it contributes to the existing literature on job satisfaction and academicians can use the finding to further research on the subject.

CHAPTER TWO: LITERATURE REVIEW

2.1 Job satisfaction

Job satisfaction has been defined in several different ways and a definitive designation for the term is unlikely to materialize. A simple or general way to define it therefore is as an attitudinal variable: Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997). An alternative approach is based on the assumption that there are basic and universal human needs, and that, if an individual's needs are fulfilled in their current situation, then that individual will be happy. This framework postulates that job satisfaction depends on the balance between work-role inputs - such as education, working time, effort - and work-role outputs - wages, fringe benefits, status, working conditions, intrinsic aspects of the job. If work-role outputs ('pleasures') increase relative to work-role inputs ('pains'), then job satisfaction will increase (Sousa-Poza and Sousa-Poza, 2000).

Job satisfaction is an effective or emotional response toward various facets of one's job. This definition means that job satisfaction is not a unitary concept. A person can be satisfied with one aspect of his or her job and dissatisfied with or more other aspects (Kinicki A., & Kreitner R., 2006). Job satisfaction is also viewed as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. Intrinsic sources of satisfaction depend on the individual characteristics of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; these are symbolic or qualitative facets of the job. Extrinsic sources of satisfaction are situational and depend on the environment, such as pay, promotion, or job security; these are financial and other material rewards or

advantages of a job. Both extrinsic and intrinsic job facets should be represented, as equally as possible, in a composite measure of overall job satisfaction, (Rose, 2003). This distinction, as described by Rose, relates to the double meaning of the word 'job': the work tasks performed and the post occupied by the person performing those tasks. The meaning of 'job' as a post or appointment is of primary importance.

Maxwell (2007) looked at Job satisfaction from individual and organization level whereby from employees side job satisfaction motivates one to get out of bed early, with more spring and energy .Also it promotes a healthy, balanced lifestyle, keeping stress levels minimum. Employees fosters pride in their work, knowing that they're doing something good and it makes easier to focus on more than just the money. For the organization a satisfied employee results to improved job performance hence organizational goal achieved as desired. Job satisfaction varies and researchers, for example Whawo (1993) have suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind.

2.2 Measuring job satisfaction

Monitoring performance targets is a method of measuring job satisfaction that requires a business to be an active observer (Mcneese-Smith, 1997). With this method, management monitors employee satisfaction by using standard criteria, such as achieving bonuses, participating in optional programs and performance in reaching goals. To get these results, employers should use surveys that guarantee confidentiality of responses, or they may just end up with dishonest statements that aren't productive. According to Mcneese-Smith (1997) the quality of the employee satisfaction survey is probably best determined by how it helps the company make

improvements that increase satisfaction. To measure employee satisfaction, many companies will have mandatory surveys or face-to-face meetings with employees to gain information. Both of these tactics have pros and cons, and should be chosen carefully. Surveys are often anonymous, allowing workers more freedom to be honest without fear of repercussion. Interviews with company management can feel intimidating, but if done correctly can let the worker know that their voice has been heard and their concerns addressed by those in charge.

Surveys and meetings can truly get to the center of the data surrounding employee satisfaction, and can be great tools to identify specific problems leading to lowered morale (Harris and Associates, 2001).According to Dessler (1999) job satisfaction reflect the attitudes about an employees' job in practice. He defines attitude as a predisposition to respond to people, objects or events in either positive or negative way. Measuring attitude usually means measuring several specific aspects of the job, using instruments such as the popular job satisfaction survey, the job descriptive index which measures the five aspects of job satisfaction that is pay, tasks, opportunity for learning and promotion, supervision and relation with co-workers. Job satisfaction can also be measured by looking at employees' productivity levels, employees' retention and cost related with turnover, rates of absenteeism, quality of work and commitment to the organization, (Mcneese-Smith, 1997).

2.3 Factors influencing job satisfaction

There are several factors found in literature that influences job satisfaction of employees. According to Hargreaves (2001) this factors can be organized into seven major areas that became the domains. The domains are compensation, opportunity, external forces, school culture, training, motivation to teach, and emotional factors. Each domain is hypothesized as a driving force of job satisfaction (Luekens et al.,

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2004; Mitchell et al., 1998; and Perie & Baker, 1997), and the underlying assumption is that job satisfaction leads to improve employee performance retention (Harris & Associates, 2001). The relationship between the factors in the domains and job satisfaction is the theoretical framework in this study. Throughout this chapter, selected factors are discussed, including the effect of the factor on teacher job satisfaction.

2.3.1 Reward

Reward includes the wages and benefits paid to employees' for the performance of their duties (Gritz et al, 1996). These wages and benefits include, but are not limited to, the following: base salary, retirement, medical insurance, scholarships, tuition reimbursement, and coupons from community organizations, relocation costs, and signing bonuses. Low teacher salaries are a major factor in the high exit rate for new teachers (Princeton, 1990; Harris and Associates, 1992; Ingersoll, 2001). It is clear that compensation has been a major factor in teacher turnover for some time, and remedies have not been forthcoming to do anything about it.

Armstrong and Murlis (2004) outlined reward guiding principles concerned with specific matters such as; developing reward policies and practices that support the achievement of business goals; providing rewards that attract, retain and motivate staff and help to develop a high performance culture; maintaining competitive rates of pay; rewarding people according to their contribution; recognizing the value of all staff that are making an effective contribution, not just the exceptional performers; allowing a reasonable degree of flexibility in the operation of reward processes and in the choice of benefits by employees; and devolving more responsibility of reward decision to line managers.

According to Agarwal (1998) there are two main approaches to remuneration and reward, performance based and skill based systems. Within each of these approaches is a further choice between team and individually based approaches to measuring and distributing remuneration and rewards. It takes several forms, including performance based changes to base remuneration and the provision of bonuses and other one-off type rewards. Motivated employees generally produce better quality work and require less supervision and coaching than unmotivated employees Mitchell et al (1998). Accordingly, the concept of performance pay focuses on the cost of getting things done through people who are motivated to do well. This is attractive to employers as it reduces input costs relative to the value of the outputs of the organisation and thus enhances profitability.

2.3.2 School culture

According to (Cooper et al., 2001) an organisation's culture is its customary and traditional way of thinking and of doing things, which are shared to a greater or lesser degree by all its members, and which new members must learn, and at least partially accept, in order to be accepted into service in the firm. The culture of the firm consists of the means or techniques which lie at the disposal of the individual for handling his relationships, and on which he depends for making his way among, and with, other members of the group. Similarly Alvesson (2002) viewed corporate culture as shared and learned world experiences, meanings, values and understandings which inform people, and are expressed, reproduced and communicated partly in symbolic form.

Culture and the environment in school which teachers work have a significant impact on job satisfaction (Chapman and Hutchenson, 1982). Darling-Hammond and Sclan (1996) defined school culture as "the dominant philosophy of the organization, its values and visions, and the everyday experiences of the school community members".

He also stated that it is clear that the shape of the teaching work force depends not only on the qualities and qualifications of individuals who enter, but also on how occupational and workplace factors affect teachers' decisions to enter, stay in, or leave the profession. Overall, a positive working environment for teachers is part of the school culture. Working conditions for teachers are directly impacted by the principal's leadership style and the power to create a favourable work environment for teachers. The environment that teachers work in influences a teacher's satisfaction level. (Luekens et al, 2004; Moore-Johnson et al, 2003).

2.3.3 Leadership

Leadership is a crucial factor in any organization as the management provides guidance as to what is expected of the employees' so as to achieve the firm's goals and objective. Supervision is essential to an organizations and firms since the supervisors have extensive knowledge of job requirements and also adequate opportunity to observe their employees. Normally, supervisors are the managers and they gain from the employees' high performance as well as lose from low performance. Managers are provided with the potential to be significantly more influential than might otherwise be the case, as such; they are a vital ingredient in the process of translating organisational imperatives into strategic intentions and effective action (Meldrum et al, 1998).

Gupta (2004) suggested that considerate supervision tends to improve job satisfaction of workers'. The opportunity accorded to participate in decision-making process may lead to higher job satisfaction. Employee satisfaction from supervisory behaviour may; however be more dependent upon the influence the supervisor exercises on his own leadership style. Thompson et al (2003) suggested six roles that dominate the strategy implementer's action agenda: Managing by walking around, fostering a

strategy-supportive climate and culture, keeping the internal organization responsive and innovative, dealing with company politics, enforcing ethical standards, and leading the process of making corrective adjustments.

According to Bavendam (2002) Supervision also requires good leadership skills, ability to treat all employees' fairly and use of positive feedback whenever possible. Other than the cultural harmony and communication between employees', inside social dimensions, there were other factors that are personal and it is up to the supervisor to work on them through finding out from the employees' to improve their motivation. Work itself can't show employees that the work they are doing is important and that their tasks are meaningful. Under normal circumstances employees' may not find all their tasks interesting or rewarding, however managers should show the employees' how those tasks are essential to the overall processes that make the practice succeed.

Mcneese-Smith (1997) exploited job satisfaction, productivity and commitment and noted that job satisfaction was influenced by the manager. According to him the characteristic of a manager that influence job satisfaction include provision of recognition and praise, meeting employees' personal needs, helping or guiding employees and using leadership skills to meet unit needs and supporting the team. Job dissatisfaction is due to managers' not giving due recognition and support not being able to follow through problem and not helping but critizing in a crisis. He further noted besides providing recognition managers who create a positive climate in the work environment help employees' to be more productive.

2.3.4 Training

According to Cole (1997) training is a learning activity, which is directed towards acquisition of specific knowledge and skills for the purpose of occupation. It's a planned process to modify knowledge, skills, attitude and behaviour through learning experience to achieve effective performance in activities. The purpose is to develop the abilities of individual to satisfy both current and future needs of the organization. The benefits of training go beyond improvement in job performance and include reduced supervision, reduced labour turnover and organizational efficiency. Training is a motivator and is essential to acquisition and maintenance of skills necessary for optimal performance and it also provides means of upward mobility so that employees' experience the satisfaction of enriched jobs and upgrades employees' skills preparing them for new technologies and policies leading to higher productivity and efficiency (Bruce and Blackburn, 1992)

Training is a planned effort to facilitate the learning of job-related knowledge, skill, and behaviour by employees' (Noel et al., 2006). In teaching training refers to the learning one is exposed to after accepting the role of being a teacher. Darling-Hammond et al (1996) defined in-service training as the "programs that formally socialize teachers into teaching" while Eberhard et al. (2000) defined in-service training as "facilitating a teacher's progression toward effectiveness". This knowledge can be obtained through a variety of methods for instance the teaching practice done by teacher trainee before completing their course. Helping a beginning teacher become effective in the classroom is the purpose of in-service training (Newcombe, 1990), and this training should be designed to help newcomers stay in the profession (Rosenholtz, 1989).

Bradley, et al (2004) explained that creating on-going learning as well as training in workplace has a highly significant effect on job satisfaction, in addition their study indicated that training increases the probability of work being either completely or very well done hence enhance employee motivation and commitment. Choy et al., (1993) found that approximately 50 percent of new teachers are involved in some form of in-service training that provides them with training that helps them become more effective in the classroom, since experience of real teaching cannot be taught at the university level. Support by the management through the first couple of years of the new teacher's profession can positively impacting retention rates and job satisfaction levels (Ingersoll et al, 2004). Olondao (2003) recommended that the relationship between training for new teachers and retention rates or satisfaction levels be further investigated.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research design

The study is a cross sectional descriptive survey design. The design is deemed appropriate for this study since investigation is on the factors influencing job satisfaction on the entire population at the same time and the area of interest will be examined.

3.2 Population

This study targeted all the teachers in the twelve large public secondary schools in Nairobi County. The target population is 481 teachers as per the TSC monthly returns, December, 2010. (Appendix III). The study was a census as all the teachers were required to participate.

3.3 Data collection

The study used primary data. The data was collected using a semi structured questionnaire (Appendix II). The respondents were all 481 teachers from twelve secondary schools in Nairobi County. The questionnaires were self administered.

3.4 Data analysis

Primary data collected were checked for completeness and consistency. Descriptive statistics such frequencies and percentages were used to analyse the data. The results were presented in form of tables where appropriate. Factor analysis was used to identify the factors that influence job satisfaction. Factor analysis is a general term for several computational techniques.

The researcher generated "factor scores" representing values for each factor influencing job satisfaction. Measures that are highly correlated (either positively or negatively) are likely influenced by the same factors, while those that are relatively uncorrelated are likely influenced by different factors (Cooper and Schindler, 2006).

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Response Rate

During the data collection, 481 questionnaires were given out to respective respondents. Out of these, 96 respondents responded by completing and returning the questionnaire. This gave a response rate of about 20 %. The collected data were edited and coded. 385 questionnaires or 80 % of the total questionnaires were never returned even after several follow up visits were made. This response rate is considered adequate to enable the researcher achieve the objectives of the study as it is above 10%.

4.2 Demographic Characteristics of the Respondents

4.2.1 Gender

The results in Table 1 show that 58 out of the total 96 respondents were female teachers while 38 were male teachers. The results show that the distribution is not fairly even with regard to gender. The findings will enable the researcher make conclusions on whether gender has any influence on job satisfaction among teachers and ensure fair representation based on gender.

Table 1: Distribution by Gender

Distribution of Gender	Frequency
Female	58
Male	38
Total	**96**

4.2.2 Length of Service

The results in Table 2 show that majority of the respondents (68) have been teaching for more than 15 years. The duration is long enough and therefore the respondents were able to answer most of the questions objectively.

Table 2: Length of Service

No. of Years	Frequency
1-5 years	18
6-10years	10
Above 15 Years	68
Total	**96**

4.2.3 Basic Salary

The results in Table 3 show that 58 respondents have a basic salary which is below Kshs. 30,000 while 26 have a basic salary of between Kshs. 30,000 and 35,000 and only 12 have a basic salary of over Kshs.35,000. This low basic salary is likely to negatively affect the job satisfaction of the teachers.

Table 3: Basic Salary

	Frequency
Below Kshs 30,000	58
Between Kshs 30,000 - 35,000	26
Over Kshs 35,000	12
Total	**96**

4.2.4 Position Held

The findings in Table 4 show that majority of the respondents (84) were teachers, while 10 of the respondents were heads of department and 2 were deputy principals. The teacher position was to make judgment as to whether position held influences job satisfaction.

Table 4: Position Held

Position Held	Frequency
Teacher	84
Head of Department	10
Deputy Principal	2
Total	**96**

4.2.5 Teacher professional grade

The results in Table 5 show that more than three quarters of the respondents are graduates. This means that majority of the respondents were in a position to answer questions without difficulties. The findings also indicate that the respondents have skills and knowledge to perform their duties effectively and understand the area of study.

Table 5: Teacher professional grade

Professional grade	Frequency
Graduate	69
Untrained Teacher	2
Diploma	20
Post Graduate	5
Total	**96**

4.3 Teachers Job Satisfaction items

4.3.1 Effect of Reward on Job Satisfaction

The study established that the salaries did not adequately meet the needs of the respondents (mean score 4.24). The study results also show that according to the respondents, the benefits received were not as good as most other organizations offered (mean score 4.14). The study further established that the salaries for the teachers were not comparable to other people with the same level of education (mean score 4.04). The teachers in large public secondary schools were equally not provided with lucrative retirement package (mean score 2.30). These probably negatively influenced the job satisfaction for the teachers in large public secondary schools as studies by choy et al (1993), Faupel (1992) and Ingersoll et al (1997) found that there is a link between salaries and benefits to teachers' satisfaction of level of commitment.

The respondents also indicated that recognition by the school administration was very important to them (mean score 1.97), as well as the incentives which were important in boosting the morale of teachers on their jobs (mean score 1.68). Respondents equally indicated that job security was very important to them (mean score 1.37). From the results it can be deduced that there is a direct relationship between rewards of teachers and job satisfaction. These findings confirm Princeton (1990), Harris and Associates (1992) view that low teacher salaries are a major factor in the exit rate for majority of teachers. The study results may be taken to means that low salary would contribute low job satisfaction of the teacher. The other important variables are incentives, job security and fair reward systems; which will have positive influence on the teacher satisfaction.

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4.3.2 Effect of School Culture on Job Satisfaction

The results of the study revealed that 56% of the respondents agreed moderately with the statement that the school administration supported the teachers' decision and actions. The findings revealed that 29% of the respondents agreed that the administration supported their decision and actions while 15% disagreed that the administration supported their decision and action. The study results further revealed that according to 61% of the respondents the schools have strong values and ethics which are observed by all the members. According to 69% of the respondents, their principals supported staff whenever they were trying new methods of teaching. The results further revealed that majority of the respondents (59%) agreed to a moderate extent that the school administration made sure that new inexperienced teachers did not feel isolated in their jobs.

The principals of the respondent schools made sure that all the needed materials for teaching were available as was indicated by 71% of the respondents. The students in the respondents' schools according to 63% of the respondents are well behaved. However, 64% of the respondents indicated that there was no violence in their respective schools. The results therefore mean that most of the respondent schools have a conducive school environment which was more friendly and good to work in. The findings of the study can therefore confirm Darling-Hammond et al (1996) and Chapman et al (1982) argument that the teaching work force depend on occupational and workplace factors such as administrative support to new teachers in assigning duties, administrative support with discipline, staff involvement and teachers working as a team.

4.3.3 Effect of Leadership on Job Satisfaction

The results revealed that respondents agreed that supervision should give a good attention to physical working conditions of teachers (mean score 1.96). Respondents also indicated that their school principals made sure that they had all the materials they needed to teach their subjects (mean score 1.46). The respondents indicated that their school administrations dealt very well with difficult students (mean score 1.34). The study established that the respondent school principals supported staff when trying new strategies and suggestions for better performance (mean score 1.99). The teachers are involved in management and development of the schools (mean score, 1.87). From the findings of the study, it is evident that the school leadership have adopted an all inclusive leadership style which positively influence job satisfaction as was argued by Mcneese-Smith (1997) that job satisfaction is influenced by the manager. The principals are doing this through involving the teachers in management and development matters, providing support where necessary, and helping the teachers to be productive. This too is confirmed by Thompson et al (2003) who suggested six roles that dominate strategy action by the managers.

4.3.4 Effect of Training on Job Satisfaction

The results of the study revealed that training to a large extent did not influence the teacher job satisfaction. The study results revealed that according to 55% of the respondents, the beginners programmes held before the start of the school did not help them to be better prepared for my new role as classroom teachers. The results further revealed that monitoring programs in the schools were not very helpful as was indicated by 71% of the respondents. These contradict Newcombe (1990) who argued that training helps a beginning teacher become efficient in the classroom.

There are no staff development programs in the respondents' schools to enhance teacher skills as a teacher. This was according to 58% of the respondents who disagreed with the statement school has a staff development program that has enabled me to enhance my skills as a teacher. The lack of staff development program may negatively influence the job satisfaction of teachers as was pointed out by Cole (1997) that there was need for organizations to have clear training policy. Also 45% respondents indicated that the feedbacks from the heads of department visit to their classes have not been of any help. Even though the schools stresses professional involvement as a way of increasing the skill level of teachers this was not emphasized as 54% of the respondents indicated that the schools only stressed this to a small extent.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study determined the factors that influence job satisfaction among teaching staff in large public secondary schools in Nairobi County. In total there were 42 questions dealing with the respondent's job satisfaction. Of the 42 questions, 10 focused on rewards, 14 on school culture, 10 on leadership and 8 on training. Factor analysis was used to identify the factors that influence job satisfaction among many variables in the questionnaire used. This allowed numerous inter-correlated variables to be condensed into fewer dimensions, called factors. The factor analysis procedure produced four factors that explain 51.0% of the variation in the job satisfaction questions. The four are school culture, reward, leadership and training.

Teacher reward had a weak relationship to their job satisfaction. The following variables were negatively loaded that is poor salary, unfair reward system and uncompetitive salary and hence identified as contributing to low job satisfaction. Incentives, recognition and job security were noted to improve teachers' job satisfaction. School culture had a moderate effect on teachers' job satisfaction. New and inexperienced teachers do not feel isolated by administrators, there was no lack of respect towards teachers by students, ill behaved students were also dealt with accordingly and in most of the schools exclusion of teachers in creating the vision, mission, and objectives for the schools have adverse effect on the teachers' job satisfaction. However, schools with strong values and ethics and principal supports to the staff uplift their job satisfaction.

Teacher's interaction with the school leadership had high relationship with teachers' job satisfaction. Supervision, evaluation process, principal ethical standards, involvement in management and development of the school contribute to teachers' job satisfaction to a great extent. Training was found to have minimal influence on teachers' job satisfaction. Mentoring program, staff development program, Ministry of Education seminars and workshop to teachers and professional involvement help to increase the skill level of teachers and hence improves teachers' job satisfaction.

5.2 Conclusions

From the above findings the following can be concluded: the study revealed that four broad aspects of teachers' satisfaction with job are reward, school culture, leadership and training. Scores on these four factors may provide a basis for future improvement of teachers' satisfaction with their job. Teachers felt that their reward was not satisfactory and that this is negatively associated with job satisfaction. With regard to rewards the following was concluded poor pay, uncompetitive salary and unfair reward system contributed to low job satisfaction of the teacher.

School culture had a moderate effect on teacher's job satisfaction level. New and inexperienced teachers were welcomed by administrators, there was no lack of respect towards teachers by students, ill behaved students were dealt with accordingly and in most of the schools exclusion of teachers in creating the vision, mission, and objectives for the schools have adverse effect on teachers, job satisfaction. However, schools with strong values and ethics and principal supports to the staff uplift their job satisfaction.

The study concludes that the school climate especially the school leadership has a strong relationship to teaching profession and hence teachers job satisfaction. The study established that becoming an effective teacher does not happen overnight, and it does not happen after one term of teaching. Maturation into an effective teacher takes guidance and support from a variety of sources and the willingness of the novice teacher to ask for and accept help from experienced teachers and administrators.

5.3 Recommendations

In order to improve teachers' job satisfaction the following were recommended; the teacher employer that is the government need to institute a fair reward system which will see teacher being paid well and at market rate. There is need to provide incentives to the teachers and assure them of job security to improve their satisfaction. Teachers' recognition by management will improve their job satisfaction and hence is recommended.

The study recommends that the school management need to ensure new and inexperienced teachers do not feel isolated in their job, the teachers should be allocated appropriate duties that they are able to handle. Supporting the teacher especially when it comes to major students' discipline problems can help to create a level of ease for the teacher and is encouraged. The school should involve teachers when creating the vision, mission, and objectives for the school's yearly plan and the general development of the school.

The study recommends that the school need to provide conducive working condition, the school principal need to set ethical standards for his/her behavior towards employees and holds those standards, the school management should involve teachers in management and development of the school though consultative decision making and the school management need to institute a fair evaluation process of teachers in their duties.

The study recommends that the school managements should organize for mentoring of new teachers. This should be done with the help of experienced teachers and informal chat sessions with administrators in order for the new teachers to receive support. The schools need to have a staff development programme to help teachers improve teaching profession. Workshops and seminars that deal with procedural issues within the school would be helpful and are encouraged.

5.4 Suggestions for Future Research

Current literature on rewards and recognition has not sufficiently dealt with the issues of diversity and the impact that it could have on the satisfaction levels of different teachers. Therefore, further research on the impact of reward and recognition on satisfaction for diverse groups of teachers could be beneficial to school managers and teachers employer. Research should focus on the broad spectrum of diversity categories including gender, disability, age and tenure to be investigated. The results of such study could yield some interesting findings and could also significantly impact the delivery of meaningful rewards and recognition to diverse teachers groups.

This study was restricted to schools in Nairobi County. A similar study can be undertaken to other schools across the country including private secondary schools.

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Appendix I: Introduction letter

Dear Respondent,

I am a postgraduate student at the University of Nairobi pursuing a Master of Business Administration (MBA) program. I'm currently undertaking my research project entitled "Factors that Influence Job Satisfaction Among the teaching staff in Large Public Secondary Schools in Nairobi County". The attached questionnaire is for gathering data, which will be useful in the mentioned research.

You have been selected as one of the respondents in this study. I therefore request you to kindly facilitate the collection of the required data by answering the questions herein. Please note that the information sought is purely for academic purposes and will be treated with utmost confidentiality.

I look forward to your co-operation.

Yours faithfully,

Helen M. Kituto

D61/75612/2009

E-mail: helen.kituto@students.uonbi.ac.ke

Appendix II: Questionnaire

Please give an answer in the spaces provided and tick [ ] the box that matches your response to the question.

Part A: Demographic data

1.   What is your gender?   Female [ ]   Male   [ ]

2.   Years in teaching career:
      1 - 5 Years [ ]   6 – 10 years [ ]   10-15 Years [ ]   above 15[ ]

3.   My basic salary is:
      Below ksh30, 000 [ ]   Between ksh30, 000-35,000, [ ] Over ksh35, 000[ ]

4.   Which position do you hold in the school?
      Teacher[ ]   Head of department [ ]   Deputy principal [ ]   Principal [ ]

5.   What is your professional grade?
      Post graduate [ ]   Graduate [ ]   Untrained graduate [ ]   Diploma [ ]

      Others please specify………………………...……

6.   Indicate your career aspirations.
      To change employer   [ ]   To study further   [ ]

      Others please specify………………………...……

7.   To what extend are you involved in making decision concerning your class or

      School.
      High   [ ]   Medium [ ]   Low [ ]   None [ ]

Part B: Factors influencing job satisfaction

Please give an appropriate answer in the spaces provided by ticking the box that match your response to the questions where applicable.

Scale

Strongly Agree-1   Agree-2   Moderately Agree-3   Disagree-4   Strongly Disagree-5

No.	Factors/ Statements	Strongly Agree	Agree	Moderately agree	Disagree	Strongly disagree
	Reward					
1.	My salary adequately meets my needs					
2	Salary rise are too few and far between.					
3	The benefits we receive are as good as most other Organisations offer.					
4	The salary for teachers is comparable to other people with the same level of education.					
5	There is a fair system of getting "rewards" for teachers increased efforts.					
6	Recognition by the administration is important to teachers					
7	The employer provides a lucrative retirement package.					
8	Incentives are important in boosting the morale of teachers on their jobs.					
9	Job security is important to me.					
10	My school provides allowance in their recruiting process such as relocation costs.					
	School Culture					
1	The administration supports my decisions and actions.					
2	My school has strong values and ethics which are observed by all members.					
3	There are too many duties in my job that are not instructional in nature.					
4	My principal supports the staff when we try new methods of teaching.					
5	The administrators make sure that new, inexperienced teachers do not feel isolated in their job.					
6	The teachers' work as a team for better coordination.					
7	My students are very well behaved.					
8	The administration deals very well with difficult pupils.					
9	There is too much violence at my school.					
10	A large majority of the students in my school have no respect for adults; however, the administration strongly deals with discipline cases					
11	The entire staff takes part in creating the vision, mission, and objectives for the school's yearly plan.					
12	The staff is focused and cohesive in helping all students in the school.					

	Leadership					
1	Supervision should give a good deal of attention to physical working conditions of teachers.					
2	My principal makes sure that we have all the materials needed to teach our subject.					
3	My principal sets high ethical standards for his behaviour towards employees and holds those standards.					
4	The administration deals very well with difficult pupils.					
5	The evaluation process for teachers is clearly stated to the entire staff.					
6	Teachers are involved in supervision of students' behaviour and maintaining discipline in the school.					
7	My principal supports the staff when we try new strategies and suggestions for better performance.					
8	Teachers are involved in management and development of the school.					
	Training					
1	The mentoring program in my school has been very helpful.					
2	As part of the professional development plan for new teachers, I am given the opportunity to observe and seek advice from experienced teachers.					
3	My school has a staff development program that has enabled me to enhance my skills as a teacher.					
4	The feedback from my head of department visits to my classroom has been very useful.					
5	The seminars and workshop organized by the ministry of education have helped me to keep up with the new changes in the subject I teach.					
6	The induction program for new teachers was not long enough.					
7	My school stresses professional involvement as a way of increasing the skill level of teachers.					

Thank you.

Appendix III: List of Secondary Schools Studied

No.	Name of the school	No. of Teachers on duty
1	Buruburu Girls Secondary School	40
2	Jamhuri High School	45
3	Aquinus Secondary School	47
4	Lenana High School	59
5	Nairobi School	53
6	Starehe Boys Centre	50
7	Pangani Girls Secondary	48
8	Moi Girls High School, Nairobi	44
9	Eastleigh Secondary School	42
10	Dangoreti High School	46
11	St. Georges Secondary School	45
12	Upper Hill School	40
Total		**481**

Source:TSC monthly returns December (2010)