

**PRINCIPALS' GOVERNANCE PRACTICES INFLUENCING
TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS
IN BOMET CENTRAL SUB -COUNTY, KENYA.**

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the Award of the Degree of Master of Education in Corporate Governance,
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DECLARATION

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ABBREVIATIONS AND ACRONYMS

CDF	: Constituencies Development Fund
EFA	: Education for All Innovation
NACOSI	: Commission for Science, Technology and
TSC	: Teacher Service Commission
UK	: United Kingdom
USA	: United States of America

ABSTRACT

The purpose of this study was to investigate the principals' governance practices influencing teachers' job satisfaction in public secondary schools in Bomet central sub -county, Kenya. The study sought to determine the extent to which the principals' reward system on teachers' job satisfaction, principal's letters recommendation for promotion on teachers' job satisfaction s, performance appraisal on teachers' job satisfaction. The target population consisted of all principals in the 18 secondary schools and all the teachers working in the area secondary schools. Simple random sampling was used to sample the 92 teachers since it ensured equal chances for all teachers. The study sampled 18 principals. The study used descriptive survey design whereby teachers responded to a questionnaire while the principals responded to an interview. The two research instruments were picked due to their convenience and low cost. The questionnaire return rate was 86.2%. Data was analyzed by use of descriptive statistics like pie charts, bar graphs and frequency tables useful in descriptive survey design. The study found that 52 (56.5%) teachers were satisfied with the autonomy provided by the Board during admission of new students. On provision of conducive working conditions by the principals, a majority of teachers, 48 (52.2%) were dissatisfied with the conditions of the offices. On housing, only 8 (8.7%) teachers were housed in the area schools. Most of the teachers were thus forced to commute for long distances outside the area. Concerning recognition of teachers by the principals, majority 64 (69.5%) teachers were dissatisfied with the use of thank you cards by the principals for work well done. Majority of teachers 68 (73.9%) were dissatisfied with training opportunities provided by the principals. Majority of the teachers, 60 (65.2%) indicated their dissatisfaction with provision of monetary incentives by the principals while 20 (21.8%) teachers reported that school trips were not applicable in their schools. Majority of the teachers identified good remuneration, prompt promotion, consultation and recognition of teachers by the principals as the main contributors to their job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Job satisfaction is not a new phenomenon at all in organizational science and organizational behaviour. It is commonly held that an increase in job satisfaction results in improved job performance (Armstrong, 2009). A study carried out in the United States by Goodlad (1984) shows that satisfied teachers have a positive effect on classroom learning. Another study carried out in the United States by Lyson and Falk (1984) points out that it is the best qualified teachers who are most likely to leave teaching.

The principal has to play a significant role in motivating teachers in order to facilitate the effective functioning of the school as an organisation. Indeed, the key role of the principal is leading the staff and shaping an environment in which teachers can do their work best (Marshall, 1993). In their study carried out among English teachers in the United Kingdom, Scott, Cox and Dinham (1999) found that teachers' job satisfaction is influenced by factors such as principals' letters of recommendation, professional growth, provision of welfare services and the status and image of teaching. Within the school setting, the principal takes on a key leadership role that may affect teachers' job satisfaction and work commitment (Price, 2012). For some years, studies such as Billingsley and Cross (1992) have

shown the significant influence of leadership support on teachers' job satisfaction and work commitment, that is, a principal can establish a school climate conducive to job satisfaction and recreation of trips.

A number of studies show that teachers are becoming less satisfied with their jobs and show the intention to leave the profession and institutions. Marlow (1996) observed that teachers in United State of America (USA) were satisfied with some aspects of their job such as provision of monetary incentive, availability of school resources and perceived support from principal but student factors (discipline, motivation and attitude), social respect, working conditions and emotional aspects of the teacher (lack of fulfillment, boredom, stress and frustration) ranked highest as reasons for teachers leaving teaching. In China the younger, male, less experienced and better qualified teachers were less satisfied with their jobs.

Study by Liu and Tu (2005) in china revealed that negative factors like poor salary, heavy duty, few opportunities for training and development and, difficult to advance in their teacher ranking demolish teacher satisfaction. According to Sergent and Hannun (2005) in spite of so many resources in China, teachers still felt dissatisfied with their professional development, lack of support from administrators or being unable to access these resources. Brian (2007) reported that in Malta lack of monetary incentives, imposed accountability procedures,

welfare services, meager resources, lack of recognition from principals, huge workloads, poor pay and the portrayal of teachers by the media have an impact on teachers perceived job dissatisfaction.

In Nigeria research has indicated that teachers are not happy with their job reasons being; lack of monetary incentives, poor salaries and unavailability of teaching resources. This according to Korb and Akitunde (2013) has resulted to low teachers' job satisfaction hence lack of enthusiasm for the job, absenteeism, teacher stress, poor student performance, teacher turnover and inefficiency. In Kenya trained teachers leave teaching to seek jobs which they consider to be better paying and more prestigious. Moreover, Kenyan teachers of all levels frequently engage the government in negotiations for better salaries and working conditions. Frequent teachers' strikes paralyze learning in the country even for weeks.

In 2012, the third term teachers' strike delayed the commencement of national examinations (Muindi, Sunday Nation 23rd September, 2012). In 2015, schools did not open in January for two weeks following a teachers strike. The management of teachers as an important human resource that plays a vital role in nation building. Since teachers are regarded as a powerful resource in the school as they are key facilitators of knowledge, it is crucial that principals find out how

comfortable they are in their schools. It is also important for the principals to identify factors responsible for teachers' job satisfaction and dissatisfaction.

Steijn (2004) found that governance practices had positive effect on job satisfaction of the employees of Dutch public sector whereas individual characteristics such as age, gender, and education had insignificant effect on job satisfaction. Gould-William (2003) showed that use of specific governance practices in local government organizations in the United Kingdom (UK) was associated with a greater degree of job satisfaction, workplace trust, commitment, effort, and perceived organizational performance.

In view of devolution as defined in the constitution of Kenya (2010), the issue of governance requires serious thought (ROK, 2012). Kitheka (2014) confirmed that governance practices like: involvement in decision making, remuneration, use of commendation letters and employee training influenced employee job satisfaction at the TSC headquarters. Njeri (2014) revealed that provision of recreation of trips to teachers, welfare services, recognition of their effort and use of incentives by the principals influenced secondary school teachers' job satisfaction in Bomet central sub-county. This necessitates the need to investigate governance practices that influence teachers' job satisfaction in other parts of Bomet County. It is therefore the concern of this study to investigate the principals' governance practices that influence teachers' job satisfaction in secondary schools in Bomet central sub-county.

1.2 Statement of problem

The ability to motivate and satisfy staff is the key to effective management (MOEST, 2000). Principals should be capable of continuously giving meaningful personal and emotional support to the teachers, promote their self-confidence and hold them in high esteem for the teachers to feel satisfied with their job so as to improve school performance. Many schools in Bomet sub-County have been established through constituency development funding and have continued to depend on it to put up basic infrastructure and to engage teachers. As such, many of the schools lack basic facilities like adequate classrooms, staff offices, staff houses, libraries, toilets, play fields and laboratories. Moreover statistics from the TSC Human Resource office indicates that the sub county has registered a teacher shortage of 293 teachers. This has been attributed to high rate of turn-over and failure of the CDF schools to meet conditions necessary to have enough TSC teachers. As a result some schools register poor mean scores of D+ in national exams (Education office, Bomet).

Table 1.1 Bomet Central Sub County KCSE Results for 2011- 2013

Year	Entry	Mean score	Mean grade
2011	431	4.3901	D+
2012	490	4.466	D+
2013	573	4.491	D+

Due to the poor performance in the Sub county, most area secondary schools hold annual prize-giving days during which teachers are given incentives in the hope of motivating them to work harder and post better results. Most of the schools in the region were new and mostly funded by the Constituency Development fund (CDF).

1.3 Purpose of the study

The purpose of this study was investigate the principals' governance practices influencing teacher's job satisfaction in public secondary schools in Bomet central sub-county, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives

- i) To determine the influence of principals' reward system on teachers' job satisfaction in public secondary school in Bomet Central sub-county Kenya.
- ii) To establish the influence of principal's letters recommendation for promotion on teachers' job satisfaction in public secondary school in Bomet Central sub-county Kenya.
- iii) To determine the influence to which performance appraisal on teachers' job satisfaction in public secondary school in Bomet Central sub-county Kenya.
- iv) .To analyse the influence of provision of welfare service son teachers job satisfaction in public secondary schools in Bomet Central Kenya.

1.5 Research questions

The study was based on the following research questions:

- i) To what extent do principals reward system influence teacher's level of job satisfaction in in public secondary schools in Bomet Central Kenya?
- ii) What is the influence of principals' letters of recommendation for to teacher's promotion on their levels of job satisfaction in public secondary schools in Bomet Central Kenya?
- iii) What is the influence of teachers' performance appraisal on their job satisfaction in public secondary schools in Bomet Central Kenya?
- iv) What is the influence of head teacher's provision of welfare services on teachers' levels of job satisfaction in public secondary schools in Bomet Central Kenya?

1.6 Significance of the study

The findings of the study would be significant to the County Education Board and Sub-County Education Board, especially their human resource department since they would be enlightened on governance practices that motivate secondary school teachers. The Kenya Educational Management Institute (KEMI) may use the findings of the study to identify the training needs for the principals. The research findings would be of interest to school principals, Boards of Management, scholars and educational interest groups like Kenya National Union

of teachers (KNUT), Kenya Union of Post-Primary Education Teachers (KUPPET) and Kenya Secondary School Heads Association (KSSHA).

1.7 Limitations of the study

Best and Khan (2000) explain that limitations are conditions beyond the researcher's control and that may affect the conclusions of the study and its applications to other situations. Bomet Sub County, Bomet County is an expansive area with over forty public schools. Most of these schools are in the rural areas which have hostile terrain and therefore posed a challenge in accessibility. The study depended on the cooperation of respondents who could be hostile and unwilling to respond to the questionnaires. The researcher intended to build a rapport with the respondents and persuade them to give accurate information having convinced them that the study was strictly for academic purposes.

1.8 Delimitations of the study

Due to time and financial constraints, the study focused on the principals in public secondary schools in Bomet Central and the TSC teachers working in the area secondary schools. The TSC employed teachers will be picked for the study since they had undergone professional training.

1.9 Assumptions of the study

- i). That the respondents will give honest and truthful responses to the questions in the study instruments.
- ii). That the responses from the respondents indicated genuine attitudes towards job satisfaction/dissatisfaction.
- iii). That the respondents had time, willingness and ability to read and respond to the questionnaires.

1.10 Definition of significant terms

Employee recognition refers to the opportunity to acknowledge the unique contribution or the value of expertise and experience of an employee or a team.

Governance practices refer to the governance framework that guides the principals in performing its functions in an institution.

Recognition refers to the timely, informal or formal acknowledgement of a teacher's behavior, effort or result that truly serves the school's goals and values.

Job Satisfaction refers to the contentment an individual teacher has with his/her Work.

Management refers to an act of running and controlling an institution, and in our case it is a secondary school.

Principal refers to a secondary school executive who carries out management roles and may be called a head teacher.

Public secondary schools refers to four year post primary which is developed, equipped and provided with staff out of public funds by the government and parents.

Incentives refer to something that makes teachers want to do something or to work harder, for example, gifts.

1.11 Organization of the study

The study was organized into three chapters. Chapter one consists of: background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, basic assumptions definition of significant terms and organization of the study. Chapter two consists of literature review which consists of introduction- overview on the general concept of job satisfaction, theoretical framework and conceptual framework. Chapter three describes the research methodology which includes rationale for the area of study research design, target population, sample and sampling procedures, research instrumentation, validity and reliability of instruments, data collection and data analysis technique. Chapter four constitutes data analysis and discussion of the findings. Chapter five covers the summary of the research findings, conclusions, recommendations and suggestions for further study in the area of research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter covers literature review under the following sub-headings: Concept job satisfaction, monetary incentive and job satisfaction, letter of recommendation and teachers' job satisfaction, recreation of trip and teachers' job satisfaction, influence of fairness in performance Appraisals and teachers job satisfaction, theoretical framework, summary of literature review and conceptual framework.

2.2 Concept of governance and job satisfaction

Dinham and Scott (1998) define job satisfaction as the pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers (Watson, 1991). A studies by Njiru (2014) have revealed that Kenyan teachers are not satisfied with their salary, working conditions, students' performance, professional development and the kind of administration and supervision they get. This has seen the country experience teachers' strikes every year since 1997, hence the failing education standards in the country. Since employees work harder and perform better if satisfied with their jobs (Beder, 1990) knowing the determinants of teachers' job satisfaction could help prevent staff frustration and low job satisfaction and help support the education 15 system

succeed in its objectives. In this context, work circumstances like principals' governance practices and job satisfaction seemed worthwhile subjects of research. Hulin and Judge (2003) noted that job satisfaction includes multidimensional psychological responses to one's job, and that such responses have cognitive, affective and behavioral components. Researchers recognize that job satisfaction is a global concept that is comprised of, or indicated by, various facets. The most typical categorization (Judge (2003)) considers five facets of job satisfaction: pay, promotions, coworkers, supervision, and the work itself. The importance of job satisfaction specially emerges to surface if had in mind the many negative consequences of job dissatisfaction such a lack of loyalty, increased absenteeism, increase number of accidents etc. Spector (1997) lists three important features of job satisfaction. Firts, organizations should be guided by human values. Such organizations will be oriented towards treating workers fairly and with respect. In such cases the assessment of job satisfaction may serve as a good indicator of employee effectiveness.

2.3 Reward system and job satisfaction

Monetary are legal obligations in the employment relationship and are critical incentives to attract and retain employees. An incentive is a cash reward or some other reward that is offered to employees conditioned on improvement in performance. The purpose of an incentive is to induce motivation (Heery& Noon, 2001). According to Nzube (2010) nonfinancial incentives psychologically

influence the behavior and attitude of workers toward their work, colleagues and the organization. Nzuve (2010) further notes that incentives provide lucrative conditions and terms of employment. Examples of incentives used to motivate teachers include tokens of appreciation and school trips.

Organizational rewards appertain to visible rewards provided by the organisation such as pay, bonuses and fringe benefits (Malhotra 2007). Rewards have also been classified as either monetary or non-monetary. Monetary rewards refer to tangible objects, such as pay, bonuses, promotions and formal recognitions, whilst non-monetary rewards are non-tangible and include praise and personal recognitions (Weatherly, 2002). Chen (1999) and Weatherly (2002) argue that monetary, as well as some non-monetary rewards, can be considered extrinsic rewards.

Organizational commitment can be categorised into normative, continuance and affective commitment (Meyer and Allen, 1997). Normative commitment refers to employees' perceived obligation to stay with an organization whilst employees with continuance commitment choose to stay with an organisation because they have no choice (Malhotra 2007). In contrast, affective commitment is conceptualized as an emotional attachment and loyalty displayed towards the organisation as a result of rewards obtained (Kuvaas, 2006; Malhotra 2007). Affective commitment is the commitment dimension which has been found to be

most strongly related to positive occupational and organisational outcomes such as job satisfaction, motivation and employee retention (Buitendach & De Witte, 2005). In line with Malhotra (2007) definition, this paper defines affective commitment as an employee's emotional attachment, identification and involvement with the organisation as a result of favourable perceptions of tangible and non-tangible benefits.

2.4 Letters of recommendation and teacher's job satisfaction

Seidel (2010) defines recognition through Letter of recommendation as the timely, formal or informal acknowledgement of a person's or team's behavior, effort or result that truly serves the organizations' goals and values, and which has clearly been beyond normal expectations. According to Mason (2001) employees who get recognized tend to have higher self-esteem, more confidence, more willingness to take on new challenges and more eagerness to be innovative.

According to Kim (2005) appreciation is a fundamental human need and that employees respond to appreciation expressed through recognition of their good work because it confirms that their work is valued. When employees and their work are valued, their satisfaction and productivity rises, and they are motivated to maintain or improve their good work. Njeri (2014) identifies teachers' effort recognition as one principals practice that impact on teachers' job satisfaction and can be in form of thanks, praise, respect, awards, training opportunities, pride in

working for an organization with a meaningful mission and the right tools to do the job.

As in many other professions (Rabore and Travers, 2000), promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups and Letter of recommendation from the principal which determine upward mobility. Wong and Wong (2010) observe that teacher promotion is an important issue particularly because pay levels in education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers.

An OECD, study in SSA (OECD, 2005) observed brain drain of teachers to other professional fields due to 'erosion of their working conditions'. Another Study conducted in SSA focusing on teacher motivation and incentives (Bennel & Akyeangpong, 2007) found that teachers were facing motivation crisis and as a result, learners were not taught properly due to low job satisfaction and motivation levels among teachers. One of the reasons cited was apparent irregular promotions particularly in rural schools. The study further observed comparatively poor relationship between principals and teachers for research on motivation and incentives as an indicator of failure to recognize teachers as critical in EFA goal achievement

A study on secondary school teachers' satisfaction in Transkei, South Africa (Mwamwenda, 2000) found no significant difference between respondents when Letter of recommendation was used as the criteria of satisfaction. There was however a significant difference when promotion was used as the criterion. A similar research done in Eastern Cape of South Africa (Mwamwenda, 2004) made similar observation with 48 percent satisfaction and 52% percent dissatisfaction when Letter of recommendation was used as the criterion for satisfaction.

2.5 Performance appraisal and teachers' job satisfaction

Different theories may help to understand the relation between performance appraisals and teachers job satisfaction. Research in cognitive psychology shows that measurable and challenging goals help to align individuals' and companies' goals leading to higher levels of motivation and, hence, employees' work effort (Locke and Latham 2002). Furthermore, goal-setting theory implies that the level of goal achievement is closely related to employee satisfaction. Frequently, organizations link goal achievement to remuneration systems such as performance-related pay. Previous studies have shown that performance-related pay is associated with higher levels of overall job satisfaction (Heywood, 2008).

Bryson. (2012) empirically investigate the relationship between piece-rate, team-incentive, or profit-sharing schemes and job satisfaction and show that workers under PRP schemes are more satisfied with their job, controlling for wage levels as well as individual, business unit, and country fixed effects.

Previous research has broadly analyzed the impact of the social context of performance appraisals on employee reactions to these appraisals (Levy and Williams, 2004). One dimension focuses on the rater-rate relationship comprising topics such as supervisor support, trust, rating accuracy, and reliability as a precondition for the acceptance and usefulness of formal appraisal systems. Rating distortions, which are very prominent in organizations (Moers, 2005), lead to less acceptance among employees and decrease the economic incentives to provide effort (Prendergast and Topel, 1996). These rating distortions may have very different reasons including strategic incentives of the raters such as favoritism or punishment (Poon, 2004) or interpersonal motives (Murphy and Cleveland, 1995).

Due to the continuous monitoring of employees' effort and behavior, some employees might feel restricted in the way they can organize and execute their work, which might induce a negative impact on job satisfaction. As laid out in the beginning, PA is often linked to direct monetary consequences. Especially in the case of variable payments, employees face a higher income risk as the bonus may be cut in times of economic downturns. PA may induce higher levels of pay dispersion within a company, which potentially reduces employee satisfaction when employees, for instance, dislike inequity. A number of studies have shown that relative pay comparisons among employees, especially the individual rank in income distributions, have a negative impact on job and pay satisfaction and

negatively affect effort provision (Brown 2008). Another drawback of formal PA might be a crowding out of intrinsic motivation due to the pronounced focus on extrinsic incentives (Frey and Jegen, 2001).

2.6 Provision of welfare services and teachers job satisfaction

The welfare services measures provided in an organisation affect the attitudes of employees towards work. Welfare services satisfy the needs of the employees, which can improve their working life, family life and overall welfare. Various studies have explored the welfare services provided by organizations and determined its influence on job satisfaction. One such investigation was carried out by Goyal (1995) who studied the awareness of welfare services and brought out the relationship between welfare facilities and job satisfaction in her work. The study analyzed the impact of welfare measures on job satisfaction in the textile industries in Punjab, the extent of awareness and implementation of welfare measures among workers and the extent to which these measures have been successful to improve the workers' lot.

Goyal (1995) determined the extent of job satisfaction experienced by textile workers due to primarily the statutory welfare services provided in the private, public and co-operative textile sectors in Punjab, the awareness and implementation of these welfare facilities and their correlation with job satisfaction, including the relationship between welfare and job satisfaction.

However, the researcher did not investigate the influence of personal factors (gender, age and experience) and hierarchy on the level of job satisfaction of the textile workers studied, compare the level of job satisfaction experienced by these workers in the different sectors of the textile industry, the influence of the non-statutory welfare services on job satisfaction and the differential influence in the dimensions of welfare on the level of job satisfaction.

Srivastava (2004) titled *Impact of Labour Welfare on Employees Attitudes and Job Satisfaction*, a comparative study was conducted on workers in the private and public sectors of Kanpur city. The researcher attempted to assess the quality of welfare activities; measure the degree of job satisfaction of workers provided with welfare facilities in private and public sectors and evaluates the attitudes of workers towards management in both the sectors.

The study on welfare and job satisfaction was conducted by Agnihotri (2002). This study on *Welfare Activities and Its Impact on Labourer Behaviour* found that job satisfaction and the different dimension of welfare facilities was significantly related. Srimannarayana and Srinivas (2005) conducted a study titled *Welfare Facilities in a Cement Plant: Employees' Awareness, Utilization and Satisfaction* which analyzed welfare facilities provided by the plant, its administration and examined the extent of awareness, utilization and satisfaction of the employees with the welfare facilities. In addition to the statutory welfare facilities, this plant

undertook various other voluntary welfare programmes to promote the well-being of its employees.

2.7 Summary on literature review

From the foregoing literature review, teachers needed to be highly motivated so that they could perform their duties to the best of their ability. Most studies (Okumbe, 1992; Njue, 2003; Musila, 2010) attribute teachers' job satisfaction to the school- principals' leadership styles. This study, however, appreciates the fact that the school principal could not achieve much without the support of the school teachers. The study, therefore, sought to investigate the extent to principal's governance practices influencing teacher's job satisfaction in public secondary schools in Bomet central sub- county.

2.8 Theoretical framework

The study was guided by Maslow's Hierarchy of Needs Theory. Maslow's theory is based on two assumptions; that is: people always want more and people arranged their needs in order of importance (Smith & Cronje 1992). Maslow (1970) and Schultz, Bagraim, Potgieter, Viedge and Werner (2003) summarized these needs as:

Physiological needs. This is the basic need known as the biological needs such as the need for water, food, rest, exercise and sex. Once these needs are met they no

longer influence behavior. An example of this would be trade unions ensuring that their member's basic needs are met because they negotiate for better salaries for their members (Smith & Cronje, 1992). Therefore better salaries will settle the teachers to enjoy their work after which the focus shifts to another level. Safety needs: Once the first need is satisfied then the security needs assume precedence. These include the need for job security, insurance and medical aid and the need to feel protected against physical and emotional harm (Smith & Cronje, 1992). It follows therefore that a supervisor can create an easy time for a junior worker to feel secure and well protected to perform to the best of the available capability.

Social needs: This third level of needs is activated once the second level of needs has been adequately met. People have a need for love, friendship, acceptance and understanding from other people. Employees have a tendency to join groups that fulfill their social needs. Managers can play an important part by encouraging people to interact with one another and make sure that the social needs of subordinates are met (Smith & Cronje, 1992). In this sense, the working conditions can create an enabling environment to promote good relations among the teachers.

Ego and esteem needs: The fourth level of needs is the need for self-respect, recognition by others, confidence and achievement. Principals of secondary schools can play an active role in satisfying the needs of their teachers by recognizing and rewarding high achievers for good performance (Smith & Cronje,

1992).Self-actualization needs: This is the highest level of Maslow’s hierarchy of needs, and leads to the full development of a person's potential. It is a need where individuals reach full potential and what they want to be become, to utilize all talents well, and to be creative.

2.9 Conceptual framework

The conceptual frame-work in Figure 2.1 summarizes the principals governance practices necessary for teachers’ job satisfaction

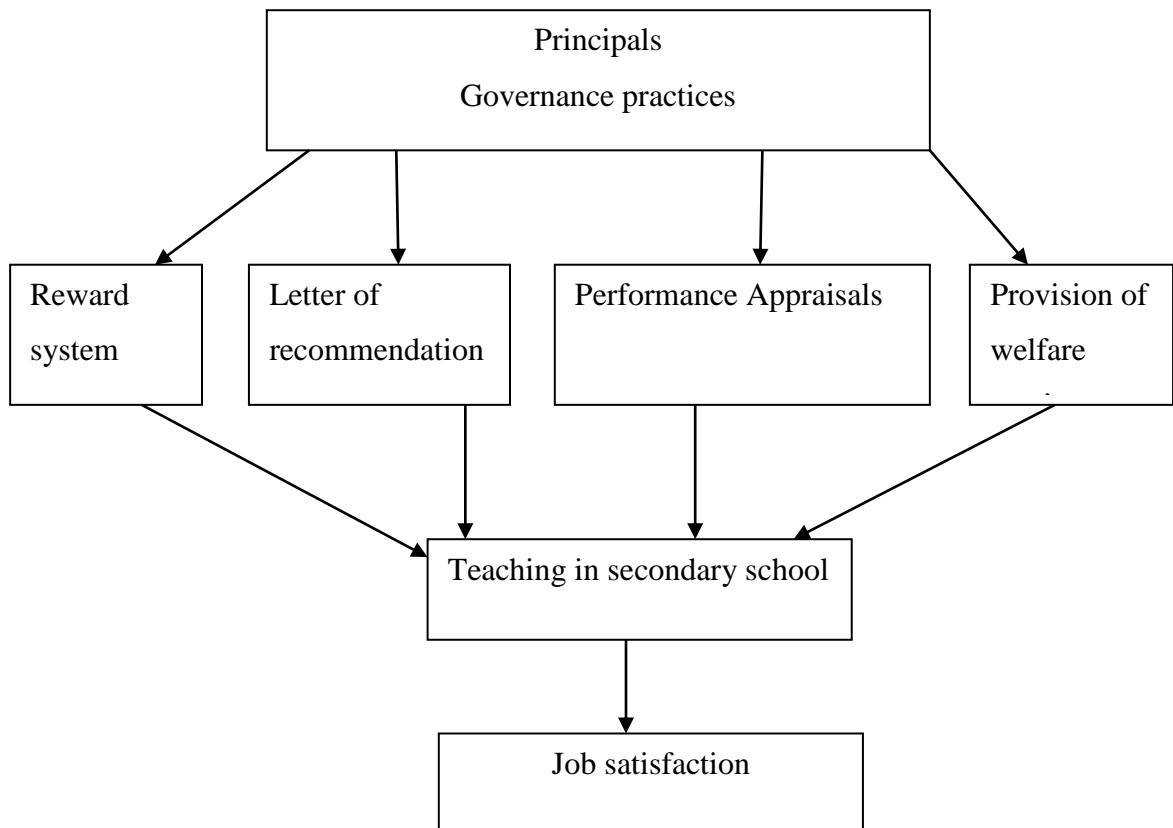


Figure 2.1 Conceptual framework

The principals would create a conducive learning atmosphere by providing teachers with monetary incentive, letters of recommendation, recreating trip to teachers', influence fairness in performance Appraisals and teachers' job satisfaction. The conceptual framework above illustrates that when the school principals provide teachers with the above inputs, (job-satisfiers), then teachers enjoy their job and hence their respective schools post good results in both normative and summative examinations like the KCSE. Likewise, if the principal fails to provide the identified inputs, then this results in dissatisfied teachers who consequently are demotivated in their job. Therefore their schools perform poorly in both internal and external examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used in the study. The chapter was composed of the research design, the target population, sample size and sampling procedures, research instruments, instruments' validity, instruments' reliability, data collection procedures and data analysis techniques. As well as ethical and considerations

3.2 Research design

A research design is a plan or blueprint of how the researcher intends to conduct the research (Babbie & Mouton, 2001). The study used descriptive survey research design. According to Kothari (2007) descriptive survey research design is a type of research used to obtain data that can help determine specific characteristics of a group. A descriptive survey involves asking questions (often in the form of a questionnaire) of a large group of individuals either by mail, by telephone or in person. The main advantage of survey research is that it has the potential to provide us with a lot of information obtained from quite a large sample of individuals.

3.3 Target population

According to Mugenda and Mugenda (1999), a target population is the entire group of individuals, events or objects having a common observable characteristic. The target population of this study was 150 teachers employed by the TSC in 18 public secondary schools Bomet sub-County (TSC office, Bomet 2014).

3.4 Sampling size and sampling procedure

According to Best and Kahn (2006), an ideal sample should be large enough to serve as an adequate representation about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability and expense in both time and money. In order to improve data reliability, 18 schools from the area under study were sampled. The schools were categorized into 3 groups depending on whether they were day or boarding schools, that is, partially day and boarding schools, full boarding schools and full day secondary schools. The study used 70 percent of the 150 secondary school teachers. Proportional allocation of teachers using 70 percent of the teachers per school category used to select the teachers from each secondary school in the area.

3.5 Research instruments

The commonest instruments of data collection in descriptive survey design are the questionnaire and the interview guide (Orodho, 2003). Both the close ended questions and open- ended questions were used in the study. The researcher made use of Okumbe's (1992) Job Satisfaction Measurement Instrument (JSMI) in preparing the questionnaire with slight modifications to make it fit the study. The questionnaire were administered through pick and drop method in order to avoid chances of data manipulation. The questionnaires were divided into several sections. Section one were questions on demographic factors of the respondents like age, gender, years of service and teaching subjects. The other sections of the questionnaire concentrated on the reasons that teachers consider as satisfiers and dissatisfies in their work stations.

3.6 Instrument validity

Pilot studies were carried out in two of the schools before the actual study to give room for interviewing two principals. Each questionnaire and interview guide was discussed with the respondents to determine the suitability, clarity and relevance for the study purposes. As Franklin and Thresher (1976) states, content validity is determined by expert judgment. The questionnaire and the interview guide in this study scrutinized and approved by two lecturers supervising the project to determine whether items in the questionnaire and interview guide were in line with research questions.

3.7 Instrument reliability

Reliability is defined as the degree to which a test consistency measures whatever it measures. It is concerned with what constitutes a minimum level of acceptability of a test. Frankel and Wallen (2006) also observed that reliability is the consistence of scores or answers from one administration of an instrument to another and form a set of items to another. The researcher used the pretested instrument piloted and ascertained in its reliability. The researcher used the tester-test technique for the questionnaire on teachers' job satisfaction and the interview guide for the principals. The outcome was used in modifying the instrument with supervisors' assistance. Mugenda and Mugenda (1999) have fixed a reliability evidence value of 0.8 or higher. For this study the reliability value of 0.8 and above were accepted. The validity of the research instrument was tested for internal consistency by use of Cronbach's Alpha with a 60% acceptance level.

3.8 Data collection procedure

The researcher seek for permit to conduct the research from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher writes a letter of introduction and request for appointments of the teachers to be involved. The letters was sent at least two weeks earlier prior to the actual visit. The researcher distributed the questionnaires personally as booking appointments for interviewing took place at the same time. The researcher then

went round conducting the interviews and picking of the already filled questionnaires.

3.9 Data analysis techniques

Data analysis entails separation of data into constituent parts or elements and examination of the data to distinguish its component parts or elements separately and in relation to the whole. Data analysis techniques deal with the process of coding, data entry and analysis in order to make interpretation possible. Quantitative data collected were analyzed by the use of descriptive statistics using Statistical Package for Social Sciences (SPSS) and were presented through percentages, pie charts, bar graphs and frequency tables. The statistical package for social sciences (SPSS) is appropriate for analyzing coded data, is time saving and can handle a lot of data at the same time

3.10 Ethical and consideration

The researcher considerate enough and followed the regularities of the sample populations. The researcher seeks permission from the school administration to allow the researcher to conduct the study. The researcher assured the respondents of proprietary measures that the findings were accorded and used only for academic purpose and a copy would be availed to them upon their request. The researcher maintained confidentiality at all time.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the research findings. The purpose of the study was to investigate the principals' governance practices influencing teachers' job satisfaction in public secondary schools in Bomet central sub -county, Kenya. The findings of the study were based on four research questions namely:

- v) To determine the influence of principals' reward system on teachers' job satisfaction in public secondary school in Bomet Central sub-county Kenya.
- vi) To establish the influence of principal's letters recommendation for promotion on teachers' job satisfaction in public secondary school in Bomet Central sub-county Kenya.
- vii) To determine the influence to which performance appraisal on teachers' job satisfaction in public secondary school in Bomet Central sub-county Kenya.
- viii) To analyse the influence of provision of welfare service son teachers job satisfaction in public secondary schools in Bomet Central Kenya.

4.2 Questionnaire return rate

Response rate is the proportion of the sample that participated in all the research procedures. According to Mugenda and Mugenda (2003), a 50 percent response rate is adequate, 60 percent response rate is good and above 70 percent response rate very good. Table 4.1 gives a summary of the response rate:

Table 4.1 gives a summary of the response rate:

Target respondents	Sample size	Response	Return rate
Teachers	105	92	87.6
Principals'	18	14	77.8
Totals	123	106	86.2

The data analyzed in this chapter was collected from 92 teachers and 18 principals' from 30 secondary schools in Bomet central sub -county, Kenya. As shown in Table 4.1. The teachers' response rate was rated very good in line with Mugenda and Mugenda (2003) criterion explained earlier. The response rate from the principals 'was considered to be high especially when one bore in mind that most school principals were very busy with the admission of form one students.

4.3 Demographic information

This section presents the demographic information of the respondents in the study. It provides a summary on gender, age, marital status, and teaching experience, teaching subjects, level of education, school category and housing of teachers.

4.3.1 Distribution of respondents by gender

Gender of the respondents was considered in order to highlight the ratio of male and female teachers working in the area under study. Previous research by Tasnim (2006) portrays varying levels of job satisfaction between male and female workers with female teachers less satisfied with the social environment than male teachers. In another study carried out in Nyahururu District by Njuguna (2010), a great gender disparity was noted whereby the male teachers were more than double the female teachers. This study would thus assist the researcher to establish whether there was such gender disparity in Bomet central sub –county and whether marital status had any effect on the teachers’ job satisfaction. The gender distribution of the teachers is shown in Figure 4.1:

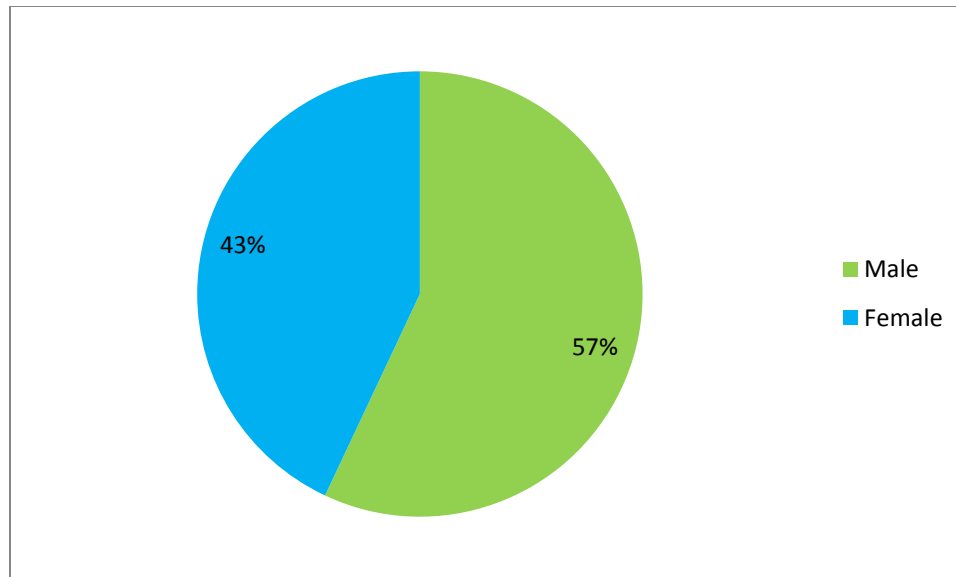


Figure 4.1: Distribution of teachers by gender

The figure above shows that majority (57%) of the teachers were male while females were the minority. Though there were more male teachers than the female teachers. Also, the female teachers may be finding working in Bomet central sub-county quite challenging since the area lacked all-weather roads and other social amenities like quality schools for their children. The findings were similar to Mghana (2013) who found that 61 percent of the teachers working in Voi District were male and 39 percent were female.

The researcher also sought to find out the gender composition of the Principals' as shown in Table 4.2 shows the findings:

Table 4.2 Gender composition of the Principals’

Gender	F	%
Male	10	29.0
Female	4	71.0
Total	14	100.0

The table shows that majority of the Principals’ in Bomet central sub-county location were male while the minorities were female. This is contrary to the Kenya constitution(2010) that stipulates that there must be a third of each gender at any public institution/ organization. The findings were, however, in agreement with Mkongo (2013) who did his research in Taita- Taveta County and Kimeu (2013) who did his research in Kathonzwi District.

4.3.2 Respondents’ age distribution

According to Nzuve (1999), as people mature and gain more experience, they become more willing and ready to assume higher responsibilities and deal with complex tasks. Young employees give high expectations and aspirations which may not be met by the organization, this automatically translates to low levels of job satisfaction among the youthful employees (Okumbe, 1992). Thus, the researcher sought to determine the age distribution of the teachers and the principals since this would affect their job competence due to the level of experience. Table 4.3 indicates the findings:

Table 4.3: Teachers and principals

Age category (In years)	Teachers		principal	
	f	%	f	%
Below 35	20	21.7	0	0
36-45	44	47.8	2	14.3
46-55	24	26.1	7	50
Above 56	4	4.4	5	35.7
Total	92	100	14	100.0

The table shows that minorities of the teachers were in the youthful age while most teachers were middle-aged. A few teachers were within the 46- 55 years.

Only a dismal number of teachers were above 56 years and therefore preparing for retirement. The table shows that majority of the teachers were energetic enough to offer quality service to the students. A study carried out among Turkish special school teachers showed that more experienced teachers had less job satisfaction than their less- experienced colleagues (Sari, 2004).

It was found that no principals were within the age bracket of the youths, that is, below 35 years. However, the finding meant that the interests of youthful teachers were not well catered for. It was also worth noting that majority of secondary school students belonged to the teen- years thus calling for age- representation in the school principals were in the age bracket 46- 55 years and above. The finding

meant that the given members of the principals were highly experienced and thus suited for the management role in secondary schools.

4.3.3 Teachers' marital status

In a study carried out on job satisfaction among female teachers in Bangladesh by Tasnim (2006) it was observed that female teachers were more dissatisfied with unfavorable working conditions than the male teachers. Also, it was noted that majority of the female teachers were working in urban centres since they wanted to take their children to good schools. The researcher thus wished to find out the actual scenario in Bomet Central Sub County. Figure 4.2 contains a summary of the findings:

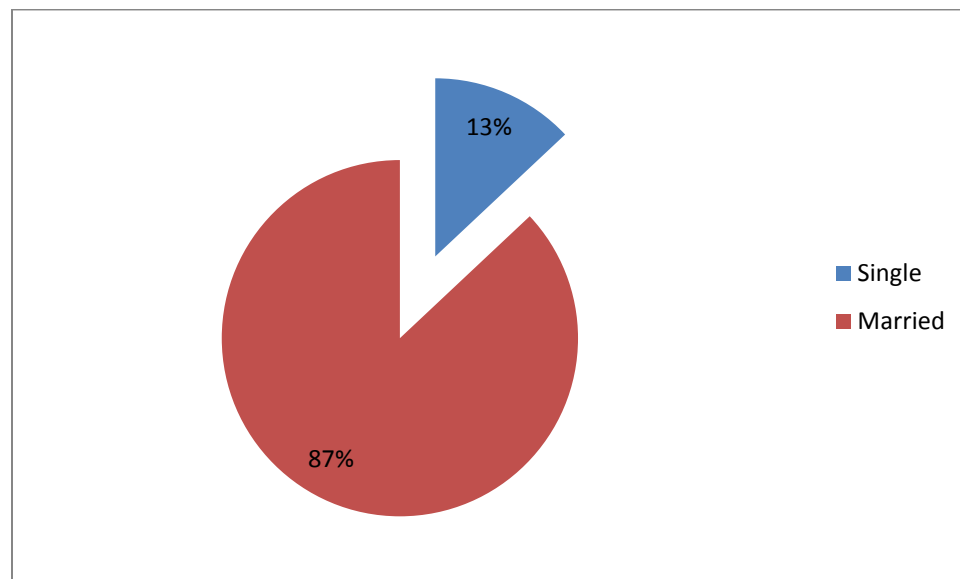


Figure 4.2: Teachers' marital status

From the figure above, majority of the respondents indicated that they were married with a few teachers indicating that they were single. According to Cole (2002), married employees are more stable in their jobs than young employees who keep on looking for greener pastures. This is attributed to the fact that married workers have family responsibilities like providing food, paying school fees and clothing their children unlike young employees most of whom do not have responsibilities outside themselves.

4.3.4 Respondents' working experience

The researcher sought to find out how many years the teachers had worked in Bomet Central Sub County Table 4.4 presents a summary:

Table 4.4: Teachers' working experience

Teaching Experience	F	%
Below 5 years	40	43.5
6-10 years	32	34.8
11-20 years	20	21.7
Total	92	100.0

From the table-above, most teachers had been working in Bomet Central Sub County for less than 5 years. The findings showed that majority of teachers were new in the area and could probably be unsettled, thus unable to handle their job

tasks well. Also, it may imply high turn-over of teachers in the Bomet Central Sub County. Teachers with an experience of between 6 to 10 years made a third of the teachers' population.

Less than a quarter of the teachers had a teaching experience of between 11 to 20 years. These were the teachers who had substantial working experience necessary for effective performance of the demanding teaching job.

Figure 4.3 indicates the principal's years of experience as managers in secondary schools within Bomet Central Sub County.

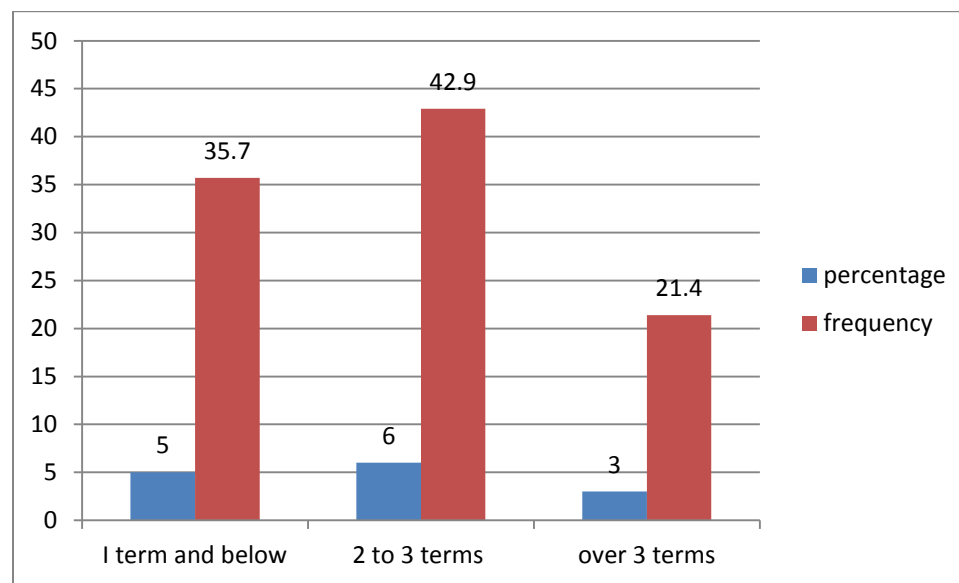


Figure 4.3: principals working experience

From the figure above, about a third of the principals in Bomet Central Sub County on had a secondary school management experience of one term and below. Those principals with an experience of between two to three terms comprised of almost half of the principals. Those were the members who could be said to have had adequate experience in the management of secondary schools. The principals with over three terms experience were the least. While it is valuable to have an adequate experience as a manager, too long experience may make one look down upon managers with less experience.

4.3.5 Teachers' positions and weekly workload

The researcher sought to know the weekly workload for each teacher in relation to the position held. This would assist the researcher in determining whether the area schools were over-staffed or under-staffed. Over-worked staff may be dissatisfied with their job due to fatigue. The results are indicated in the Table 4.5:

Table 4.5: Teachers' position and weekly workload

Number of lessons	Subject Teachers		HoDs		Deputy	
	F	%	F	%	F	%
15 lessons and below	11	12.0	6	33.3	3	75.0
16-20 lessons	17	18.4	8	44.5	1	25.0
21-25 lessons	34	37.0	4	22.2	0	0.0
26 lessons and above	30	32.6	0	0.0	0	0.0
Total	92	100.0	18	100.0	4	100.0

The table above indicates that the least number of teachers had a weekly workload of 15 lessons and below. This was in line to the TSC guidelines that teachers should be fully utilized. The teachers with 16 to 20 lessons made a small percentage while majority of the teachers had a weekly workload of 21 to 25 lessons and above per week. The teachers with over 26 lessons per week were highly overworked and may be demoralized due to very strenuous workload. Such teachers could also suffer from work fatigue and could also lack time to undertake other important tasks like assessing, marking and giving students appropriate feedback. Most of the Heads of Departments had 16 to 20 lessons per week. This was contrary to the provisions of the TSC which stipulated that Heads of Department should have a maximum of 18 lessons per week in order to undertake their administrative duties effectively. A significant proportion of the deputy principals had 15 lessons and below. No deputy-principal had lessons exceeding 20 per week.

4.3.6: Respondents' level of education

The researcher sought to find out the respondents' level of education since this affected employees' job satisfaction (Olando, 2003). Also, the principals should have academic qualifications that allow them to interpret parliamentary Acts like the Basic Education Act (2013) and other educational policies that include the TSC Act and the Children's Act . Table 4.6 indicates the findings:

Table 4.6: Respondents' level of education

Level of education	Teachers		Principals	
	F	%	F	%
Certificate	0	0	0	0.0
Diploma	29	31.5	0	0.0
Bachelor's	52	56.5	6	71.5
Master's	11	12.0	3	21.4
Doctorate	0	0	1	7.1
Total	92	100.0	14	100.0

The table indicates that the least education qualification for secondary school teachers was a diploma in education. According to the TSC, a diploma in education was the least qualification required for one to teach in the secondary school. Majority of the teachers (56.5%) had a bachelor's degree. Teachers who had a master's degree made the least percentage while no teacher had a doctorate degree. The findings imply that the area teachers were not well motivated to undertake higher education. This may be as a result of the area's poor road network which adversely affected the teachers' mobility to major towns where institutions of higher learning were located. No principals possessed diploma as their highest education level, while most of the principals had a bachelor's degree.

4.3.7 Teachers' housing

The researcher sought to determine how the teachers in Bomet central sub county were housed since this contributed to an employees' job satisfaction. Findings

from previous studies (Mghana, 2013; Sogomo, 1993), showed that majority of teachers were not satisfied with the provision of housing in their respective schools. The research findings are shown in Figure 4.4:

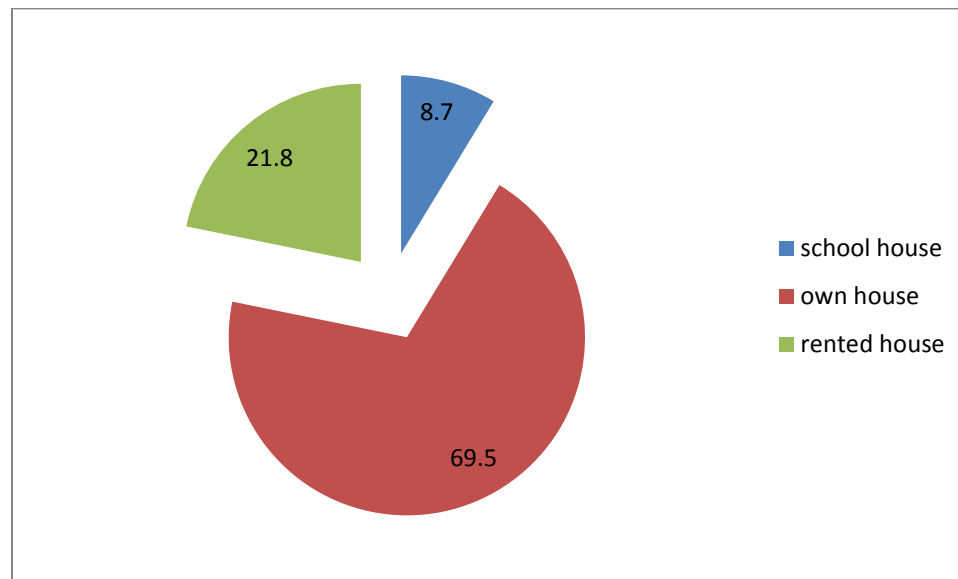


Figure 4.4: Teachers' housing

From the figure-above, majority of the teachers working in Bomet central sub county, were self- housed. When the researcher probed those teachers further, he found out that most of them commuted from areas outside Bomet central sub county. Only a very small proportion of the area teachers were housed within the schools. The finding implied that most schools in Bomet central sub county lacked staff houses. The study also found out that majority of the teachers rented houses outside Bomet central sub county due to inadequate houses, houses of low

quality and lack of essential amenities like quality schools and all-weather roads in the area.

4.4 Governance practices that promote teachers' job satisfaction

In this section, data is presented on the principals' governance practices influencing teachers' job satisfaction. This was guided by the research questions that touched on the following: principals reward system, principals' letters of recommendation, teachers' performance appraisal and head teacher's provision of welfare service.

The researcher made use of Okumbe (1992) Job Satisfaction Measurement Instrument (JSMI) scale with a rank of one to five points as illustrated below:

- | | |
|--------------------------------|---------------------------------|
| 1- Extremely satisfied (ES) | 4- Moderately dissatisfied (MD) |
| 2 -Moderately satisfied (MS) | 5- Not applicable (NA) |
| 3 -Extremely dissatisfied (ED) | |

4.4.1 Principals' provision of conducive working conditions to the teachers and job satisfaction

According to Herzberg (1965), conducive working conditions are maintenance or hygiene factors and thus dissatisfiers, that is, their absence result in job dissatisfaction. An enabling, supportive and inspirational work environment creates experiences that impact on engagement by influencing how people regard their roles and carry them (Armstrong, 2009). The researcher thus sought to

investigate whether principals in Bomet central provided conducive working conditions to their teachers in order to motivate them to work harder. Table 4.9 shows the results:

Table 4.7: Provision of conducive working conditions to the teachers

Working conditions	ES		MS		ED		MD		NA	
	f	%	f	%	f	%	f	%	f	%
Offices	12	13.0	32	34.8	24	26.1	24	26.1	0	0.0
Toilets	16	17.4	32	34.8	28	30.4	16	17.4	0	0.0
Furniture	11	12.0	36	39.1	28	30.4	13	14.1	4	4.4
Laboratories	20	21.8	36	39.1	28	30.4	8	8.7	0	0.0
Teaching materials	32	34.8	36	39.1	16	17.4	8	8.7	0	0.0
Classrooms size	24	26.1	36	39.1	20	21.8	8	8.7	0	0.0

When asked whether the Principals provided conducive working conditions in the offices, about a third of the teachers were moderately satisfied while the teachers who were extremely satisfied made the least proportion. Majority of the teachers expressed their dissatisfaction with the conditions of the offices/ staffrooms. The finding is similar to Mghana (2013) who found that majority of the teachers were not satisfied with the conditions of staffrooms in Voi District. Majority of the respondents were satisfied with the conditions of the toilets. Majority of the teachers were satisfied with the conditions of the furniture provided by the Principals. As pertains to the teaching/ learning materials, majority of the

respondents were satisfied. Those who were dissatisfied comprised of just over a quarter of the respondents. A majority of the teachers were satisfied with the conditions of the classrooms contrary to Mghana (2013) finding which showed teachers not satisfied with the classrooms' conditions. In a study carried out by Matheka (2004) on factors contributing to lack of motivation and job satisfaction among teachers in public secondary schools in Machakos District, it was noted that one clean way of attracting the best brains into the teaching profession was by offering better services especially remuneration and better working conditions. The Principals reported that they were involved in improving the teachers' working conditions through consulting the teaching force on their considered priority areas that needed urgent address. Such areas included building and equipping science laboratories, libraries and school offices. The Principals also reported that lack of adequate funds negatively affected putting up of such essential school infrastructure.

4.4.2 Principals recognition of teachers and job satisfaction

Herzberg (1965) classifies recognition among the satisfiers and thus job motivators, that is, its existence yields feelings of job satisfaction. The researcher there for sought to find out whether the principals made use of recognition in appreciating the teachers' efforts. Table 4.8 contains the findings.

Table 4.8: Recognition of teachers by the principals and job satisfaction

Recognition through:	ES		MS		ED		MD		NA	
	f	%	f	%	f	%	f	%	f	%
Training opportunities	5	5.4	16	17.4	36	39.1	32	34.8	3	3.3
Thank you cards	0	0.0	8	8.7	40	43.4	24	26.1	20	21.8
Prizes	11	12.0	36	39.1	24	26.1	13	14.1	8	8.7
Free meals	12	13.0	20	21.8	28	30.4	28	30.4	4	4.4
Challenging tasks	16	17.4	28	30.4	32	34.8	12	13.0	4	4.4

Concerning recognition of teachers through training opportunities, majority of the respondents indicated that they were dissatisfied. The least proportion of teachers indicated that they were satisfied. A majority of the teachers were dissatisfied with the principal's use of thank you cards. The least proportion of teachers indicated that they were satisfied. It is worth noting that almost a quarter of the respondents indicated that recognition by the principals through the use of thank you cards by the principals was not applicable in their schools. Concerning the provision of prizes to the teachers by the principals, majority of the respondents were satisfied with less than half of the respondents being dissatisfied. As concern provision of challenging tasks to the teachers by the principals, less than half of the respondents were satisfied. The principals indicated that lack of enough funds contributed to their failure to recognize the teachers' efforts. Concerning provision of challenging tasks to the teachers, the principals reported that some

teachers were not adequately responsible and kept on neglecting the duties/ tasks given to them.

4.4.5 Principals provision of incentives to the teachers and job satisfaction

As noted by Koontz (2009), people like to feel that their managers are truly concerned with their welfare. The Provision of incentives to performing employees is one way of recognizing such efforts. The researcher therefore sought to find out whether the principals in Bomet central provided incentives to the teachers in the area secondary schools. Table 4.9 contains the findings:

Table 4.9: Provision of incentives to the teachers and job satisfaction

Type of Incentive	ES		MS		ED		MD		NA	
	f	%	f	%	f	%	f	%	f	%
Monetary	4	4.4	20	21.7	32	34.8	28	30.4	8	8.7
Trips	8	8.7	20	21.7	20	21.7	24	26.1	20	21.8
Parties	12	13.0	24	26.1	28	30.4	20	21.8	8	8.7
Free transport	4	4.4	4	4.4	32	34.8	8	8.7	44	47.7
Certificates	4	4.4	4	4.4	40	43.4	12	13.0	32	34.8

The respondents who indicated that they were dissatisfied with the use of monetary incentives by the principals constituted the major proportion of all the respondents. The respondents who indicated that they were satisfied comprised of

just a quarter of the sample. Most of the respondents were dissatisfied with the use of trips as an incentive to the teachers. It is worth noting that almost a quarter of the respondents indicated that school trips were not applicable in their schools as an incentive from the principals. Majority of the teachers were dissatisfied with the use of parties as an incentive from the principals. The respondents who indicated to be dissatisfied with the use of recognition letters by the principals as an incentive made the major proportion. On the provision of free transport by the principals to the teachers, it is worth nothing that most of the respondents indicated that this was not applicable in their schools while majority of the respondents indicated that they were dissatisfied.

Most of the teachers indicated that they were dissatisfied with the use of certificates as an incentive from the principals. It is noteworthy that a significant proportion of the respondents indicated that use of certificates in their schools as incentives was not applicable. The principals reported that lack of funds militated against the use of adequate and diverse incentives to motivate teachers. They also claimed to run the schools on a shoe-string budget.

4.5 Activities that contribute to teachers' job satisfaction

For the open ended questions, the teachers prioritized better remuneration and prompt promotions as the most important job motivation activities as shown in Table 4.10.

Table 4.10: Teachers' most important job motivation activities

Job motivator	f	%
Better remuneration	40	43.5
Prompt promotions	22	23.9
Involvement of teachers	15	16.3
Provision of teaching resources	11	12.0
Students' entry behaviour	4	4.3
Totals	92	100.0

The findings showed that better remuneration was prioritized by all the teachers as the greatest source of job satisfaction. This was in agreement to a study carried out by Akinyi (2013), which found that majority of the teachers (54.0 %) were highly motivated by monetary rewards. The teachers reported that if the identified job motivators were implemented, then the teaching profession would be more satisfying.

4.6 Factors contributing to overall teachers' job dissatisfaction

The researcher asked the respondents to indicate the major factors that contributed to overall teachers' job dissatisfaction. Table 4.11 contains the findings.

Table 4.11: Factors contributing to teachers' job dissatisfaction

Job dissatisfier	f	%
Poor remuneration	30	32.6
Poor working conditions	20	21.7
Lack of autonomy	14	15.2
Job group stagnation	11	12.0
Huge workload	8	8.7
Totals	92	100.0

The study findings were similar to a comparative study by Immonje (1990) on factors that contributed to job satisfaction or dissatisfaction between teachers in private and public schools in Nairobi's Kilimanjaro zone. The major job dissatisfies identified included poor pay, poor working conditions and lack of job autonomy. The study findings were also similar to a related study done by Njue(2003) among secondary school teachers in Nairobi province which showed that teachers were highly demotivated by job factors like working conditions, the teachers felt uncomfortable with most staffrooms since they were not comfortable and spacious enough. It was noted that if the above job dissatisfies were replaced with the job satisfiers identified in Table 4.11, then the teaching profession would be made more satisfying.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the entire study and then presents the conclusions. The recommendations on the findings are discussed after which areas of further research are suggested.

5.2 Summary of the study

The purpose of the study was to investigate the principals' governance practices influencing teachers' job satisfaction in public secondary schools in Bomet central sub -county, kenya. A questionnaire for the teachers and an interview guide for principals' guided the study. The questionnaire was validated through consultations with the supervisors and other educational research experts. The study was conducted using the descriptive survey design. The study targeted all the 30 public secondary schools in Bomet Central Sub County. A sample size of 92teachers and 18 principals were selected for the study.

Findings on the first research question that sought to establish the extent to which the principals' provided conducive working conditions to the teachers revealed that majority of the teachers were dissatisfied with the condition of the offices.

Concerning the conditions of toilets in schools, 52.2 percent of the teachers were satisfied while 44.8 percent were dissatisfied. The teachers satisfied with the school furniture comprised of 51.1 percent. Majority of teachers were satisfied with the provision of teaching materials and the conditions of the classrooms. The study revealed that the schools' principals' needed to work harder in providing conducive conditions of work to the teachers. Also from the demographic information, it was evident that most schools in Bomet Central Sub County needed to put up staff houses for the teachers in order to motivate them to work harder in their respective areas.

Findings on the second research question which sought to establish the extent to which the principals in Bomet Central Sub County recognized the teachers revealed that the majority of teachers (73.9%) were dissatisfied with recognition through training opportunities. This implied that there were very few opportunities for improving teachers' skills of work. The teachers satisfied with recognition by use of thank you cards were a dismal 8.7 percent. The teachers who felt that recognition through provision of training opportunities made a significant proportion. Concerning the recognition of teachers by way of prizes, majority of the teachers (51.1%) were satisfied. Those who were dissatisfied with recognition through provision of free meals comprised of a whopping 60.8percent while those dissatisfied with recognition through being given challenging tasks constituted of 47.8 percent. Karanja (1984) noted that lack of recognition for work

well done by the teachers resulted in dissatisfaction making some of the teachers to resign from the profession.

Findings on the third research question that sought to establish the extent to which teachers were provided with incentives by the principals indicated that a minority of teachers (26.1%) were satisfied with use of monetary incentives by the principals. A majority (65.2%) of the teachers were dissatisfied. Concerning use of school trips by the principals to motivate teachers, most of the teachers (47.8) were dissatisfied while 21.8 percent indicated that school trips were not applicable in their schools. The teachers who were dissatisfied with the principals' use of parties as a motivation for teachers were 52.2 percent while those dissatisfied with use of letters stood at 56.5 percent. Most of the participants (47.7%) indicated that free transport was not applicable in their schools. Also, 34.8 percent of the teachers indicated that they were extremely dissatisfied with provision of certificates as a motivator while a majority (56.4%) of the teachers was dissatisfied. This could be attributed to the fact that most schools in Bomet central were day schools that lacked school bus.

Findings from the open-ended questions showed that majority of the teachers rated better remuneration, prompt promotions and involvement in decision-making as priority areas. Teachers also considered poor pay, lack of consultation by the school principals and students indiscipline as the main job dissatisfiers. As

concern the changes necessary in the teaching profession, teachers prioritized improved salaries, manageable syllabus, automatic promotions and improved students' entry behaviour.

5.3 Conclusion

After careful analysis of the principals' governance practices influencing teachers' job satisfaction in public secondary schools in Bomet Central sub - county, Kenya, the study concluded that there were various governance practices that related to teachers' reward system, principals' letters of recommendation, performance appraisal and provision of welfare services to the teachers by the principals' that influenced the teachers' job satisfaction. It was found out that the principals' governance practices had far-reaching effects on teachers' job satisfaction. It was evident that teachers work better in a free environment to void of regular pushing and shoving from the school principals'. Therefore, there is need to accord teachers adequate autonomy to undertake their work without much interference from the school principals'. This would allow the teachers to be innovative thereby resulting in a positive impact on the students' performance. Since recent educational policies in Kenya and other developing countries were focused more on measurable targets, the principals' sought to strive at regular consultations with the teachers since this would make the teachers own the targets set and therefore work towards achieving them. Employees' engagement is

enhanced if their voice is listened to. This enables them to feed their ideas upwards and feel that they are making important contributions (Armstrong, 2009).

A situation where the principal alone sets the school targets without incorporating the other important stakeholders especially the teachers, results in poor academic performance by the students since the teachers fail to identify themselves with the set-targets. As Mwololo (2014) notes, good leaders have the capacity to achieve success through others since they do not work alone, rather they bring on board people who are smarter than they are and delegate duties to these smart individuals. According to Armstrong (2009), Employees require conducive working conditions in order for them to deliver. Likewise, principals' need to ensure that the schools not only have facilities like adequate and comfortable offices, classrooms, toilets, laboratories, libraries among other essential working conditions but also that such facilities are a source of motivation due to their quality.

Teachers, need to constantly be recognized by the principals' in order to register improved performance of duty. The study found out that lack of adequate and relevant teachers' recognition by the principals' resulted in poor teachers' job satisfaction and consequently poor academic performance by the students in Bomet Central. The study found out that teachers needed to be recognized with such things like training opportunities, appreciation cards, free meals and being

given challenging tasks. It was also found out that incentives like school trips, money, parties and free transport come in handy as teachers' motivators. Most of the mentioned incentives were either inadequate or lacking in most secondary schools in Bomet Central.

5.4 Recommendations

Following the research findings and conclusions, the researcher made the following recommendations:

- i. The Government of Kenya through the Ministry of Education (MoE) should zero-rate school construction materials in order to ensure that majority of the schools' afford to put up quality and spacious structures/ offices that would make the teachers work in a comfortable environment.
- ii. The Principals in Bomet Central should build more staff houses in order to house most of the teachers within the schools. This would alleviate the problem of teachers commuting from far flung areas outside the sub county. Most of the commuting teachers were already tired by the time they reached their working stations thus having low motivation to work hard.
- iii. The Principals in Bomet Central should recruit qualified personnel in order for them to bring forth a wide variety of expertise and experiences. The recruitment should adhere to the Kenya Constitution (2010) and the Basic Education Act (2013) provisions on gender, age and level of education.

- iv. The TSC which is mandated by law to cater for the remuneration, promotion and transfer of teachers should devise a water tight mechanism of delivering on the given mandate promptly and fairly. It should ensure that teachers receive competitive pay in line with their qualification and experience, promote teachers without too much red tape bureaucracy and also fairly consider teachers' requests for transfer.
- v. The study also recommends that the Principals in Bomet Central should develop and nurture a cordial working relationship with the area teachers in order to improve their job satisfaction. This would in effect result in better performance by the students in both the formative and summative examinations. Consultations should be applied especially when dealing with the form one students entry behavior and setting subject/ school targets. The area school principals should also device a mechanism of rewarding both the teachers and the students whenever they register good grades in the KCSE in order to ensure competitive spirit across the whole in Bomet Central

5.5 Suggestions for further research

The study found out that teachers working in Principals in Bomet Central had not been adequately motivated to work hard in their teaching job. The Principals in Bomet Central need to work closely with the teachers in order to devise ways of raising the teachers' levels of job satisfaction. Further research need to be carried out in the following areas:

- a) Since the study was carried out in one Sub County only, more studies should be replicated in the other sub County of Bomet County.
- b) There is need for further research on other principals practices' variables that influence secondary school teachers' job satisfaction other than the four identified in this research.
- c) Further research ought to be carried out on the Principals Governance practices that influence private secondary school teachers' job satisfaction. This could be done using a larger sample that even incorporates the students.
- d) Studies may also be done on the Principals governance practices using other research instruments other than a questionnaire and an interview guide.

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APPENDICES

Appendix A: Introduction letter for the school Principals

University of Nairobi,
P.O. Box 30197-00100,
Nairobi.

Dear Sir/ Madam,

RE: Questionnaire on the Principals' governance practices influencing teachers' job satisfaction.

I am a postgraduate student at the University of Nairobi currently carrying out a research on the influence of principals Governance practices on secondary school teachers' job satisfaction in Bomet Central Sub County. Your school has been selected to take part in the study. I am therefore humbly requesting for your permission to gather the required information at your school. The responses are strictly meant for the study and your school's identity will be treated with utmost confidentiality. Thank you in advance.

Yours faithfully,

LANGAT CHEBET JANET

APPENDIX B: KEY INFORMANT'S INTERVIEW GUIDE PRINCIPALS

This interview is meant to obtain information on the governance practices that influence secondary school teachers' job satisfaction in Bomet Central Sub County. Kindly respond to the questions honestly and to the best of your knowledge.

1. What is your age?
2. What is your level of education?
3. How many years have you served as Principal in this school?
6. How does your office involve teachers in decision making?
7. How is your office involved in improving the teachers' working conditions?
8. Do you give incentives to the teachers who register good grades in their subject? If yes, please give examples of the incentives given.
9. How does your office recognize teachers who excel in their work?
11. Please give any other comment that concerns teachers' job satisfaction.

APPENDIX C: TEACHER'S QUESTIONNAIRE GUIDE

You are politely requested to fill this questionnaire that seeks to find out the governance practices that influence job satisfaction among secondary school teachers. The information obtained is strictly for research purpose and will be treated with confidentiality. For each of the item, tick () the appropriate box that indicates your correct details.

Section I: Background information

1. What is your gender? Male () Female ()
2. What is your age (in years)? Below 35 years () 36-45 years ()
46- 55 years () 56 years and above ()
3. What is your marital status? Single () Married () Any other
..... Please specify
4. For how long have you worked in Bomet Central Sub County under the TSC?
Below 5 years () 6-10 years () 11-20 years () over 21 years ()
5. What is your weekly teaching workload? 15 lessons and below ()
16- 20 lessons () 21-25 lessons () 26 lessons and above ()
6. What are your teaching subjects? Sciences () Mathematics ()
Languages () Humanities () Applied sciences ()
7. What position do you hold in the school? Subject-teacher () Classteacher()
Head of Department () Deputy Principal ()

8. What is your level of education? Certificate () Diploma () Bachelors degree ()
Masters () Doctorate ()

9. How and where are you housed? School house () Own house ()
Rental house ()

Section II: This section provides you with items related to your work. The items are divided into sub-items. Please indicate your level of job satisfaction in each sub-item by putting a tick in the number that represents your feelings. The key to the scale is provided below:

1- Extremely satisfied (ES) 4- Moderately dissatisfied (MD)

2- Moderately satisfied (MS) 5- Not applicable (NA)

3- Extremely dissatisfied (ED)

Please indicate the extent to which you are satisfied with:	ES	MS	ED	MD	NA
Classroom teaching					
Students' admission					
Guidance and counseling					
Disciplining students					
Setting subject/ school targets.					

Provision of working conditions to the teachers

Please indicate the extent to which you are satisfied with:	ES	MS	ED	MD	NA
Staffroom/ office space.					
Toilets					
Comfortable furniture					
Teaching/learning materials					
Classrooms size					

Teacher's recognition by the principal

Please indicate the extent to which you are satisfied with	ES	MS	ED	MD	NA
Training opportunities					
Thank you cards.					
Prizes during prize-giving days					
Free meals					
Challenging responsibilities					

Provision of incentives to teachers by the principal

Please indicate the extent to which you are satisfied with	ES	MS	ED	MD	NA
Monetary incentives					
School trips.					
Goat eating/ Parties					
Recognition letters					
Free transport (to and from school)					

Section III

The following questions are designed to reflect the feelings that you have about your teaching job. Please answer the questions as truthfully as possible.

a) What do you consider as the most essential activities /events that contribute to teacher’s job satisfaction?

i,

ii,

iii,

b) What do you consider as the most important factors that contribute to overall teachers’ job dissatisfaction?

i,

ii,

iii,

c) Kindly give suggestions regarding the changes that you would like to be made in your job as secondary school teacher. Please give achievable changes.

i,

ii,

iii,

Thank you