

# **THE EFFECTS OF JOB SATISFACTION ON JOB TURNOVER**

**By**

**CHEGE JOSEPH KIARIE**

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

University of NAIROBI Library



0369875 0

**RESEARCH PROJECT  
SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS OF THE POST GRADUATE DIPLOMA IN  
HUMAN RESOURCES MANAGEMENT,  
UNIVERSITY OF NAIROBI**

**SEPTEMBER 2007**

# DECLARATION

This is my original work and has not been presented for any award in any university




Date 29/10/2007

Chege Joseph Kiarie

L41/P/9032/05

This project has been submitted for examination with my approval as the university supervisor



Date 30th October 2007

Mr. Nzuki P.

Lecturer,

University of Nairobi

## **DEDICATION**

I wish to dedicate this work to my wife Hanmah Wanjiku for her moral support and patience during my studies.

Others include my father for paying my school fees and my sister for offering me accommodation throughout the entire period of my studies.

Last but not least to my late mother “Am proud of you mum, your love.” May God rest her soul in eternal peace.

# **ACKNOWLEDGEMENT**

I wish to acknowledge and thank my supervisor Mr. Nzuki for his guidance in my project work.

Special thanks also go to the Resident Lecturer Extra-Mural Centre and his staff for offering me the chance to further my studies in the institution.

I want also to thank the directors of the various institutions (private schools) for allowing me to collect data in their schools' and the teaching staff for their support.

Others include my father, sisters and brothers for their moral support.

## **CONTENTS**

Title.....	(i)
Declaration .....	(ii)
Dedication .....	(iii)
Acknowledgements.....	(iv)
Table of contents .....	(v)
Abstract .....	(vii)

## **CHAPTER ONE**

1.0 Introduction.....	1
1.1 Background.....	2
1.2 Statement of the problem.....	3
1.3 Objectives.....	3
1.4 Hypothesis.....	3
1.5 Research Questions.....	3
1.6 Purpose of the study.....	4
1.7 Limitations of the study.....	4
1.8 Significance of the study.....	4
1.9 Definition of central terms.....	5

## **CHAPTER TWO**

2.0 Literature Review.....	6
2.1 Introduction.....	6
2.2 Job Satisfaction.....	6
2.3 The Person.....	7
2.4 Job Satisfaction.....	8
2.5 Influences on Job Satisfaction.....	9
2.6 Consequences of Job Satisfaction and Dissatisfaction.....	10

## **CHAPTER THREE**

3.0 Methodology.....	13
----------------------	----

3.1 Introduction.....	13
3.2 Design and location of the study.....	13
3.3 Population.....	13
3.4 Samples and sample techniques.....	13
3.5 Research Instruments.....	13
3.6 Data collection.....	14
3.7 Data analysis.....	14

**CHAPTER FOUR**

4.0 Results and discussion.....	15
4.1 Introduction.....	15
4.2 The work itself.....	15
4.3 Supervision.....	16
4.4 Job Security.....	17
4.5 Company Policies.....	18
4.6 Working Conditions.....	18
4.7 Work Group.....	20
4.8 Motivation.....	21
4.9 Pay.....	21
4.10 Factors listed down that Caused Turn over.....	22

**CHAPTER FIVE**

5.0 Summary, Conclusion and Recommendations.....	23
5.1 Introduction.....	23
5.2 Summary.....	23
5.3 Conclusions.....	24
5.4 Recommendations.....	24
References.....	25

**APPENDICES**

Appendix A: Questionnaire.....	26
--------------------------------	----

## ABSTRACT

Many people in life seek satisfaction at work. Like any other attitude, job satisfaction is a mixture of beliefs, feelings and behaviour tendencies.

There has been a high turn over among teachers in private schools. This study was carried out in Kiganjo location, Gatundu district, with the interest being teachers as workers.

The purpose of the study was to find out the factors that influence job satisfaction among workers. For example, attitude towards work, pay, job security, policies, working conditions, and supervision. Secondly is to establish whether there is a relationship between job satisfaction and job turn over.

The research methodology involved observation, interview, and questionnaires written to the subjects who were the teachers. The research findings were edited to check for any mistakes, then coded by giving them numerical values, tabulated and then interpreted. Descriptive statistics were used.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

From the research findings, it was found out that there was a relationship between job satisfaction and job turn over. This was caused by some factors such as search for greener pastures, lack of job security low motivation.

# CHAPTER ONE: INTRODUCTION

## 1.1 Background

Organisations consider job satisfaction a criterion of organisation function. Why is job satisfaction important? One reason stem out quite simply from certain value judgements. People spend a sizeable proportion of their working lives at work. We would want that time to be more or less pleasant, agreeable and fulfilling. Few people actually have the choice of working or not. Of those who have to work, most have limited options of where to work. Given such constraints, much of the people would find little cheer in their lives if the work place offered no satisfaction.

A second reason for attaching considerable importance to job satisfaction is its relationship to mental health. Dissatisfaction with one's job seems to have an especially volatile spill over effect. People who feel bad about their lives may feel bad about many other things: family life, leisure activities-even life itself. Psychiatrists say that most of their clients express negative feeling about their jobs. Unresolved personality problems or maladjustment may indeed be the cause of a person's inability to find satisfaction in work. Both causal observation and scientific study provide compelling evidence that job satisfaction is an important component of overall psychological adjustment.

Evidence also points to a relationship between job satisfaction and physical health. According to Palmore, (1969) people who like their work are likely to live a little longer. However job satisfaction does not always generalize to satisfaction with live itself.

Like with attitudes, job satisfaction is a mixture of beliefs, feelings, and behaviour tendencies. Recently, as a result of sophisticated analysis of life satisfaction data, there is evidence that job satisfaction scales reflect more of the belief or cognitive component of job attitude more than of the effective or emotional component (Campbell, 1976; Organ and Near, 1985)

A growing body of opinion (Scarpello, 1988; Organ, 1988) regards job satisfaction measures as reflecting a general notion of "fairness" more than anything else. That is, much of the distribution of job satisfaction scores correspond to an evaluation of the job and its various aspects against some of intuitive idea of what they "ought" to be.



Three works: *Work in America* (1973), *Where have all the robots gone?* (Harold L. S. & Neal O. H.) (1972), and *The job Revolution* (Gooding J. & Lahiff J. M.) (1972), conveyed the message that job satisfaction was spiralling downward and that the major cause was “sterile” work that offered too few people opportunity for psychological growth and fulfilment. The correct approach, they urged, lay on a concerted program of job redesign in industry and business to render work more meaningful, interesting and enriching.

Herzberg's (1955) showed that a consistent trend in job attitudes according to age and length of service. When people begin to work (typically in their late teens or their early 20s), they appear to do so with considerable enthusiasm. This enthusiasm soon wanes, giving way to steady decline in job morale, which reaches its lowest depths in the late 20s or early 30s. Attitude then become increasingly positive, at least well in the 50s.

The point seems well established that workers under age 30 are less satisfied than those over 30s. Sheppard and Herrick's (1972) data showed that among workers aged 20-29, 24% expressed negative attitude towards work as opposed to 13% in the 30-44 age bracket and 11% in the 45-54 range.

Because older employees have usually progressed further along their career paths, their working conditions are characterised by greater autonomy and creativity considered so essential by executives for their interest in the profession. Indeed, data compiled by IWG (1985,32) indicate that the degree of individual autonomy and freedom has more effect on managerial job satisfaction than a change in income level. Further investigations by IWG showed that overall work morale increases and work motivation remains high with growing job satisfaction, even when financial motivation is absent.

Sheppard and Herrick's findings (1972) showed that females to be less satisfied than males, the difference reaching its maximum extent among workers under 30. Young women are less likely to be satisfied with just any form of employment. They are more sensitive than workers of the preceding generations about working under conditions inferior to those of males with the same qualifications as their own. Despite affirmative action programs, equality of treatment between sexes with respect to job opportunities has not been fully achieved.

People are more apt to quit their jobs-even jobs they would otherwise be satisfied with-when they have good prospects of finding better jobs. People switch jobs frequently during their early years of their careers.

The study seeks to investigate the relationship between job satisfaction and job turnover focus with special focus on private schools.

## **1.2 Statement of the problem**

In essence, job satisfaction represents the constellation of a person's attitude toward or about the job. In general, job satisfaction is about the job a whole. Is a function of satisfaction with different aspects of the job (supervision, pay, working conditions, the work itself) and the particular weight or importance one attaches the respective components.

With the high rates of turnover of teaching staff, the researcher decide to carry out a research on job satisfaction of teachers in private schools and its effect on job turnover.

## **1.3 Objectives**

The following assumptions were formulated to guide the study:

- (i) To determine the extent of job satisfaction.
- (ii) To find out what causes dissatisfaction in the work place.
- (iii) To establish if there is any relationship between job satisfaction and turnover.

## **1.4 Hypothesis**

The following hypothesis were tested:

- a) There is no relationship between poor pay and job turnover among teachers in private schools.
- b) There is no relationship between decision making by school administration and teacher consultation.

## **1.5 Research questions**

The following research questions were formulated to guide the proposed study.

- a. What are the major sources of job satisfaction?
- b. What causes dissatisfaction at the present employment?

## **1.6 Purpose of the study**

The purpose of the study is to determine how the extent of job satisfaction affects job turnover. In doing this, the researcher was intending to establish the following:

- a. The causes of high turnover among the teaching staff.
- b. The attitude of employees toward their work.
- c. Are the workers contented with their pay?
- d. Do employers provide for job security?
- e. The style of leadership and the employees attitude

## **1.7 Limitations of the study**

The researcher is not employed and therefore financial constraints have been taken into consideration as a limiting factor in terms of travelling.

This study is limited to teachers employed in private schools within Gatundu division. The teachers may give false impression because of the fear being victimised later.

## **1.8 Significance of the study**

Job satisfaction surveys can help employers manage their workers more effectively.

Surveys are generally used to accomplish several goals.

- a) To diagnose potential problems in private schools. If management sees a downward trend in satisfaction, it will be alerted to potential future problems for example with pay.
- b) To discover the causes of absenteeism and turnover. If an institution is disturbed by high rates of turnover and absenteeism, it might appropriately turn to job satisfaction surveys to discover what it is about the job situation that is leading to withdrawal behaviour, e.g. pay, lack of career opportunities.
- c) To assess the impact of institutional change to employee attitude. By comparing the pre change attitude with post change attitudes, management

can determine what impact changes in school policies and programs are having on teacher satisfaction.

- d) To stimulate better communication between management and workers. Since surveys typically guarantee anonymity to respondents, workers should be free to communicate information that would not normally be expressed directly to management. Thus, the surveys can sometimes function as a safe channel for upward communication. Surveys can stimulate downward communication too. Feedback sessions can provide opportunities for management to discuss important issues with teachers and put to rest unfounded concerns.

### **1.9 Definition of terms**

<b>Job satisfaction</b>	Amount of overall positive affect (or feelings) that individuals have towards their jobs.
<b>Attitude</b>	Feelings for or against what one conceives that thing to be.
<b>Organisation</b>	System of interdependent parts that interact with one another and that must interact with the broader world within which the organisation exists.
<b>Job turnover</b>	The number of people hired to replace workers who leave or are dismissed.

# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

This chapter looks into the theory behind job satisfaction. It presents the possible factors that could influence or affect job satisfaction.

### 2.2 Job satisfaction

One analytic approach to the source of job satisfaction is to look at the group that seem most satisfied – professional managers – and to see what they have other workers don't have or don't have in a great measure.

First, the most satisfied groups typically earn higher salaries than do other occupational groups. This is not to say that money is the only source, or even the most important source of job satisfaction. Most people would probably agree that insufficient pay or the perception of inequitable pay is a more decisive determinant of satisfaction than insufficient or fair pay is of satisfaction. Income level is inextricably associated with social status, independence, lifestyle and the worthwhile ness of what one is doing. Certainly pay seems to count for something in job satisfaction.

Secondly, professional managers enjoy more autonomy in their work than do other groups. They set their own hours, their own pace and most of the time they are free from close supervision. They unilaterally make large number of decisions about how they do their work.

Thirdly, professionals derive a greater measure of intrinsic rewards from work. Their work is varied and stimulating. It offers challenge, the chance to use valued skills and knowledge and opportunity for continual self-development and growth. Studies show that professional managers report greater satisfaction of their needs for achievement and self-actualisation than do other occupational groups.

Another method of ascertaining the major causes of job satisfaction is to ask people to rank in order various aspects of work in terms of their importance. Herzberg et al (1995) averaged the findings of 16 such studies, involving a total of over 11000 employees. The first ranked factor was security; the second was interest from intrinsic

aspects of the job”, third was opportunity for achievement; and fourth was considerate and appreciative supervision. Wages was ranked seventh.

Work group plays a role in job satisfaction. People working on isolated jobs are more apt to express irritation, dissatisfaction, or feelings of depression on the job. A study of automobile industry workers (Walker and guest, 1952) found that isolated workers disliked their jobs. Seashore (1954) noted that cohesive industrial work groups are less likely to be affected by pressure for production and expressed less anxiety about their jobs than non-cohesive work groups.

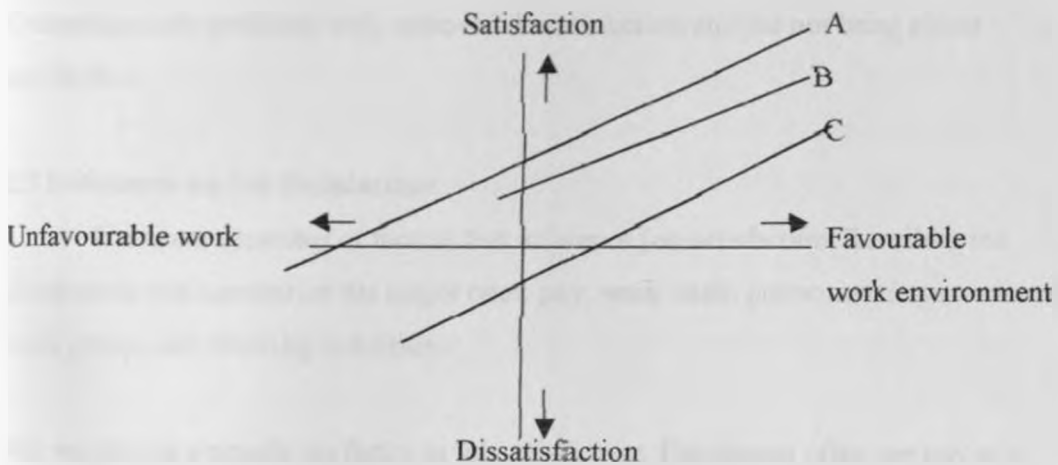
The weights of the above mentioned job attitudes in contributing to job satisfaction or dissatisfaction vary considerably from person to person. For example, autonomy and the intrinsic interest of the work itself matter more to younger workers and highly educated employees than to their opposites. Job security and pay take on increased importance for work over age 40 (Herzberg et al, 1955).

### 2.3 The Person

A person’s characteristics substantially determine work satisfaction. Young workers more often report dissatisfaction than older workers. Presumably this arises from differences in expectations, patience and adjustment. Differences in expectations might themselves represent the effects of differential environments, past or present.

Some people tend to “make the best of the situation.” Like the apostle Paul, they “Have learned whatsoever state I am, therewith to be content”(Philippians 4:11). Their characteristic mood fits towards cheerfulness, even when surrounded by problems and hassles. Similarly, there are those persons who have low thresholds for frustration and actually search for things to be upset about.

Individuals differ in their predisposition to be satisfied or dissatisfied and also in their sensitivity to favourable and unfavourable characteristics of the work situation. The figure below depicts the relationship between job environment and satisfaction for three hypothetical individuals.



*Figure for the relationship between job environment and satisfaction for individuals*

Persons A and B both appear as moderately sensitive to the effects of job environment, given the slopes of the curves. The difference between them lies in the intercept: A is more likely to exhibit positive satisfaction for any job situation. Person C, on the other hand, is little affected by the differences in work environment; C's job satisfaction is almost constant over a wide range of variation in the favourability of work surroundings.

Perhaps the most obvious is the confirmation of the old adage, "You can't please all people all the time," or, at the very least, it may be prohibitively expensive to try to do so.

## 2.4 Job Dissatisfaction

Herzberg (1966) argued that, contrary to intuitive logic, job satisfaction and dissatisfaction are not mirror opposites, nor are they generally caused by opposite things. He based his conclusion in a study that asked people to write stories about occasions on which they felt especially good about their work and similar stories they felt bad about the job. From this, Herzberg concluded that job content determined satisfaction. Lack of interesting work did not create dissatisfaction, but simply prevented positive attitudes from occurring. On the other hand, job context determined dissatisfaction. Inconsiderate supervision, wage inequities, or poor working conditions, could lead to dissatisfaction.

Correcting such problems only removed dissatisfaction and did not bring about satisfaction.

## 2.5 Influences on Job Satisfaction

There are a number of factors that influence job satisfaction. Recalling the dimensions can summarize the major ones: pay, work itself, promotion, supervision, the work group, and working conditions.

**Pay:** wages are a significant factor in job satisfaction. Employees often see pay as a reflection of how management views their contribution to the organisation. Fringe benefits are also important, but they are not influential. One reason undoubtedly is that most employees do not even know how much they are receiving in benefits. Moreover, most tend to undervalue these benefits because they cannot see their practical value.

**The work itself:** the content of the work itself is a major source of satisfaction. Research related to job characteristics approach to job design, show that feedback from the job itself and autonomy are the two major job related motivational factors. Some of the most important ingredients to a satisfying job uncovered by surveys include interesting and challenging work, work that is not boring and job that provides a status.

**Promotions:** promotional opportunities seem to have a varying effect on job satisfaction. This is because promotions take a number of different form and have a variety of accompanying rewards. For example, individuals who are promoted on the basis of seniority often experience job satisfaction but not as much as those who are promoted on the basis of performance.

**Supervision:** there are two dimensions of supervisory style that affect job satisfaction. One is employee centeredness. This is measured by the degree to which a supervisor takes a personal interest in the employee's welfare. It is commonly manifested in ways such as checking to see how well the subordinate is doing, providing advice and assistance to the individual and communicating with the worker on a personal as well as an official level.



The dimension is participation or influence, as illustrated by managers who allow their employees to participate in decisions that affect their own jobs. In most cases, this approach leads to higher job satisfaction. A participative climate created by the supervisor has a more substantial effect on workers satisfaction than does participation in a specific decision.

**Work group:** the nature of work group will have an effect on job satisfaction. Friendly and cooperative workers are a modest source of job satisfaction to employees. The work group serves as a source of support, comfort, advice and assistance to the individual worker. However, this factor is not essential to job satisfaction. On the other hand, if the reverse condition exists –the people are difficult to get along with- this may have a negative effect on job satisfaction.

**Working conditions:** if working conditions are good (clean, attractive surroundings for instance), the personnel will find it easier to carry out their job and thus leading to job satisfaction. If the working conditions are poor (hot, noisy surroundings for instance), personnel will find it more difficult to get things done leading to negative effects on job satisfaction.

Most people do not give working conditions a great deal of thought unless they are extremely bad.

## **2.6 Consequences of Job Satisfaction and Dissatisfaction**

In examining the outcomes of job satisfaction, it can be important breakdown the analysis into a series of specific subtopics. The following are the most important of these:

a) **Productivity.** Are satisfied workers more productive than less satisfied counterparts? This “satisfaction-performance controversy” has ranged over the years. Although most people assume a positive relationship, the preponderance of research evidence indicates that there is no linkage between satisfaction and productivity. For example, a comprehensive meta-analysis of the research literature found only a 0.17 average correlation between job satisfaction and productivity. Satisfied workers are not necessarily the highest producers.

Experiences of researchers at the survey research centre of the university of Michigan, researched into the types of supervision that result in individual satisfaction and productivity. To their surprise, the productive groups showed no greater job satisfaction than did the less productive groups.

b) Turnover. Research has uncovered a moderate relationship between satisfaction and turnover. High job satisfaction will not, in and of itself, keep turnover low, but it does seem to help. On the other hand, if there is considerable job dissatisfaction, there is likely to be high turnover. One group of researchers found that for women 18-25 years, satisfaction was an excellent predictor of whether or not they changed jobs. On the other hand, as job tenure (length of time on the job) increased, there was less likelihood of their leaving. Tenure has also been found to lessen the effect of dissatisfaction among male employees.

There are other factors, such as commitment to the organization. Some people cannot see themselves working anywhere else, so they remain regardless of how dissatisfied they feel. Another factor is general economy. When things in the economy are going well and there is little unemployment, typically there will be an increase in turnover because people will begin looking for better opportunities with other organisations. On the other hand, if jobs are difficult to get, dissatisfied employees will remain where they are.

On an overall basis, however, it is accurate to say that job satisfaction is important in employee turnover.

c) Absenteeism. Research has pretty well demonstrated an inverse relationship between satisfaction and absenteeism. When satisfaction is high, absenteeism tends to be low; when satisfaction is low, absenteeism tends to be high. However, as with other relationships with satisfaction, there are moderating variables such as the degree to which people feel their jobs are important.

d) Other effects of job satisfaction. There are a number of other effects brought about by high job satisfaction. Research reports that highly satisfied employees tend to have better mental and physical health, learn new job related tasks more quickly, have fewer on-the-job accidents, and file fewer grievances. On the positive side, it has also been found that

satisfied employees are more likely to exhibit prosocial “citizenship” type behaviours and activities such as helping co-workers, helping customers and being more cooperative.

On the other hand, when job satisfaction is low, there seem to be negative effects of satisfaction.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

# CHAPTER THREE

## METHODOLOGY

### 3.1. Introduction

This chapter presents the design, location of the study, the sample and sampling techniques and the instruments used in collecting the data.

### 3.2. Design and location of the Study

The study is a case study. This involved a detailed diagnosis of job satisfaction. The researcher examined the factors that affect job satisfaction of the subjects. This is because the researcher wants to critically investigate job satisfaction, what causes dissatisfaction and turn over of staff.

### 3.3. Population

The population of this study were teachers employed in private schools in Kiganjo location. The study targeted thirty-two teachers from the population that was estimated to be about 150 teachers.

### 3.4 Samples and Sampling Techniques

The sample size was made of thirty-two teachers. There are five schools in Kiganjo Zone. Three schools were selected for this study. The criterion used in selecting the schools was random sampling. Here the names of the schools were written on small pieces of paper that were put in a basket, thoroughly shaken and then picked randomly without looking.

### 3.5 Research Instruments

The instruments used to collect data were questionnaires. The questionnaires used were job descriptive index that was used to find out the teachers attitude towards various aspects of his/her job. It involved the subjects ticking the appropriate column, whether very dissatisfied, dissatisfied, undecided, satisfied, very satisfied. The second part involved the teachers listing down reasons that led their quitting from their previous job.

### **3.6 Data Collection**

The researcher made prior arrangements with the school administration. The researcher personally delivered the questionnaires to the subjects. The questionnaires were administered to the teachers in the selected schools and they were given enough time to fill after which he took them. No consultation among the teachers was allowed.

### **3.7 Data Analysis**

To realize the objective of this study, data obtained by use of questionnaires was edited to check for any mistakes, then coded by giving them numerical values, tabulated and then interpreted. Descriptive statistics were used.

# CHAPTER FOUR

## RESULTS AND DISCUSSIONS

### 4.1 Introduction

The study endeavoured to look on the relationship between job satisfaction and job turnovers among teachers in private schools. The population comprise of teachers in private schools within Kiganjo zone. The sample comprise of thirty-two teachers. The questionnaire were delivered by the researcher to the teachers personally and they were given time to fill. The response rate was 100%.

The following symbols have been used:

**v. diss** meaning very dissatisfied with this aspect of my job

**diss** meaning dissatisfied with this aspect of my job

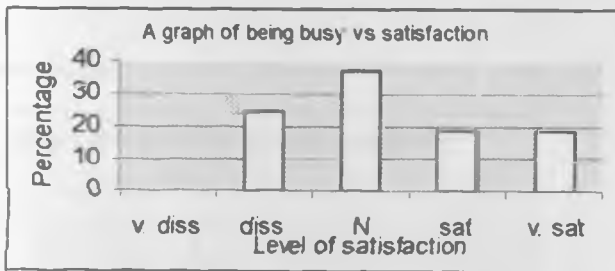
**N** meaning I can't decide whether I am satisfied or not with this aspect of my job

**sat** meaning I am satisfied with this aspect of my job

**v. sat** meaning I am very satisfied with this aspect of my job

### 4.2 The work itself

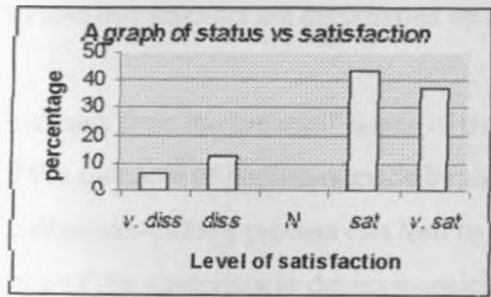
The content of the work itself is a major source of satisfaction. Some of the ingredients of a satisfying job answered by surveys are: interesting and challenging work, work that is not boring and job that provides status.



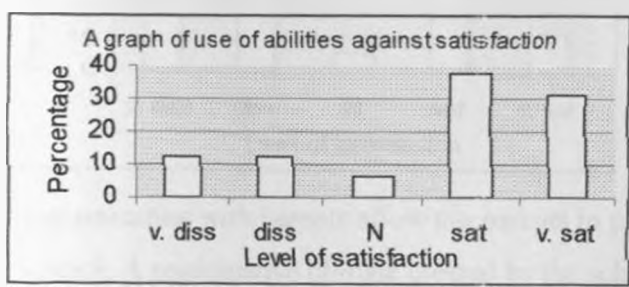
Being idle causes workers to get bored which leads to dissatisfaction. Being busy all the time leads to a challenging and interesting job. Workers expressed a feeling of satisfaction by being busy all the time.

Professional managers enjoy more autonomy than do other groups. They make large decisions about how they do their work. This tends to eliminate monotony by varying their pace and methods of doing their work. Their work is varied and stimulating, which gives a greater measure of intrinsic rewards. However teachers showed some

monotony in the work they do thus they don't receive greater intrinsic rewards, which lead to lower job satisfaction.

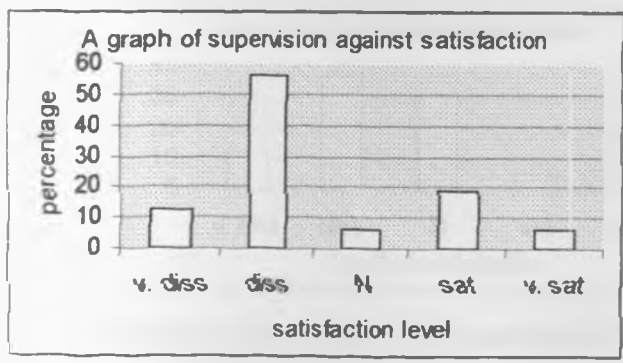


A job that provides status leads to satisfaction. The teachers expressed a positive attitude in respect to status that their job gives. They felt that their profession doesn't allow them to do things that go against their conscience.



The teaching profession provides an opportunity for the teacher to do things for other people: these include parents, children and society. This leads to higher job satisfaction. It also gives the teachers a chance to make use of their abilities

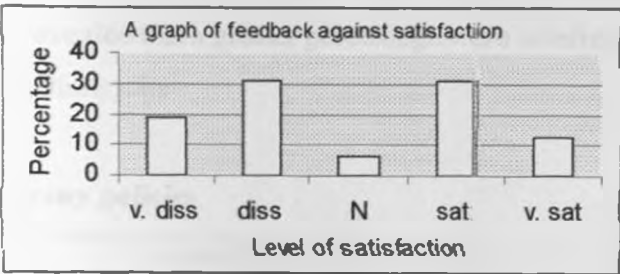
### 4.3 Supervision



Supervisory style adopted by the supervisor affect the employee attitude. Employee centeredness' supervision is measured by the degree to which a supervisor takes a personal interest in the employees' welfare. Managers who allow their employees

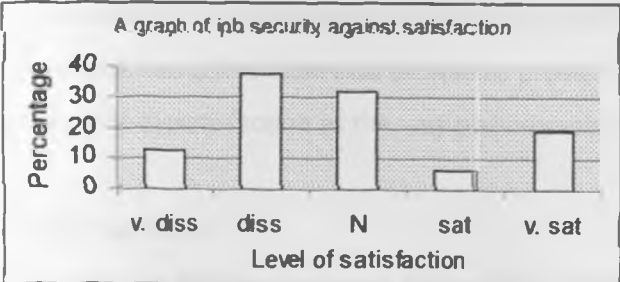
to participate in decision that affect their own jobs illustrate this dimension of supervision. In most cases this approach leads to higher job satisfaction. The research results showed that teachers are dissatisfied on the supervision styles adopted by their seniors

Feedback from the job itself is one of the motivational factors. Workers are curious of the outcome of decisions made by their employers. Uncertainties on the job or due to the decision-making process can lead to a negative attitude among workers. Competence of the supervisor in decision-making process affects satisfaction either positively or negatively.



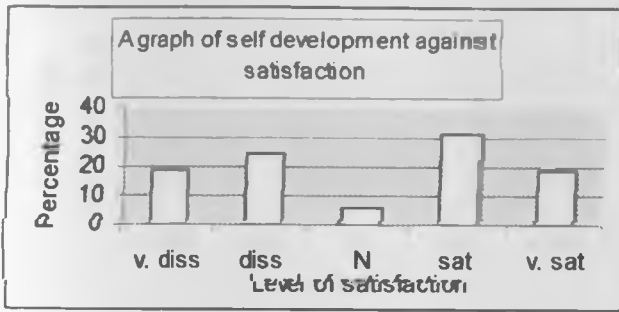
Communicating with parents allow the parents to participate in decisions that affect the school. A participative climate created by the school administration has a substantial effect on satisfaction of all stakeholders. From the study, about half of the teachers sampled felt that the parents are usually involved in the school decision-making process.

**4.4 Job security**



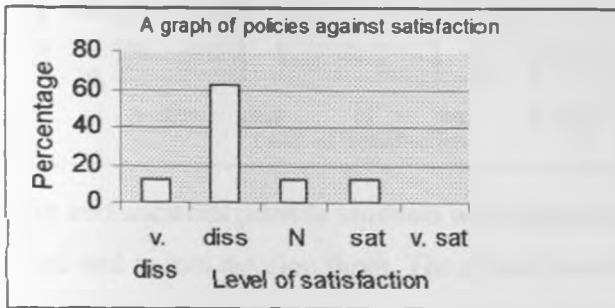
Job security is key factor in job satisfaction. Workers need to work in institutions that provide security upon employment. The research results showed private schools did not provide security on employment. This could yield fears of losing the job because the workers feel insecure.





Opportunity for continuous self-development and growth increases employability of workers. People need to develop and advance in their careers. This leads to satisfaction as it enhances job security, as employers require potential and educated employees. The research revealed that a greater percentage were satisfied with the opportunity for growth offered by their jobs

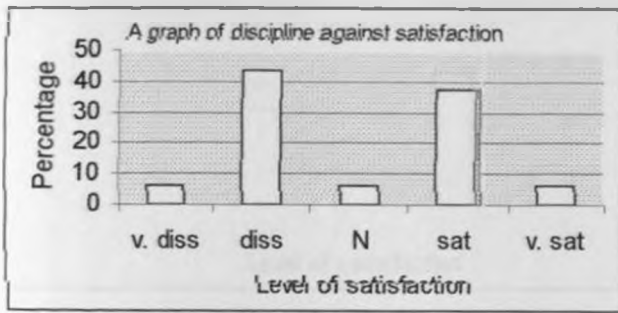
#### 4.5 Company policies



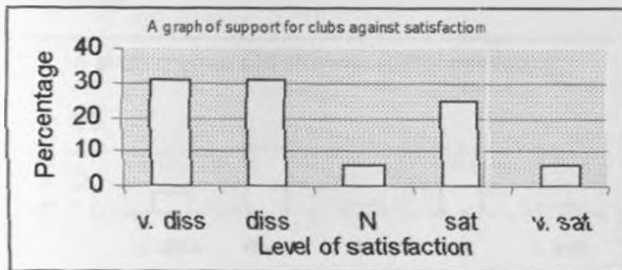
Company policies can be considerate or lenient and sometimes harsh or strict on the workers. The ways in which these policies are implemented affect the attitude of workers. Consistency in implementing these policies affect workers attitude. They need to know how policies affect them and be able to predict the outcome of an action. The research revealed dissatisfaction in the way policies are implemented.

#### 4.6 Working conditions

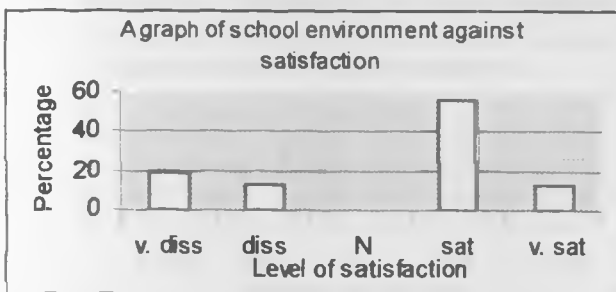
If working conditions are good, the workers will find it easier to do their job thus leading to job satisfaction. On the contrary, when they are poor, workers find it difficult to get things done leading to negative effect on job satisfaction.



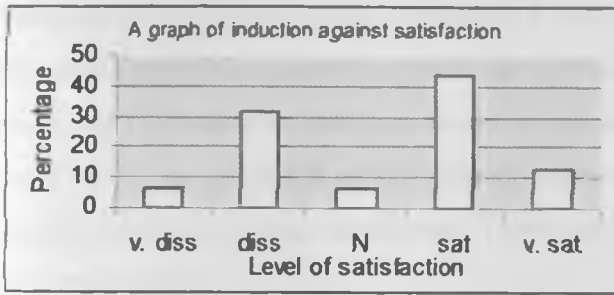
Discipline among students is a factor affecting the working conditions in school. Everyone would be willing to work in an institution where students are good mannered as opposed to a school whose students are not disciplined. The school administration is endowed with the task of maintaining discipline. The study showed that most teachers were not satisfied with the way discipline was being maintained.



Club and societies provide students with opportunities to discover their talents and potential and in turn develop them. The school should thus support them and the teachers will in turn take an active role. These extra-curricular activities reduce monotony in schools. The research revealed that little support is given to clubs and societies.

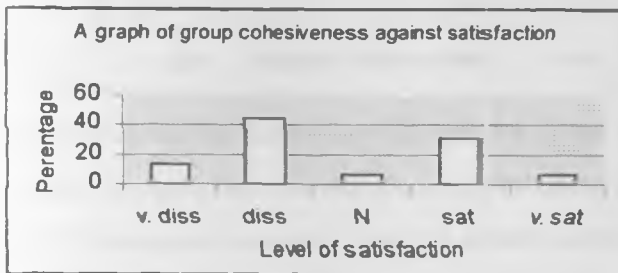


Favourable environment is necessary for students in order to learn effectively. The environment provided by the administration will affect the learning of pupils and in turn affect the teachers' work. Research revealed the school management has put up measures to provide favourable learning environment to pupils.

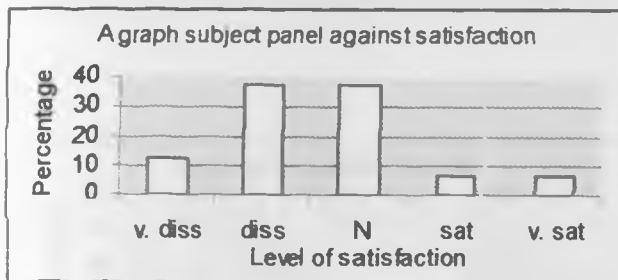


The first impression a person gets in any new environment has a lasting image in a person. Induction process of a new staff should therefore be carefully carried out in order to develop a positive image. Otherwise a negative attitude may be created. The research revealed that the induction of any new staff is satisfying to majority of the staff.

#### 4.7. Work group



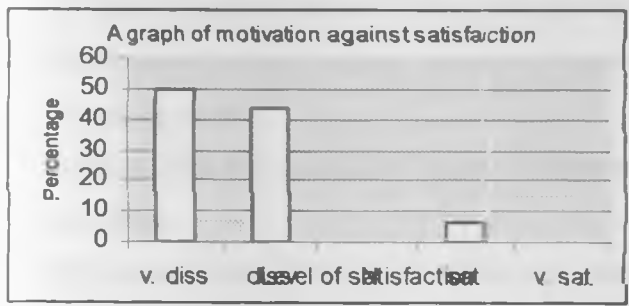
The nature of a work group will have an effect on satisfaction. Friendly and cooperative workers are a modest source of job satisfaction to employees. On the other hand the reverse exists -people are difficult to get along with- this may have a negative effect on job satisfaction. The research revealed negative relations among the teachers.



Subject panel can be viewed as an example of a work group. An active subject panel is useful in promoting co-operation that acts as a source of support, comfort, advice and assistance to the individual worker. Unfortunately the subject panels as revealed by the research are not active.

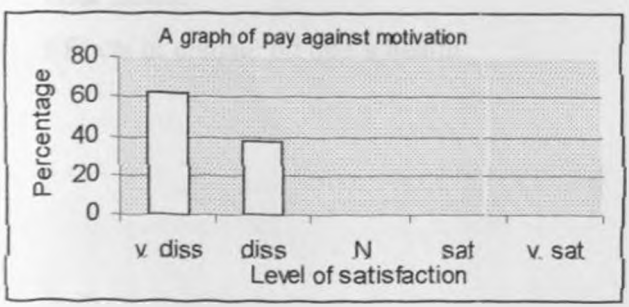
Dedication to ones work is not necessarily a sign of satisfaction. Intrinsic motivation on the part of the teachers to teach will of course cause them to be dedicated to their work. For Christians the scripture warns the teachers that they will be judged more. James 3:1 "... we who teach will be judged more strictly" Every teacher likes good results and this could also explain dedication. The results showed that teachers are dedicated to their work.

**4.8 Motivation**



Motivation can be defined as the complex forces inspiring a person at work to willingly, use his capabilities for the accomplishment of certain objective. The basic objective of a manager is to secure from his subordinates an optimum performance towards accomplishment of the predetermined objectives. Motivation plays a crucial role in determining the level of performance. "Poorly motivated people can nullify the soundest organization" Allen. The research showed that little or no measures are put in place by the management to motivate the teachers. Workers who see the management effort to motivate them feel recognized and satisfied.

**4.9 Pay**



The most satisfied groups typically earn higher salaries than do other occupational groups. This is not to say that money is the only source, or even the most important

source of job satisfaction. Research revealed that 100% of all teachers surveyed were dissatisfied with their pay.

#### **4.10 Factors listed down that caused turn over**

The relationship between job satisfactions can be ascertained by looking at the factors that cause dissatisfaction and things that caused people to quit. The second part of the questionnaire required the teachers to list down the factors that they felt caused turnover among themselves. The following are the factors that were listed:

- (i) To look for greener pasture. Some put it plainly as poor pay.
- (ii) Employment by the Teachers service commission (TSC)
- (iii) Changing careers
- (iv) Sacking. This was caused by “minor” disagreements like lack of some documents.
- (v) Strict supervision. Some claimed that even that same school manager’s interfered with their private life, like whom you move around with.  
Due to the strict supervision some teachers felt that their work was interfered with, this reduced autonomy thus lowering satisfaction.
- (vi) Discipline cases like drinking and smoking.
- (vii) Mishandling students especially girls
- (viii) Parents intimidating teachers especially where the felt that their students were badly dealt with. Intimidation also arose from employers. Some employers would come in class and kind of supervise what and how the teacher is teaching.
- (ix) Job transfer of the spouse.
- (x) Poor health.
- (xi) Effects of climate on one’s health.

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 INTRODUCTION

This chapter gives a summary of the findings, conclusions and recommendations for further studies

The research problem was to find out the relationship between job satisfaction and job turn over. The study sample was teachers in private school within Kiganjo zone.

The questionnaire had two parts. First the researcher investigated the factors that affect job satisfaction. The second part involved the subjects listing some of the things they felt caused them to change that their workstations.

### 5.2 Summary

Satisfaction in one's work is a thing that everyone will always look for in his/her current employment. It is the duty of the employer to ensure that his employees are satisfied. The research revealed that most employers make little or no effort to motivate their employees. This causes the employees to have a negative attitude, which in turn affect job satisfaction.

One of the things that cause people to be satisfied is being busy all the time. However, this was not the case among the teachers who expressed dissatisfaction. This could be caused by being given too much work thus feeling dissatisfied.

Lack of job security lowers satisfaction. Thus at the slightest provocation could cause employees to leave. Insecurity could be a cause of high turn over, as people want institutions with job security. For example, all teachers would like to be employed by Teacher Service Commission for there is a guarantee that the job is secure.

When a person feels that his freedom or private life is being interfered with they will quit. This was found to be the case in some schools. This was a product of strict supervision that lowered satisfaction among the teachers. This was found to contribute to job turnover.

Poor pay also lowered job satisfaction. The second part did confirm that over 80% of the responses showed that many teachers changed workstations in search for a better pay. The search for greener pastures contributed greatly to job turnover.

### **5.3 Conclusion**

There is a partial relationship between job satisfaction and turn over. Employees don't leave their jobs just because they are dissatisfied but there are other factors that contribute to turn over, for example, poor health, to be close to the family, climate e t c.

### **5.4 Recommendations**

From the research findings, the following are some of the recommendations that the researcher found necessary in order to increase job satisfaction. These have been given having in mind that it is difficult to please all people. They are therefore given as measures to try and lower dissatisfaction.

The managers should provide for a two-way communication. This is a situation where the views of the workers are listened and feedback given on the progress. This will make everyone to feel; valued or recognized. Although it will not lead job satisfaction, it will lower job dissatisfaction.

Motivation is very vital in increasing job satisfaction. The managers should devise schemes to motivate their employees. Reward based on performance, like good performance in exams. This would cause the workers to be committed to the organization goals and vision

## References:

Arnold Hugh J., Feldman Daniel C., (1986) **Organizational Behaviour**, University of Toronto, University of Florida, McGraw-Hill.

Campbell (1976)

Cooper D. R., Emory C. Williams, (1995) **Business Research Methods**, Florida Atlantic University, Washington University, Fifth Edition.

Gooding Judson, Lahiff James M., (1972) **Job Revolution**, New York: Walker and Company

UNIVERSITY OF NAIROBI  
EASTAFRICANA COLLECTION

Harold L. Sheppard, Neal O. Herick, (1972) **Where Have All The Robots Gone?**  
New York: The Free Press

Luthans Fred, (1992) **Organisational Behaviour**, University of Nebraska, Sixth Edition.

Organ Dennis W., Bateman Thomas S., (1986) **Organisational Behaviour**, Indiana University, University of North Carolina at Chapel Hill, Fourth Edition.

Organ and Near (1985).

Palmore (1969).

Room kin Myron J., (1989) **Managers and Employees**, New York Oxford University Press



# APPENDICES

## Appendix A: Questionnaire

### Instructions

**Ask yourself:** How satisfied am I with this aspect of my job?

Then tick the appropriate box as follows: (x) or (✓)

**Very sat.** means I am very satisfied with this aspect of my job.

**Sat.** means I am satisfied with this aspect of my job.

**N.** means I can't decide whether I am satisfied or not with this aspect of my job.

**Dissat.** means I am dissatisfied with this aspect of my job.

**Very Dissat.** means I am very dissatisfied with this aspect of my job

	<b>On my present job, this is how I feel about....</b>	<b>Very Dissat.</b>	<b>Dissat.</b>	<b>N</b>	<b>Sat.</b>	<b>Very Sat.</b>
1.	Being able to feel busy all the time					
2.	<i>The chance to work alone on the job</i>					
3.	<i>The chance to do different things from time to time</i>					
4.	The chance to be "somebody" in the society					
5.	The way my boss handle the staff					
6.	The competence of my supervisor <i>in making decisions</i>					
7.	Being able to do things that don't go against my conscience					
8.	The way my job provides for steady employment					
9.	The chance to do things for other people					
10	The chance to tell people what to do					
11	The chance to do something that makes use of my abilities					
12	The way company policies are put into practice					

	<b>On my present job this is how I feel about....</b>	<b>Very Dissat.</b>	<b>Dissat.</b>	<b>N</b>	<b>Sat.</b>	<b>Very Sat.</b>
13	My pay and the amount of work I do					
14	The chances for advancement on <i>this job</i>					
15	The freedom to use my own judgement					
16	The chance to try my own methods of doing the job					
17	The working conditions					
18	<i>The way my co-workers get along with each other</i>					
19	The praise I get for doing a good job					
20	The feeling of accomplishment I get from the job					
21	The number of teaching subjects					
22	The school administration to maintain school discipline					
23	The subject panel is active					
24	The professional development needs are met					
25	The school does support clubs and societies					
26	The head teacher is organised					
27	The teachers are dedicated to their work					
28	<i>Effective measures exists to motivate the staff</i>					
29	The school environment is attractive to the pupils					
30	The induction of new staff					
31	Parents are informed and involved in school making decision					

