FACTORS INFLUENCING JOB SATISFACTION OF PUBLIC SECONDARY SCHOOL TEACHERS IN MOMBASA COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA), SCHOOL BUSINESS, UNIVERSITY OF NAIROBI.

NOVEMBER, 2012
DECLARATION

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

Signature: ……………………………… Date: ………………………

ANJEline AKINYI OMONDI

D61/60298/2010

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

Signed ……………………………………… Date…………………

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DEDICATION

To my husband Collince Gworo, and my daughter Tiffany Aysha for their patience and support and to my mother Patricia Magoha for being my source of inspiration.
ACKNOWLEDGEMENT

The completion of this project was made possible by the grace of the almighty God who granted me the wisdom and strength to accomplish the task. I am very grateful to my supervisor, Prof. K’Obonyo for his guidance, sacrifice and patience without which I would not have successfully completed this project.

I am grateful to my family particularly, my husband Collince for his encouragement to pursue the course and my daughter, Tiffany who missed my love and time during my study period. I am also indebted to my colleagues and my friends for their invaluable support. I also extend my gratitude to those who took time to answer my questionnaires.

May God bless you all.
TABLE OF CONTENTS

Declaration..........................................................................................ii
Dedication ...........................................................................................iii
Acknowledgment..................................................................................iv
List of tables .......................................................................................v
List of figures .....................................................................................vii
List of acronyms ..................................................................................ix
Abstract .............................................................................................x

CHAPTER ONE: INTRODUCTION
1.1 Background ..................................................................................1
  1.1.1 The concept of job satisfaction..................................................2
  1.1.2 Public Secondary Schools in Mombasa County..........................4
1.2 Research problem..........................................................................7
1.3 Objective of the study ......................................................................9
1.4 Value of the study .........................................................................9

CHAPTER TWO: LITERATURE REVIEW
2.1 Introduction ..................................................................................10
2.2 The concept of job satisfaction .....................................................10
2.3 Theoretical foundation of job satisfaction......................................11
2.4 Factors influencing job satisfaction..............................................12
  2.4.1 Environmental/organization factors..........................................12
  2.4.2 Personal factors .....................................................................15

CHAPTER THREE: RESEARCH METHODOLOGY
3.1 Introduction ..................................................................................18
3.2 Research design ...........................................................................18
3.3 Target population ..........................................................................18
3.4 Sample design .............................................................................18
3.5 Data collection .............................................................................19
3.6 Data analysis and presentation.............................................................20

CHAPTER FOUR: DATA ANALYSIS, RESULTS, AND DISCUSSION

4.1 Introduction..........................................................................................21
4.2 Demographic characteristics of the respondents.................................21
4.3 Factors influencing job satisfaction of public secondary school teachers........27
4.4 Overall Job Satisfaction......................................................................35

CHAPTER FIVE: SUMMARY, CONCLUSION RECOMMENDATIONS

5.1 Introduction..........................................................................................37
5.2 Summary of findings............................................................................37
5.3 Conclusion............................................................................................40
5.4 Recommendations...................................................................................41
5.5 Limitation of the study.........................................................................42
5.6 Suggestion for further research...............................................................42

REFERENCES............................................................................................43

APPENDIX I: Letter to the respondents.......................................................48

APPENDIX II: Questionnaire.......................................................................49

APPENDIX III: List of public secondary schools in Mombasa County............53
LIST OF TABLES

Table 4.2.1: Distribution of the respondents by gender.................................21
Table 4.2.2: Distribution of the respondents by age .....................................22
Table 4.2.3: Distribution of the respondents by length of service ...............23
Table 4.2.4: Distribution of the respondents by level of education...................24
Table 4.2.5: Distribution of the respondents by job group............................25
Table 4.2.6: Distribution of the respondents by position in the organization.......26
Table 4.3.1: Distribution of the respondents by factors influencing job satisfaction......27
Table 4.4.1: Distribution of the respondents by overall job satisfaction...............36
LIST OF FIGURES

Figure 4.2.2: Distribution of respondents by age........................................22
Figure 4.2.3: Distribution of the respondents by length of service..................23
Figure 4.2.4: Distribution of the respondents by level of education..................24
Figure 4.2.5: Distribution of respondents by Job group..................................25
Figure 4.2.6: Distribution of respondents by Position in the organization..........26
Figure 4.3.1: Distribution of the respondents by factor influencing job satisfaction...30
Figure 4.4.1: Distribution of the respondents by overall job satisfaction............36
LIST OF ACRONYMS

BoG - Board of Governors.
PTA – Parents-Teachers’ Association.
DEO - District Education Officer
TSC - Teachers Service Commission.
K.C.S.E – Kenya Certificate of Secondary Education
KNUT - Kenya National Union of Teachers.
KUPPET - Kenya Union of Post Primary Teacher Education.
TFS - Teacher Follow up Survey.
ABSTRACT

This study was intended to find out factors that influence job satisfaction among public secondary school teachers in Mombasa County. The design of the study was a descriptive survey with a sample of 71 teachers from all the public secondary schools in Mombasa County who were obtained through stratified random sampling. Primary data was collected by use of structured questionnaires which were self administered. The data was analyzed using descriptive statistics in form of frequencies and percentages. The study established that the major factors that influence job satisfaction of public secondary school teachers were: remuneration, administration of pension plan, involvement in decision making, access to organization sponsored training and seminars, and promotion among others. The teachers indicated that they were satisfied with their overall performance on the job, the work load, flexibility of working hours, job security, the relationship with the co-workers and individual initiative at school whereas they were dissatisfied with pay and benefits, Pension plan, access to organization sponsored training and seminars, and promotion. The study recommends improvement of teacher’ salaries and benefits, development of appropriate policies that enhance promotion, create a conducive physical working environment for the teachers, and supporting staff financially for relevant training and seminars.
CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Job satisfaction is considered an important and desirable employee outcome for organizations because satisfied workers perform at higher levels than those who are not satisfied (Chambers, 1999). This concept has received much attention in the past 65 years. Maslow’s (1954) hierarchy of needs theory forms the basis of many researchers’ discussions and assessments of job satisfaction. Because job satisfaction has a significant relationship with the performance of the work force in addition to overall productivity and profitability of the organization, organizations today are concerned about job satisfaction amongst various occupations of all groups (Baloch, 2009). Evidence attesting to this is the vast array of literature available related to antecedents and consequences of both organizational commitment and job satisfaction (Buitendach & de Witte, 2005). Job satisfaction has been found to be inversely related to such withdrawal behaviours as tardiness, absenteeism, and turnover (Yousef, 2000). Moreover, it has been linked to increased productivity and organizational effectiveness (Buitendach & de Witte, 2005).

Noordin & Jusoff (2009) argue that societal expectations depend upon the successful running of the education system. The success of the educational system depends upon the involvement, effort and the contribution of the academic staff or their professional expertise. Shan (1998) asserts that the teaching profession ranks high on the success list of a society. In conjunction with this, teachers' organizational commitment and general job satisfaction have been identified as important to understanding the work behaviour of employees in organizations (Howell & Dorfman, 1986). Research specifically pertaining to job satisfaction amongst teachers has recently begun to receive much attention owing to the decrease in
popularity and status of the teaching profession as a whole (Gendin & Sergei, 2002), as well as to the high teacher turnovers recorded in many countries over the past few decades (Buckley, Schneider & Shang, 2005).

Changes in education policies, the children’s rights movement and legislation changes have not only seen teachers increasingly becoming the targets of criticism, but have also led to high incidences of burnout and general dissatisfaction among teachers world-wide (Tye & O'Brien, 2002). Because of the impact of the constant demands that are made on teachers to produce better results and aim for higher educational objectives, investigations as to the experience of teachers in respect to their work situation have become increasingly necessary.

1.1.1 Job Satisfaction

Buitendach & de Witte (2005) argue that job satisfaction relates to an individual’s perceptions and evaluations of a job, and this perception is in turn influenced by their circumstances, including needs, values, and expectations. Individuals therefore evaluate their jobs on the basis of factors which they regard as being important to them. Locke (1990) defines job satisfaction as a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience. It is an employee’s observation of how well their work presents those things which are important to them. Camp (1994) defines job satisfaction with reference to the needs and values of individuals and the extent to which these needs and values are satisfied in the workplace.

Robbins, Odendaal & Roodt (2003), however, argue that job satisfaction is based on the difference between the amount of rewards workers receive and the amount they believe they should receive. It signifies the amount of agreement between one’s expectations of the job
and the rewards the job provides. Spector (1997) posits that employee’s satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs as an employees.

Maslow (1970), Herzberg (1959), and alderfer (1972) proposed the theories on job satisfaction. According to Maslow a person’s satisfaction is determined by the fulfillment of his five levels of need. Herzberg’s motivation hygiene theory assumes that two variables determine a person satisfaction: Internal factors like achievement, recognition etc., and external factors such as salary and interpersonal relation. Maclean (1992) believed that teaching continues to be rather limited in its available extrinsic rewards and that if teacher job satisfaction is to be increased efforts are to be made to improve the teaching situations.

The job satisfaction of teachers can be influenced by a number of different environmental, psychological, and demographic factors. These factors can be viewed as intrinsic and extrinsic in nature. The most significant positive external factors are those related to the working environment and the nature of the job. For example recognition, support, and respect from colleagues and superiors, the nature and pace of organizational change and the excessive media criticism of teachers working in failing schools (Dinham & Scott, 2000); concerns over workload, increasing bureaucracy, poor discipline, style of leadership and management, job related stress and illness, lower value placed on teaching as a profession, increasing class sizes, possible conflict between work and family life, behavioral difficulties exhibited by some pupils as well as pay (Chung et al., 2004). In addition to these, an individual’s personality, behaviour, work attitudes, and demographic variables such as age,
gender, and length of service have a significant correlation to job satisfaction (Oshagbemi, 2000).

1.1.2 Secondary Schools in Mombasa County

Schools are like any organization whose success is determined by the employees, in particular the teachers. Public secondary schools are under the control of the ministry of education. The schools are managed by the Head Teachers who are appointed by the Teachers Service Commission (TSC) and work hand in hand with other government created bodies such Board of governors (BOG), and parent teachers association (PTA). For each of these groups, membership size, responsibilities of members and nature of activities are regulated by the ministry of Education (Eshiwani, 1993). The Ministry of Education plays such roles as policy making, resource mobilization, quality assurance, auditing how resources are used, and capacity building.

The teachers are appointed by the Teachers Service Commission (TSC). The commission monitors the work of teachers and school Head Teachers through quality assurance officers who conduct regular inspections in schools and report to the ministry through the established reporting process and avenues (Eshiwani, 1993). More often than ever before, teachers are under tremendous pressure from politicians, parents, and local community to deliver quality education to all children. But, how likely is it that they will respond to this challenge, given their current work environment characterized by poor working conditions, a high work load, more responsibilities, lack of discipline among some of the learners among others. Teachers have a critical role to play in the schools along with supporting development activities in the wider community (Wesang’ula, 2010).
Mombasa County has a total number of 32 schools. The number of schools differ as per the four districts with Mvita district having the highest number of schools (16 schools), followed by kisauni that has a total of 6 schools, while the remaining two districts Changamwe and Likoni have an equal number of 4 schools each. The number of female teachers is slightly higher than that of the male teachers given a difference of 1%. The performance in the K.C.S.E exams in these public schools has been poor compared to other public schools in other areas outside the coast province for example in last year’s K.C.S.E exams the top public school in the county had a mean grade of B- while a number of schools only attained a mean grade of C- and below. The poor performance has always been attributed to attitude and culture of the people in the region since most parents are yet to acknowledge and appreciate the importance of education. The teachers are therefore faced with the challenge of uncooperative parents and students, (2011 Report from the District Education Office Mombasa County).

Since Kenya’s independence in 1963, job satisfaction has remained a major concern in school organizations. Commissions such as the Ominde Commission (RoK, 1964) were formed to survey the existing education resources of Kenya and advise the government on the formation and implementation of the requisite national policies for education (Eshiwani, 1993). The Ominde commission specifically emphasized the need to have an education system that would provide manpower for national development and one that is adaptable at all levels.

It is also important to note that the Mackay Commission (RoK, 1981) was set to look into ways of improving the education system in the country. Consequently, there was a marked change in the subjects and workload for teachers, placing more responsibilities on them and
therefore affecting their job satisfaction. For example, the implementation of the 8-4-4 system of education in 1985, called for a lot of sacrifice and commitment on the part of teachers. Along with the teaching demands, teachers are charged with other duties such as: guiding and counseling, disciplining students, managing classes and participating in curriculum development panels. Coupled with this, the freezing of the hiring of teachers to public schools by the Kenyan government in 1998 created a teacher shortage in many secondary schools, leading to increased workload. During the 35th Kenya Secondary School Heads Association (KSSHA) national conference, the shortage of teachers in public schools was declared a national disaster. The KSSHA national chairman put the shortfall at 66,000 teachers (Wesang’ula, 2010).

Many official documents over the last decade have increasingly drawn attention to the fragility of perceived teacher job satisfaction. Notably is the recent policy which demands that newly employed teachers stay in the same station for a mandatory five year service before asking for transfer to a new station of work. Further, there is a demand that teachers must sign performance contracts (RoK, 2007). This directive by the Ministry of Education has drawn criticisms from Kenya National Union of Teachers (KNUT) and the Kenya Union of Post Primary Education Teachers (KUPPET). The unions have been concerned that performance contracts could interfere with the permanent and pensionable status of teachers’ jobs (RoK, 2007). Kenya is an interesting case of a developing country in which enrolment at secondary level has been considerably been expanding since the introduction of Free Primary Education in 2003 and now Subsidized Secondary Education since 2008 (Ayodo, 2009). Teacher job satisfaction has been the focus of research agenda in various developing countries for a long time.
1.2 Research Problem

Baloch (2009) suggests that the personal investment of employees is necessary for any effective organization. Studies on school effectiveness emphasize the importance of personal investment and commitment of teachers (Rosenholtz, 1989). Noordin & Josuff (2009) also posit that if teachers are dissatisfied with their work lives and lack commitment to their organizations, not only will they suffer, but their students will suffer as well. Lack of discipline in schools, abolishment of corporal punishment, unmotivated learners, redeployment, retrenchments, retirement packages for teachers, large pupil-teacher ratios and a new curriculum approach all contribute to raising the stress levels of teachers. Furthermore, the new education approach of outcomes based education; the management style of principals, new governing bodies for schools has an impact on teachers’ job satisfaction (Ngidi & Sibaya, 2002).

Dinham & Scott (2000); posit that the level of media attention that focuses on education as a result of poor school results and the inferior quality of education in general raises concerns regarding the attitudes of teachers towards their jobs. Teachers are seen as people who are not truly committed to their profession. Steyn & Wyk (1999) contend that there is a perception that teachers are lazy, unprofessional, uncommitted, and only come to school to receive their salaries at the end of the month. Conley, Bacharach, & Bauer (1989) maintain that if teacher performance in schools is to be improved, it is necessary to pay attention to the kind of work environment that enhances teachers’ sense of professionalism and decreases their job dissatisfaction. Tye & O’Brien (2002) argue that teachers often complain that they are not adequately consulted regarding policy changes and that their rights are violated. This leads to frustration and dissatisfaction, and in turn affects the commitment and productivity of
teachers. Teacher satisfaction is attached to the freedom to try new ideas, intrinsic work elements, and responsible levels. Sylvia & Hutchinson (1985) concluded that job satisfaction is based on the gratification of higher order needs.

Several studies have been conducted on job satisfaction of employees in diverse organizations in Kenya. For instance, Gitonga (2008) carried out a survey of job satisfaction and behaviours among Para-legal staff in the Kenyan judiciary. He found out that there is a stronger correlation between an employee’s job satisfaction and work behaviours such as absenteeism, turnover, and productivity. Wachira (2009) carried out a survey on job satisfaction and performance of principals of secondary school teachers in Mombasa district and discovered that the major factors that influence job satisfaction are the aspect of fair remuneration. Odhiambo (2011) studied factors influencing job satisfaction among public secondary teachers in Rachuonyo South District. She found out that the payment, the job itself, interpersonal relationship, promotion, level of job security, nature of supervision, recognition, and participation in decision making were the factors that affected job satisfaction of teachers. Selina (2009) studied the relationship between perceived participation in decision making and job satisfaction among private universities in Kenya and found out that employees achieve job satisfaction through participation in decision making. However, all these studies did not address the relative importance of factors that influence job satisfaction among secondary school teachers and, more so, in Mombasa County. This is a matter of concern given unsubstantiated widespread perception of work attitudes and practices at the Coast province, particularly Mombasa. Further, it is important to establish relative importance of factors influencing job satisfaction of teachers to provide data that can be used to prioritize intervention strategies. This study will therefore be answering the
question: what are factors that influence job satisfaction of public secondary school teachers in Mombasa County?

1.3 Objective of the Study

To determine factors that influence job satisfaction of public secondary school teachers in Mombasa County.

1.4 Value of the Study

The findings of the study will be significant to policy makers such as the ministry of education and the Teachers Service Commission (TSC) in formulating policies and strategies that will enhance job satisfaction among secondary school teachers based on the feedback from the teachers. Not only would these encourage experienced teachers to stay in the profession, it would also encourage bright prospects to become teachers.

It will provide useful information that can assist the Board of Governors and the School Head Teachers who are the managers of the school to enforce policies that will ensure that teachers are satisfied. In addition to this, the study will provide insight on issues of job satisfaction among teachers thus it will enable the School Head Teachers to provide conducive working environment for the teachers to enhance their job satisfaction.

Lastly, the study will form a basis for relevant education data for future research and reference. It will form a platform for those researchers who are interested in the area to conduct their studies in other organizations that have not been studied. Students, researchers, and scholars may find the study a useful reference for discussion.
2.1 Introduction

This chapter provides a discussion of the various theories and concepts that provide explanations regarding the concept of job satisfaction and the factors influencing job satisfaction. The Studies that have been done that are relevant to this study are also discussed.

2.2 Job Satisfaction

There are different approaches to the definition of the job satisfaction. Robbins et al. (2003) posits that job satisfaction is an individual’s common thought towards his job. The attitude can be positive or negative. The individuals who have positive attitude towards their jobs are more satisfied than the individuals who have negative attitude. The individuals with negative attitude are therefore said to be dissatisfied with their jobs. Similarly, Spector (1997) states that job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job thus employee may be more satisfied or less with the factors that affect their jobs for instance Someone may be more satisfied with his pay but less satisfied with the supervisor or the promotion opportunities.

When satisfaction is measured at a broader level, research has shown those organizations with more satisfied workers are more effective than those with less satisfied workers (Robbins et al., 2003). Russ, Chiang, Rylance, & Bongers, (2001) argue that job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job.

Shan (1998) posits that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and in turn a contributor to school effectiveness. Okpara
(2002) list seven predictors of job satisfaction, namely: interaction with students, interaction with colleagues, professional challenges, and professional autonomy, working conditions, salary, and opportunity for advancement. However, there are also other factors that need to be considered, for example, class sizes, workload of teachers, changes in the school curriculum and labour policies which teachers have little or no control over (Okpara, 2002).

2.3 Theoretical foundation of Job Satisfaction

In order to understand job satisfaction, it is important to understand what motivates people at work. Smucker & Kent, (2004) categorized job satisfaction theories into either need theories or process theories. Process theories take into account the process by which variables such as expectations, needs and values, and comparisons interact with the job to produce job satisfaction. Need theories, in contrast, are based on various factors which influence job satisfaction.

The basis of need theories is the belief that the content of job satisfaction consist of needs an unsatisfied need creates job dissatisfaction. Not all needs are equally important for a person at any given time; some needs may provide a much more powerful drive towards a goal than the others depending on the individual’s background and present situation (Armstrong, 2006). The theories include: Maslow’s hierarchy of needs that list the human needs in order of importance, namely, physiological needs, security needs, social needs, need for recognition, and self actualization needs. The second theory is Herzberg’s motivation hygiene theory which is based on two factors, motivators or internal factors and hygiene or external factors. The third one is Alderfer’s theory which is based on three needs, namely, existence, relatedness, and growth. The last theory is McClelland’s need theory that focuses on the need for achievement, power, and affiliation.
2.4 Factors Influencing Job Satisfaction

Job satisfaction can be influenced by variety of factors. Opkara (2002) listed the factors such as pay, the work itself, supervision, relationships with co-workers and opportunities for promotions. Gupta (2004) classifies factors influencing job satisfaction into two, namely: environmental/organization factors and personal factors.

2.4.1 Environmental Factors

Environmental factors comprise of the nature of the work performed by employees which has a significant impact on their level of job satisfaction (Moorhead & Griffen, 1992). Luthans (2003) argues that employees derive satisfaction from work that is interesting and challenging, and a job that provides them with status. Similarly, research suggests that task variety may facilitate job satisfaction. This is based on the view that skill variety has strong effects on job satisfaction, implying that the greater the variety of skills that employees are able to utilize in their jobs, the higher their level of satisfaction (Ting, 1997).

Secondly, pay which refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable has an influence on job satisfaction. Earl & Katz (2007) demonstrate the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. Remuneration and earnings are a cognitively complex and multidimensional factor in job satisfaction. Luthans (2002) argue that salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people. Hamermesh (2001) found that changes in compensation (increases or decreases) have concomitant impact on job satisfaction levels of employees. Robbins et al. (2003) posits that employees seek pay systems that are perceived
as just, unambiguous, and in line with their expectations. When pay is perceived as equitable, is commensurate with job demands, individual skill level, and community pay standards, satisfaction is likely to be the result. Wachira (2009) carried out a survey of job satisfaction and performance of secondary school principals in Mombasa. Her findings indicated that the main factors that influence job satisfaction are the aspect of fair remuneration.

Thirdly, the quality of the supervisor-subordinate relationship has a significant, positive influence on the employee’s overall level of job satisfaction (Aamodt, 1999). Individuals are likely to have high levels of job satisfaction if supervisors provide them with support and cooperation in completing their tasks (Ting, 1997). Similarly, Cramer (1993) holds that dissatisfaction with management supervision is a significant predictor of job dissatisfaction. Chieffo (1991) maintains that supervisors who allow their employees to participate in decisions that affect their own jobs will, in doing so, stimulate higher levels of employee satisfaction. Selina (2009) in her study on the relationship between perceived participation in decision making and job satisfaction among private universities in Kenya found that employees achieve job satisfaction through participation in decision making.

The fourth environmental factor is promotion. An employee’s opportunities for promotion are also likely to exert an influence on job satisfaction (Moorhead & Griffen, 1992). Robbins et al. (2003) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status therefore many people experience satisfaction when they believe that their future prospects are good. Vasilios D. Kostneas (2009) argues that some workers might enjoy the increase in authority over co-workers that accompany a promotion. Luthans (2002) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Promotional opportunities therefore have
differential effects on job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance employee satisfaction.

The fifth environmental factor is work group. Morrison (2004) contends that co-worker relations are an antecedent of job satisfaction. Mowday & Sutton (1993) suggest that job satisfaction is related to employees’ opportunities for interaction with others on the job. An informal social network provides the opportunities for information sharing and development of new knowledge between individuals (Ahuja, 2000). In addition to this work group within school networks enhance and facilitate the reforms in the institutes (Daly et al., 2010). Facilitative conditions for the social network building are: communication, joint challenging work, shared understanding and purpose and relationships built on trust to enhance the explicit and implicit knowledge sharing (Earl & Katz, 2007). Luthans (2002) postulates that work groups characterized by co-operation and understanding amongst their members tend to influence the level of job satisfaction or dissatisfaction. When cohesion is evident within a work group it usually leads to effectiveness within a group and the job becoming more enjoyable. However, if the opposite situation exists and colleagues are difficult to work with, this may have a negative impact on job satisfaction.

Lastly, working conditions is another factor that has a moderate impact on the employee’s job satisfaction. Luthans (2002) posits that if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems (Luthans, 2002). Teachers’ workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. The working
environment of teachers also determines the attitude and behaviour of teachers towards their work (Shan, 1998).

2.4.2 Personal Factors

Job satisfaction is also influenced by a number of personal factors; firstly, age, research suggests that older employees tend to experience higher levels of job satisfaction (Johnson & Johnson, 2000). This difference may be attributed to better adjustment at work, better conditions, and greater rewards at work (Birdi, Warr and Oswald, 1995). Cooper & Donald (2001) found that age was positively related to job satisfaction and mental well-being in a sample of managers. Blood et al. (2002) espouses the view that older respondents are more likely to report higher levels of job satisfaction than younger respondents. He further argues that job satisfaction increases with age and work experience. Similarly older workers are more comfortable and tolerant of authority and may learn to lower expectations for their jobs (Spector, 1997). Furthermore Blood et al. (2002) postulate that older workers may have jobs that use their skills better, work under better job conditions, benefit from advancements and promotions, and appreciate fringe benefits more than younger, less experienced workers.

Secondly, is gender, the literature with respect to the relationship between gender and job satisfaction is inconsistent. Some studies report that women have higher job satisfaction, whereas other studies find that men are more satisfied, yet other studies find no significant difference between the genders. Souza-Poza (2003) found that women’s satisfaction has declined substantially in the past decade, whereas men’s job satisfaction has remained fairly constant. Similarly, Al-Mashaan (2003) indicates that male employees in comparison to female employees report higher levels of job satisfaction. This, he attributes to the better chances for employment men are argued to have, and opportunities to advance in their jobs at a more rapid pace than females. Lim, Teo & Thayer, (1998) maintain that women are inclined
to be less satisfied in their jobs because they tend to hold positions at lower levels in the organizational hierarchy where pay and promotion prospects are less attractive.

The third factor is the occupational level, Robbie et al. (1998) maintain that there is a positive correlation between rank and job satisfaction which may be attributed to the fact that higher-level jobs tend to be more complex and have better working conditions, pay, promotion prospects, supervision, autonomy, and responsibility. Butler & Ehrlich (1991) examined the proposition that the organizational position held by a job incumbent influences the attitudes, job satisfaction and performance levels of employees. They found that position largely determines the job demands and characteristics of the work environment experienced by workers. Gazioglu & Tanzel (2002) found that managers, professionals, and clerical employees were more satisfied with the influence of their job, although this was less apparent in clerical grade staff, with the sense of achievement and with the respect they got from their supervisors, as compared to sales employees.

The fourth factor is tenure. Tenure refers to the length of time for which the individual has worked for the organization (Lim et al., 1998). Johnson & Johnson (2000) indicate that employees with longer tenure have a greater propensity to be satisfied with their jobs than employees with shorter tenure. Moreover, a study by Chambers (1999) established that employees with longer tenure were more satisfied with the work itself as well as their level of pay. From this it might be concluded that satisfaction increases with time and that those benefits that increase in time, such as security and experience, are likely to have an important influence on employee satisfaction.
Lastly, is the educational level of the employee. Research is unequivocal with respect to the relationship between job satisfaction and educational level (Camp, 1994). Sousa-Poza, (2000) states that the higher an individual’s qualifications, the higher that individual’s job level and, consequently, so is the employee’s degree of satisfaction. However, Clark & Oswald (1996) found a negative relationship between educational levels and job satisfaction. Gazioglu & Tansel (2002), on the other hand observed that those with degrees and postgraduate holders had lower levels of job satisfaction compared to individuals with lower levels of education. Recent studies suggest, however, that educational level is positively related to job satisfaction, subject to a successful match being made between the individual’s work and qualifications (Johnson & Johnson 2000). This implies, therefore, that better educated employees are only likely to experience higher levels of job satisfaction when the duties performed by them are in line with their level of education.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology: It thus explains the research design that was used for the study, the population that formed part of the study, the sample design, the methods that were used in collecting data and how the resulting data was to be analyzed.

3.2 Research Design

Descriptive research design was used in this study to determine the factors influencing job satisfaction. This design is appropriate because it enabled the researcher to get more details from a large number of subjects. The design is also appropriate as it enabled the researcher to collect cross sectional data that is essential for comparative analysis.

3.3 Target Population

The population of this study consisted of public secondary school teachers in Mombasa County from the 32 public secondary schools. The total population of the teachers in these schools is 712 and these are specifically those teachers that have been employed by the Teachers Service Commission (TSC). This population excluded the school Head Teachers.

3.4 Sample Design

A sample size of 71 which is 10% of the population was used. Stratified random sampling was used in selecting the teachers who formed part of the sample from each of the four districts that constitute Mombasa County: Mvita, Kisauni, Changamwe, and Likoni. These were the population strata. From each stratum the proportional stratified sampling was used.
to determine the number of members to be selected per the stratum. The computation is presented in table 3.4.1

**Table 3.4.1: Sample Design**

<table>
<thead>
<tr>
<th>District/stratum</th>
<th>Total No. of teachers per District</th>
<th>Sampling Criteria</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mvita</td>
<td>401</td>
<td>100%</td>
<td>40</td>
</tr>
<tr>
<td>Kisauni</td>
<td>141</td>
<td>100%</td>
<td>14</td>
</tr>
<tr>
<td>Changamwe</td>
<td>100</td>
<td>100%</td>
<td>10</td>
</tr>
<tr>
<td>Likoni</td>
<td>73</td>
<td>100%</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>712</td>
<td>100%</td>
<td>71</td>
</tr>
</tbody>
</table>

Once the number for each stratum had been established, a simple random sampling method was used to select the specific members of the stratum who constituted the sample population.

**3.5 Data Collection**

Primary data was used to obtain information for the study. The respondents were public secondary school teachers from the 32 schools. The main instrument for data collection was a structured questionnaire. The questionnaire contained both close ended and open-ended items. The questionnaire was divided into two sections. Section one was designed to obtain general information on personal profile of the teachers in the school. Section two consisted of questions on factors influencing job satisfaction. The questionnaire was administered through ‘drop and pick later method’.
3.6 Data Analysis and Interpretation

The questionnaires were checked and edited for completeness and consistency. Descriptive statistics such as frequencies and percentages were used to analyze the data. The result was then presented in form of tables, charts, and graphs. The researcher solely worked on the returned questionnaires.
4.1 Introduction

71 questionnaires were distributed to teachers in various schools. However, only 68 questionnaires, which represent 98.8%, were responded to. The difference in number was attributed to the fact that some schools had already started their end of term examinations and therefore the teachers in these schools were busy invigilating and marking the examinations and hence could not respond to the questionnaires in time.

4.2 Demographic characteristics of the respondents

Table 4.2.1: Distribution of respondents by gender

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>38</td>
<td>55.88</td>
</tr>
<tr>
<td>Males</td>
<td>30</td>
<td>44.12</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Among the 68 respondents, 55.88% who accounted for simple majority were female teachers while 44.12% were male teachers as indicated in table 4.2.1
Table 4.2.2: Distribution of the respondents by age

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 29</td>
<td>9</td>
<td>13.24</td>
</tr>
<tr>
<td>30 – 34</td>
<td>15</td>
<td>22.06</td>
</tr>
<tr>
<td>35 – 39</td>
<td>17</td>
<td>25.00</td>
</tr>
<tr>
<td>40 – 44</td>
<td>20</td>
<td>29.41</td>
</tr>
<tr>
<td>45 – 49</td>
<td>7</td>
<td>10.29</td>
</tr>
<tr>
<td>50 – 54</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Above 55</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Figure 4.2.1: Distribution of the respondents by age
The data in table 4.2.2 above shows the age of the respondents. 13.24% were 29 years and below, 22.06% were between 30 to 34 years, 25% were between 35 to 39 years, 29.41% were between 40 to 44 years while 10.29% were between 45 to 49 years. None of the respondents were 50 years and above.

Table 4.2.3: Distribution of the respondent by length of service

<table>
<thead>
<tr>
<th>Length</th>
<th>Frequency</th>
<th>percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 4</td>
<td>10</td>
<td>14.71</td>
</tr>
<tr>
<td>5 – 9</td>
<td>16</td>
<td>23.53</td>
</tr>
<tr>
<td>10 – 14</td>
<td>19</td>
<td>27.94</td>
</tr>
<tr>
<td>15 – 19</td>
<td>14</td>
<td>20.59</td>
</tr>
<tr>
<td>20 – 24</td>
<td>9</td>
<td>13.24</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Figure 4.2.2: Distribution of the respondent by length of service
The data in table 4.3 above shows that 4.71% of the respondents had worked for 4 years and below, 23.53% had worked for 5 to 9 years, 27.94% had worked for 10 to 14 years, 20.59% had worked for 15 to 19 years, and 13.24% had worked for 20 to 24 years.

**Table 4.2.3: Distribution of respondents by Level of education**

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>11.76</td>
</tr>
<tr>
<td>Higher Diploma</td>
<td>5</td>
<td>7.35</td>
</tr>
<tr>
<td>Under Graduate</td>
<td>45</td>
<td>66.18</td>
</tr>
<tr>
<td>Master</td>
<td>10</td>
<td>14.71</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Figure 4.2.4: Distribution of respondents by Level of education**
The data on table 4.2.4 above indicates that none of the respondents had certificate level of education. On the other hand, 11.76% had a diploma level of education, 7.35% had higher diploma education, the majority of the respondents who accounted for 66.18% had acquired a degree and a significant number that 14.71% had masters degree.

Table 4.2.5: Distribution of respondents by Job group

<table>
<thead>
<tr>
<th>Group</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>K</td>
<td>23</td>
<td>33.82</td>
</tr>
<tr>
<td>L</td>
<td>25</td>
<td>36.76</td>
</tr>
<tr>
<td>M</td>
<td>14</td>
<td>20.59</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>8.82</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Figure 4.2.4: Distribution of respondents by Job group

The data in table 4.2.5 above shows that none of the respondents were in job group J, whereas 33.82% of the respondents were in job group K, majority of the respondents who adds up to
36.76% were in job group L, 20.59% were in job group M, and the least number of the respondents were in job group N.

**Table 4.2.6: Distribution of respondents by position in the organization**

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department (HOD)</td>
<td>11</td>
<td>16.18</td>
</tr>
<tr>
<td>Head of Subject (HOS)</td>
<td>21</td>
<td>30.88</td>
</tr>
<tr>
<td>Ordinary Teacher</td>
<td>36</td>
<td>52.94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

**Figure 4.2.5: Distribution of respondents by position in the organization**

The data in table 4.2.6 indicates the positions held by the respondents in the organization. From the above data, 16.18% of the respondents were heads of the departments, whereas 30.88% were heads of subjects but majority of the respondents totaling to 52.94% were ordinary classroom teachers.
4.3 Factors influencing job satisfaction of public secondary school teachers

There are a number of factors that influence job satisfaction of teachers, these are presented in table 4.3.1 and figure 4.3.1
Table: 4.3.1: Distribution of the respondents by factors influencing job satisfaction

<table>
<thead>
<tr>
<th>Factors influencing job satisfaction</th>
<th>Not Satisfied</th>
<th>Some What Satisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Extremely Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>Salary</td>
<td>55</td>
<td>80.88</td>
<td>8</td>
<td>11.76</td>
<td>5</td>
</tr>
<tr>
<td>Benefits</td>
<td>55</td>
<td>80.88</td>
<td>8</td>
<td>11.76</td>
<td>5</td>
</tr>
<tr>
<td>My overall performance on the job</td>
<td>5</td>
<td>7.35</td>
<td>5</td>
<td>7.35</td>
<td>38</td>
</tr>
<tr>
<td>Administration of pension plans</td>
<td>38</td>
<td>55.88</td>
<td>5</td>
<td>7.35</td>
<td>25</td>
</tr>
<tr>
<td>Workload</td>
<td>15</td>
<td>22.06</td>
<td>5</td>
<td>7.35</td>
<td>43</td>
</tr>
<tr>
<td>Flexibility of working hours</td>
<td>5</td>
<td>7.35</td>
<td>13</td>
<td>19.12</td>
<td>45</td>
</tr>
<tr>
<td>Physical working environment</td>
<td>15</td>
<td>22.06</td>
<td>18</td>
<td>26.47</td>
<td>32</td>
</tr>
<tr>
<td>Job security</td>
<td>3</td>
<td>4.41</td>
<td>8</td>
<td>11.76</td>
<td>40</td>
</tr>
<tr>
<td>Opportunity for advancement</td>
<td>20</td>
<td>29.41</td>
<td>15</td>
<td>22.06</td>
<td>30</td>
</tr>
<tr>
<td>Ability to influence decisions that affect me</td>
<td>35</td>
<td>51.47</td>
<td>15</td>
<td>22.06</td>
<td>13</td>
</tr>
<tr>
<td>Promotion opportunity</td>
<td>28</td>
<td>41.18</td>
<td>17</td>
<td>25.00</td>
<td>18</td>
</tr>
<tr>
<td>Opportunity to utilize my skills and abilities</td>
<td>25</td>
<td>36.76</td>
<td>15</td>
<td>22.06</td>
<td>15</td>
</tr>
<tr>
<td>Access to the organizations sponsored training and seminars</td>
<td>33</td>
<td>48.53</td>
<td>17</td>
<td>25.00</td>
<td>15</td>
</tr>
<tr>
<td>Recognition</td>
<td>20</td>
<td>29.41</td>
<td>10</td>
<td>14.71</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>received from administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall relationship with</td>
<td>10</td>
<td>14.71</td>
<td>15</td>
<td>22.06</td>
<td>23</td>
</tr>
<tr>
<td>the administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My relationship with my co-</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
<td>4.41</td>
<td>38</td>
</tr>
<tr>
<td>workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation from my job</td>
<td>20</td>
<td>29.41</td>
<td>25</td>
<td>36.76</td>
<td>18</td>
</tr>
<tr>
<td>Administration support</td>
<td>5</td>
<td>7.35</td>
<td>15</td>
<td>22.06</td>
<td>40</td>
</tr>
<tr>
<td>Performance expectation</td>
<td>18</td>
<td>26.47</td>
<td>13</td>
<td>19.12</td>
<td>32</td>
</tr>
<tr>
<td>Individual initiative at</td>
<td>0</td>
<td>0.00</td>
<td>13</td>
<td>19.12</td>
<td>40</td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management handling of</td>
<td>8</td>
<td>11.76</td>
<td>23</td>
<td>33.82</td>
<td>28</td>
</tr>
<tr>
<td>work related issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance of work and personal</td>
<td>8</td>
<td>11.76</td>
<td>7</td>
<td>10.29</td>
<td>33</td>
</tr>
<tr>
<td>life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of feedback by</td>
<td>20</td>
<td>29.41</td>
<td>15</td>
<td>22.06</td>
<td>20</td>
</tr>
<tr>
<td>management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s discipline</td>
<td>10</td>
<td>14.71</td>
<td>18</td>
<td>26.47</td>
<td>20</td>
</tr>
</tbody>
</table>
The following exposition (page 30-35) is based on the research findings presented in table 4.3.1 and figure 4.3.1. The aspect of salary and benefit was identified by the respondents as a major factor influencing their job satisfaction. Majority of the respondents who accounted for 80.88% were not satisfied at all with the salary and benefits, on the other hand 11.76% were somewhat satisfied whereas 7.35% were satisfied with the salary and benefit. However, none of the respondents were very satisfied or extremely satisfied with the salary and benefits. They thus argued that if their salaries and benefits are improved they would be satisfied with their job.

As far as overall performance of the job is concerned, 7.35% of the respondents noted that they were not satisfied; a similar percentage also indicated that they were somewhat satisfied. Majority who accounted for 56% were satisfied while 26% noted that they were very satisfied with their overall performance on the job and the least number of 2.94 of respondents
indicated that they were extremely satisfied with their performance on the job. With regards to administration of pension plan, the respondents that were not satisfied accounted for 55.88%, those who were somewhat satisfied were 7.35%, and the number that were satisfied were 36.76%, the data shows that none of the respondents were very satisfied or extremely satisfied with the administration of pension plans.

On work load, 22.06% of the respondents indicated that they were not satisfied at all with their work load, 7.35% were somewhat satisfied, 63.24% who were the majority of the respondents were satisfied with their work load, 2.94% of the remaining respondents were satisfied, and 4% were extremely satisfied with their work load. With reference to flexibility in working hours, 7.35 of the respondents indicated that they were not satisfied with the same, on other hand 19.12% were somewhat satisfied and majority who accounted for 66.18% were satisfied. The remaining respondents adding up to 7.35% were very satisfied; however none of the respondents were extremely satisfied with the flexibility of working hours.

On physical working environment, 22.06% of the respondents were satisfied, 26.47 were somewhat satisfied, while majority accounting for 47.06% were satisfied and the remaining 4.41 were very satisfied on the contrary, none of the respondents were extremely satisfied with the physical working environment. 4.41% were not satisfied at all with job security while 11.76% were somewhat satisfied. Majority of the respondents that accounted for 58.82% were satisfied, an additional 10.29% were very satisfied and the remaining 10.71% were extremely satisfied with the aspect of job security.
A considerable percentage of the respondents who accounted for 29.41% were not satisfied with opportunities for advancement, another 22.06% were somewhat satisfied. Of the remaining respondents the majority adding up to 44.12% were very satisfied while 4.41% were extremely satisfied with the opportunities for advancement. 51.47% who were the majority of the respondents indicated that they were not satisfied at all with the ability to influence decisions that affect them, meanwhile 22.06% noted that they were somewhat satisfied, 19.12% of the respondents were satisfied, and a minimum number of 7.35% of the respondents indicated that they were very satisfied. However, none of respondents were extremely satisfied with the ability to influence decisions that affect them.

With regards to opportunities for promotion, a considerable number of the respondents accounting for 41.81% indicated that they were not satisfied at all, another 25% were somewhat satisfied, 26.47% were satisfied, a few of the respondents totaling to 7.35% were very satisfied. It was noted that none of the respondents were extremely satisfied with opportunities for promotion. 36.76% of the respondents were not satisfied with the opportunity to utilize their skills and abilities, 22.06% on the other hand were somewhat satisfied, a similar percentage was also recorded on those who were satisfied, 14.71% were very satisfied while a small number of the respondent that accounted for 4.41% were extremely satisfied with the opportunity to utilize their skills and abilities.

With references to organization sponsored training and seminars, 48.53% of the respondents were not satisfied at all, 25% were somewhat satisfied and 26.06% were satisfied. The rest of the respondent totaling to 4.41% were very satisfied, on the contrary none of the respondents were extremely satisfied. 29.41% of the respondents were not satisfied with the recognition
achieved from the administration, 14.71% of the respondents were somewhat satisfied, whereas the majority who comprised 44.12% of respondents were satisfied, 7.35% were very satisfied and the last category that comprised 4.41% were extremely satisfied.

Regarding overall relationship with administration, 14.71% were not satisfied at all while 22.06% were somewhat satisfied, the majority consisting of 58.82% were satisfied, another 7.35% were very satisfied and a few of the respondents that comprised of 4.41% were extremely satisfied with their overall relationship with the administration. None of the respondents indicated that they were not satisfied with their relationship with the co-workers, a significant number consisting of 22.06% were somewhat satisfied while the majority consisting of 55.88% were satisfied and another 29.41% were very satisfied. The rest comprising of 10.29% were extremely satisfied with their co-workers.

As far as motivation from the job is concerned, 29.41% of the respondents were not satisfied at all, 36.76% were somewhat satisfied while 26.47% were satisfied and the rest consisting of 7.35 very satisfied. On the other hand none of the respondents were extremely satisfied with the aspect of motivation from the job. With reference to support from administration, a minimum number of 7.35% were not satisfied, another 22.06% were somewhat satisfied, majority of the respondents consisting of 55.82% were however, satisfied and the remaining 7.35% were very satisfied. The data revealed that none of the respondents were extremely satisfied with the support from administration.

A significant number of the respondents who accounted to 26.47% were not satisfied with their performance expectation, 19.12% were somewhat satisfied, the majority comprising of 47.06% were satisfied and the other 7.35% were very satisfied. However, none of the
respondents were extremely satisfied with their performance expectation. None of the respondents indicated that they were not satisfied with individual initiative at school. However those who were somewhat satisfied consisted of 19.12%, the next 58.82% who were the majority were satisfied, another 17.65% were very satisfied and the rest accounting to 4.14% of the respondents were extremely satisfied.

With regards to management handling of work related issues, 11.76% of the respondents were not satisfied, the next 33.82% were somewhat satisfied, a considerable number comprising of 41.18% were satisfied, another 10.29% were very satisfied, and a few of the respondents consisting of 2.92% were extremely satisfied with the management handling of work related issues. As far as balance of work and personal life is concerned, 11.76% of the respondents were not satisfied at all, 10.29% were however, somewhat satisfied. 48.53% who were the majority were satisfied, the next 22.06% were very satisfied, and the remaining respondents consisting of 7.35% were extremely satisfied with the same.

29.41% of the respondents were not satisfied with the provision of feedback by the management; on the other hand, 22.06% were somewhat satisfied while the next 29.41% were satisfied, another 11.76% were very satisfied, and the remaining respondents consisting of 7.35% were extremely satisfied with the provision of feedback by the management. On students’ discipline, 14.71% of the respondents were not satisfied at all, mean while 26.47% were somewhat satisfied, another 29.41% were satisfied, the next 25% were very satisfied, and the remaining few who accounted for 4.41% were extremely satisfied with students’ discipline.
The respondents were further asked to indicate what the most important factor that influenced their satisfaction was and to suggest what could be done to improve their job situation: most of the responded cited at least two factors. 60% said increment in salary and better remuneration together with proper administration of pension plan would improve their job satisfaction, 12% suggested improvement in students’ discipline, 11% mentioned administration support and involvement in decision making, 7% suggested access to organization sponsored training and seminars, and also to be given an opportunity to utilize their skills and abilities, 6% indicated improvement of promotion opportunities and job security, 4% suggested improvement on the physical working environment and recognition by the administration, and the remaining 1% cited reduction in their work load.

**4.4 Overall Job Satisfaction**

Table 4.4.1: Distribution of the respondents by overall job satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A great extent</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>38</td>
<td>56</td>
</tr>
<tr>
<td>A low extent</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Very low extent</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>
The respondents were asked to indicate their overall satisfaction with the job. From the above results in table 4.4.1 and figure 4.4.1 only 3% of the respondents were satisfied with their job to a very great extent, 7% were satisfied to a great extent, the majority of the respondents comprising of 56% were satisfied to a moderate extent, the next 22% were satisfied to a low extent while another 12% were satisfied to a very low extent.
5.1 Introduction

The main objective of the study was to determine the relative importance of factors that influence job satisfaction of public secondary school teachers in Mombasa County. This research has provided a broad overview and a basis of understanding of secondary school teachers’ job satisfaction. According to the analyzed data the factors are both environmental and demographic in nature. There are several factors that influence job satisfaction of the teachers such as salary and benefits, work load, administration of pension plan, physical working environment, among other factors.

5.2 Summary of findings

Majority of the respondents were dissatisfied with the following factors: First, on both salary and benefits, majority of the respondents that accounted for 80.88% said they are not satisfied at all, another 11.76% said they are somewhat satisfied which is as good as not satisfied with the salary and benefit they earned. Majority of the respondents said that they would be satisfied if their salary and benefits were improved. They noted that the remuneration was done according to the job groups and those who had attained high level of education that is masters were earning the same salary with those who had attained diploma or undergraduates but belonged to the same job group. The teachers work load and the position held in the organization was not also recognized during remuneration.

Secondly, is the administration of pension plan where majority accounting for 55.88% indicated that they were not satisfied at all. The respondents said that over the past, teachers
have been complaining of the way the pension is administered and the prolonged period of
time that the teachers have to wait for their pension after retiring and until today nothing
seems to have changed and this has had an impact on teachers’ job satisfaction because
everyone will always look forward to a good and peaceful life on retiring from a stressful
work.

The third major factor that affects teachers’ job satisfaction is their ability to influence
decisions that affect them. 51.47% were not satisfied at all while those who were somewhat
satisfied consisted of 22.06%. From the response given, it was observed that most decisions
are made from the top management, for instance by the ministry of education and the
Teachers Service Commission and the teachers are just expected to implement them. Apart
from that the respondents also noted that the school administration that is the principal,
deputy principal and the Board of Governors (BOG) make decisions that affect teachers
without consulting them and require them to implement them.

Fourth, access to organization sponsored training and seminars was identified as one of the
factors that influence teachers’ job satisfaction, most of the respondents that accounted for
48.53% were dissatisfied and 25% were somewhat satisfied. A number of the teachers said
that they were dissatisfied with their job because in the institutions where they work the
administration does not regularly sponsor them to go for relevant training and seminars that
would enhance their skill in their teaching areas. They thus indicated that they would be
satisfied if the organization could sponsor them for training.
The fifth factor is promotion, 41.18% who comprised of the majority said that they were not satisfied at all and another 25% said that they were somewhat satisfied. This concurs with Robbins et al. (2000) who maintains that promotion provide opportunities for personal growth, increased responsibility and increased social status and therefore many people experience satisfaction if their future prospects are good. The respondents observed that even with clear job groups there are still a lot of delays in promotion to the next job group as indicated on table 4.5 where majority of the respondents who accounted for 36.76% were in job group L while those in job group N only accounted for 8.82%. This has an impact on teacher’ job satisfaction given the importance of promotion on employees.

Sixth, the opportunity to utilize teachers’ skills and abilities was another source of dissatisfaction among teachers. A significant number of the respondents accounting for 36.76% said that they were not satisfied. The respondents indicated that if they are offered varied duties and more challenging jobs they are likely to be satisfied with their job. This is consistent with an observation by Luthans (2002) that employees derive satisfaction in a job that offers them a lot of opportunities to utilize their skills.

However, majority of the respondents were satisfied with the following factors and observed that these factors influenced their job satisfaction positively: their overall performance on the job which accounted for 56% of the total respondents, the workload that accounted for 63.24%, flexibility of working hours in which 66.18% indicated that they were satisfied and also said flexible working hours enhanced the balance between work and personal life and therefore they are likely to do their job comfortably, job security that accounted for 58.82%, the relationship with the co-workers accounted for 55.88% and individual initiative at school.
which comprised of 58.82% of the total respondents. Other factors that majority of the respondents expressed satisfaction towards were the physical working environment, recognition received from the administration, and performance expectation.

From the analysis of personal data, on the basis of gender the majority of female teachers accounting to 27% out of a total of 55.88% female respondents were satisfied to a moderate extent while majority of the males accounting 20.9% out of 44.12% were satisfied to a low extent. On the age factor most of the respondents aged between 29 years and below and also those aged 30-34 years were satisfied with their job to low extent whereas most of the respondents aged 35 years and above were satisfied to a moderate extent. Similarly most of the respondents who had stayed in the teaching profession for long were satisfied to a moderate extent while those who were younger in the profession were only satisfied to a low extent. This is consistent with Blood et al. (2002) who postulates that job satisfaction increases with age and experience. The level of education was also observed as having an impact on teachers’ job satisfaction where majority of those who had attained masters degree were only satisfied to a low extent. The position in the organization did not seem to impact a lot on the teachers’ job satisfaction.

5.3 Conclusion

It was established that the major factors that influence job satisfaction of public secondary school teachers in Mombasa County according to their order of importance: were the aspect of remuneration, administration of pension plan, students’ discipline, administration support, involvement in decision making, access to organization sponsored training and seminars,
promotion, opportunity to utilize ones skills and abilities, job security, physical working environment, recognition by the administration and work load. It is therefore necessary that these factors are considered and appropriate intervention strategies be put in place to address them so as to improve on teachers’ job satisfaction and consequently their performance at the schools.

5.4 Recommendations

The following ideas may be used to help shape the teaching profession as a whole, to ensure that teachers are satisfied with their job and encourage future prospects into the profession.

The ministry of education should harmonize teachers’ salaries and benefits with their counterparts in the government, the management should formulate policies regarding merits and performance, improve communications and consultations. The Teachers Service Commission should develop appropriate policies that will enhance promotion and avoid unnecessary delays in promoting teachers that deserve the same, the Commission should come up with appropriate strategies for recognizing teachers who have attained higher education qualification such as a masters degree to avoid their dissatisfaction, the school administration should create a conducive physical working environment for the teachers, it should establish better relationship with the staff members and recognize them for any outstanding performance. The administration should also be willing and ready to offer support to the members of the staff when and where necessary. In addition to those, the administration should sponsors the members of the staff for relevant training and seminars to improve on their skills, involve teachers in making decision on matters that affect them and put in place appropriate disciplinary procedures to reduce cases of students’ indiscipline.
5.5 Limitation for the study

A few factors posed as constrains to the study. First, some of the respondents did not cooperate at all in filling the questionnaires. Secondly, the data was collected from only public schools in Mombasa County and thus the findings of the study cannot be generalized to all schools in the district since private schools were left out.

5.6 Suggestion for further research

This research could be replicated elsewhere in the coast province or outside the coast province to establish whether the same results would apply. Further research on the same problem could be conducted on private secondary school teachers in Mombasa County. A comparative study should be conducted to establish the level of job satisfaction between schools in the Coast province and Nairobi province.
REFERENCES


Buckley, J., Schneider, M., & Shang, Y. (2005). Fix it and they might stay: school facility quality and teacher retention in Washington, DC. *Teachers College Record*, 107, 1107-1123


UNIVERSITY OF NAIROBI,
P.O. BOX 99560-80107,
MOMBASA, KENYA.
19TH JULY, 2012.

TO WHOM IT MAY CONCERN

The bearer of the letter, Anjeline Akinyi Omondi of Registration number D61/60298/2010 is a Masters of Business Administration (MBA) student of University of Nairobi, Mombasa Campus.

She is required to submit as part of her course work assessment a research project report. We would like the student to do her project on Relative Importance of Factors Influencing Job Satisfaction of Public Secondary School Teachers in Mombasa County, Kenya. We would therefore appreciate if you assist her by allowing her to collect data within your organization for research.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organization on request.

Thank you.

Zephaniah Ogero Nyaguoka
Administrative Assistance School of Business –Mombasa Campus.
APPENDIX 1: QUESTIONNAIRE

Please give answers in the spaces provided by ticking (√) in the bracket that matches the relevant item.

SECTION ONE: PERSONAL PROFILE

1. Gender of the Teacher? (tick as appropriate)
   a) Female ( )
   b) Male ( )

2. What is your age bracket? (tick as applicable)
   a) Below 29 years ( )
   b) 30-34 years ( )
   c) 35-39 years ( )
   d) 40-45 years ( )
   e) 45-49 years ( )
   f) 50-54 years ( )
   g) Above ( )

3. Length of continuous service as a teacher. (Tick as applicable)
   a) 0-4 years ( )
   b) 5-9 years ( )
   c) 10-14 years ( )
   d) 15-19 years ( )
   e) 20-24 years ( )

4. Level of Education. (please tick)
   a) Certificate ( )
   b) Diploma ( )
   c) Higher diploma ( )
   d) Undergraduate ( )
   e) Masters ( )
   f) Other specify………………………
5. Job group. Please tick your appropriate job group
   J  (  )
   K  (  )
   L  (  )
   M  (  )
   N  (  )
   Other, specify……………………………………………….

6. Current position in the organization. Please tick appropriately.
   a) Head of Department (  )
   b) Head of subject  (  )
   c) Other, specify……………………………………………….
7. Please indicate your level of satisfaction with each of the following factors (use a tick)

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Not satisfied</th>
<th>Somewhat satisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
<th>Extremely satisfied</th>
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</thead>
<tbody>
<tr>
<td>i. Salary</td>
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<td>ii. Benefits</td>
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<td>iii. My overall performance on the job</td>
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<td>iv. Administration of pension plans</td>
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<td>v. Workload</td>
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<td>vi. Flexibility of working hours</td>
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<td>vii. Physical working environment</td>
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<td>viii. Opportunity for advancement</td>
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<td>ix. Job security</td>
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<td>x. Ability to influence decisions that affect me</td>
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<td>xi. Promotion opportunity</td>
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<td>xii. Opportunity to utilize my skills and abilities</td>
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<td>xiii. Access to the organizations sponsored training and seminars</td>
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<td>xiv. Recognition received from administration</td>
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<td>xv. Overall relationship with the administration</td>
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<td>xvi. My relationship with my co-workers</td>
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<td>xvii. Motivation from my job</td>
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<td>xviii. Administration support</td>
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<td>xix. Performance expectation</td>
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<td>xx. Individual initiative at school</td>
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</table>
xxi. Management handling of work related issues
xxii. Balance of work and personal life
xxiii. Provision of feedback by management
xxiv. Students’ discipline

9. What is the most important factor?

....................................................................................................................................
....................................................................................................................................
....................................................................................................................................
..............

10. What could be done to improve your job situation?

....................................................................................................................................
....................................................................................................................................
....................................................................................................................................
............... 

11. Overall, rate the extent to which you are satisfied with your job. Please tick your appropriate category

<table>
<thead>
<tr>
<th>Very great extent</th>
<th>A great extent</th>
<th>Moderate extent</th>
<th>A low extent</th>
<th>Very low extent</th>
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<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
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<td>(1)</td>
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THANK YOU AND GOD BLESS YOU.
## APPENDIX III

### LIST OF PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY.

1. Al Farsy Girls secondary school.
5. Chaani secondary school.
6. Changamwe High school.
7. Coast Girls secondary school.
12. Likoni Secondary.
15. Mbaraki secondary school.
17. Miritini secondary school.
18. Moi Forces Secondary school.
22. Sacred Heart secondary school.
23. Serani Secondary school.
25. Shimo la Tewa Boys High school.
27. St. Teresa Girls secondary school.
29. Tononoka Boys secondary school.
30. Tudor Day High School.
31. Utange secondary school.
32. Vikwatani day school.