

**INFLUENCE OF SELECTED JOB SATISFACTION FACTORS ON WORK  
PERFORMANCE OF PUBLIC PRIMARY SCHOOL TEACHERS  
IN KISUMU COUNTY, KENYA**

**BY**

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## **DECLARATION**

### **Declaration by the Student**

I declare that this Thesis is my original work and has not been previously presented for a degree at Maseno University, or in any other university. The work herein has all sources of information acknowledged by means of reference.

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## **DEDICATION**

I dedicate this Thesis to; my parents my father the late Jonathan Opiyo and my mother the late Claris Opiyo for their wise counsel, my wife Naomey KOpiyo for her undoubted love, support and encouragement and my lovely children Winnie Akinyi, David Livingstone Ochieng KOpiyo Junior and Mervin Oscar Otieno KOpiyo for their unrelenting inspiration. Special thanks go to my elder brother Edward Opiyo for his kind and devoted support throughout my childhood and adulthood, which laid a foundation for me to achieve my academic aptitude.

## ABSTRACT

Enhancement of job satisfaction is a critical strategy for improving performance of employees including teachers. Scholars have revealed that factors such as remuneration, supervision, working conditions and job security have the potential of influencing job satisfaction in teachers, leading to positive work performance. However, there has been rampant teacher transfer request in some parts of Kenya hence questioning whether this is due to perception of poor remuneration, supervision, working conditions or job security. During 2014-2017, highest rates of transfer requests among public primary schools in Kisumu County were noticed in Nyakach (186); Muhoroni (164) and Kisumu Central (104) sub counties. Similarly, disparities in KCPE performance were recorded in the county, with schools in sub counties from which highest number of teachers requested to be transferred to such as Kisumu Central (283.05), Nyakach (260.32) and Muhoroni (259.87) recording higher mean scores than the rest (Nyando, Seme, Kisumu West, and Kisumu East). The purpose of the study was to investigate the influence of selected job satisfaction factors on work performance of public primary school teachers in Kisumu County, Kenya. Specific objectives were: to establish the influence of remuneration on work performance of public primary school teachers in Kisumu County, to find out the influence of supervision on work performance of public primary school teachers in Kisumu County, to determine the influence of working conditions on work performance of public primary school teachers in Kisumu County, and to establish the influence of job security on work performance of public primary school teachers in Kisumu County. A conceptual framework was developed to illustrate the relationships between the variables. Descriptive research design was adopted on a target population of 601 head-teachers, 5436 teachers and 35 Curriculum Support Officers (CSO). Yamane's formula was adopted to calculate a sample size of 375 respondents: 37 head teachers, 335 teachers and three CSOs. Simple random sampling was used to select head teachers and teachers while purposive sampling was used to select CSOs who participated in the study. Closed and open ended questionnaires were used to collect data from teachers and head teachers respectively, while interview schedule was used to collect data from CSOs. Instrument validity was enhanced by consulting the research supervisors. Reliability of the instrument was attained through test retest and the Pearson coefficient of 0.87 obtained which was above the set value of 0.7. Descriptive statistics and thematic analysis were used to analyse quantitative and qualitative data respectively. It was found that satisfaction with remuneration ( $M=2.67$ ;  $SD=0.61$ ) and working conditions ( $M=2.73$ ;  $SD=.85$ ) have influenced work performance to a moderate extent, while supervision ( $M=4.29$ ;  $SD=0.80$ ) has influenced work performance among teachers to a large extent. Job security ( $M=1.43$ ;  $SD=.89$ ) has influenced work performance among teachers to a small extent. The study concludes that disparities in allowances between schools in some sub counties, workload and tough regulations implemented by CSOs have not influenced work performance. It is recommended that remuneration should be commensurate with the workload while teachers should be provided with adequate facilities to make their work efficient. Further studies is recommended on the implication of Teacher Performance Appraisal and Development (TPAD) on teacher job satisfaction and work performance as well as teacher job satisfaction levels of senior teachers in public primary schools in the wake of new roles by Teachers Service Commission (TSC).

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## **ABBREVIATIONS AND ACRONYMS**

<b>B.O.M.</b>	Board of Management
<b>C.D.E.</b>	County Director of Education
<b>C.S.O</b>	Curriculum Support Officers
<b>D.S.M.P.</b>	Data Safety Monitoring Plan
<b>E.F.A.</b>	Education For All
<b>F.P.E.</b>	Free Primary Education
<b>G.E.R.</b>	Gross Enrolment Rate
<b>H.R.M.</b>	Human Resource Management
<b>K.C.P.E.</b>	Kenya Certificate of Primary Education
<b>KNEC</b>	Kenya National Examination Council
<b>KNUT</b>	Kenya National Union of Teachers
<b>M.D.G.</b>	Millennium Development Goals
<b>M.O.E.</b>	Ministry of Education
<b>M.P.S.</b>	Motivating Potential Score
<b>TALIS</b>	Teaching and Learning International Survey
<b>T.S.C.</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Teachers are not only a means to implementing education goals; they are the key to sustainability and national capacity in achieving learning and creating societies based on knowledge, values and ethics (UNESCO, 2017). Their pre-eminent role in the provision of quality education is recognized by the Dakar Framework for Action (2000). Furthermore, the Incheon Declaration at the World Education Forum (WEF, 2015) expressed the commitment to ‘ensure that teachers and educators are well motivated and supported within well-resourced, efficient and effectively governed systems’. Indeed teachers remain the key to the achievement of the Sustainable Development Goal Number 4 (SDG 4): to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 (ILO, 2015). According to Sahito and Vaisanen (2017) it is thus particularly important to find how comfortable teachers feel in workplaces. This is because satisfied employees can more effectively fulfill their duties to facilitate achievement of organizational goals. Koutouzis and Malliara (2017) argue that teachers’ job satisfaction is a factor which significantly affects many aspects of quality in education.

Job satisfaction refers to one’s feeling towards one’s job (Armstrong, 2010). An individual having satisfaction is said to possess positive attitude towards the job. On the other hand, Robbins and Judge (2016) state that job satisfaction focuses on the feelings of a person about his or her job. Similarly, DeCenzo and Robbins (2010) describes it as the particular views of employees, which are affected by the favourable and unfavourable feelings and attachments toward one’s work. According to Raja and Anand (2013), individuals join organizations with certain expectations which, if sufficiently realised, the individuals become satisfied with their job and this increase their efficiency and performance.

However, varying circumstances have been presented by researchers as influencing job satisfaction among teachers without substantive agreement.

Teacher remuneration, working conditions, supervision, and job security have all been shown as affecting job satisfaction among teachers without illustration of whether each teacher is affected the same way. Using PISA 2000, 2003 and 2006 survey data of students' scores of fifteen year old pupil enrolled in lower secondary school in OECD member countries, Arain, Jafri, Ramzan and Ali(2014) assessed the impact of teacher wages on students' achievement. They found that there is a positive impact of teacher remuneration on students' performance. Similarly, In Australia, Leigh (2012) assessed the impact of teacher pay on teacher aptitude among students entering teacher education courses in one Austrian University. Findings revealed that 1 percent rise in the salary of a starting teacher boosts the average aptitude of students entering teacher education courses by 0.6 percentile ranks. On the other hand, Fatima and Ali (2016) investigated the impact of teachers' financial compensation on their job satisfaction at higher secondary level in both public and private sectors of Islamabad. They found that compensation practices and job satisfaction are highly correlated although compensation practice in itself has no significant impact on the job satisfaction. The foregoing studies (Arain et al, 2014; Fatima and Ali, 2016; Leigh, 2012) illustrate lack of agreement concerning the influence of remuneration on teacher job satisfaction.

According to Robbins and Judge (2016), one of the job factors that determine employee satisfaction includes working conditions: work content, autonomy, promotion, personal growth/development, supervision, communication, co-workers, and workload. However, information regarding how working conditions influence job satisfaction of teachers in primary schools and consequently their performance seems incoherent and scanty. Sims (2017) used the 2013 Teaching and Learning International Survey (TALIS) to test for the

relationships between different aspects of working conditions in schools, and grade nine teachers' job satisfaction in the USA. It revealed that more cooperation between teachers and more effective professional development is associated with increased teacher job satisfaction. In another study, Muhammad, Rehaman, and Ahmed (2015) sought to check the relationship between work environment and teachers' job satisfaction in private business universities of Karachi, Pakistan. They found that the employer – employee relationships is most important factor of work environment. On the other hand, Bahtilla (2017) examined the relationship between working conditions and teachers attrition in secondary schools in the South West Region of Cameroon. It was found that poor working environment and bad principal leadership style contribute greatly to teacher attrition. It is however critical to note that Bahtilla (2017), Muhammad et al (2015) and Sims (2017) have not revealed how working conditions influence job satisfaction of teachers in primary schools.

Educational supervisors are the main administrators at educational institutions levels (Abubakar, 2018). They are responsible for overseeing all the administrative duties at elementary and secondary schools. According to Mapolisa and Tshabalala (2013), supervisors have the responsibility of assisting teachers in making decisions regarding the quality of their instructional competencies. However, literature regarding how supervision has influenced job satisfaction and performance of teachers is fraught with incongruity, particularly in primary education. Apenteng (2012) explored the effect of supervision on staff performance in the Ga South Municipal Education Directorate, Ghana. It came to light that supervision cannot be overlooked since it is a major tool for better staff performance given the right supervisors, right tools and right resources. Sule (2013) investigated the influence of principal's supervisory demonstration strategy on secondary school teachers' job performance in Cross River State, Nigeria. It revealed that principal's

demonstration strategy did not significantly influence teachers' job performance. Mwesiga and Okendo (2018) investigated the effectiveness of heads of schools in supervising teachers' teaching activities in secondary schools in Kagera region, Tanzania. Results suggest strong significant relationship between school headship and teachers teaching commitment. It is thus emerging from Apenteng (2012), Mwesiga and Okendo (2018) and Sule (2013) that the influence of supervision on job satisfaction and performance among teachers in primary schools is shrouded with lack of clarity.

Job security is the probability that an individual will keep his or her job; a high level of job security implies that the person with the job would have a small chance of becoming unemployed (Armstrong, 2010). Job security has variedly been associated with organizational commitment, although the same has not been linked with job satisfaction and performance. Moreover, much attention with regard to job security has not been paid to teachers compared to other service sectors. Kwabiah, Hodibert and Amankwa (2016) examined the predictability of job security, job satisfaction on organizational commitment and workers' performance within industries in Takoradi in Ghana. Results showed that job security did not show significant correlation with performance as well as organizational commitment. Waga and Simatwa (2014) analysed hygiene and motivational factors that influence job satisfaction and dissatisfaction of teachers in public primary schools in Kisumu East and West Sub-counties, Kenya. They found that job security, cordial working relations with colleagues, good medical services, and security influence job satisfaction among teachers.



In another study that focused on teachers' empowerment, Lutsilili, Wanyoike and Mwangi (2014) sought to find out whether or not teachers' participation in decision making affects the performance of secondary schools in Nakuru Town East Sub County. They found that decision making is moderately and positively consequential to performance of secondary schools. It therefore seems evident from Kwabiah et al (2016), Lutsilili et al (2014) as well as Waga and Simatwa (2014) that how job security influence teachers' job satisfaction and performance among primary school teachers has not been sufficiently covered in research.

Scholars (Armstrong, 2010; Robbins & Judge, 2016) have linked employee job satisfaction to organizational commitment as well as performance. Indeed studies (Arain, et al, 2014; Apenteng, 2012; Lutsilili et al, 2014; Sims, 2017) have associated remuneration, working conditions, supervision, and job security with job satisfaction. However, majority of the studies have tended to focus on teachers in secondary and tertiary institutions. Moreover, information linking job satisfaction factors among teachers as influenced by the aforementioned factors with work performance in public primary schools seems to be scanty.

Lack of teacher commitment as well as low performance seems to be witnessed among public primary schools in Kisumu County during the last five years as provided by data from Kisumu County Director of Education (KCDE, 2018). For instance, teacher transfer requests have escalated in various sub counties within the county in the last five years. Table 1.1 presents transfer requests of teachers in public primary schools by end of 2018.

**Table 1.1:** *Primary School Teacher Transfer requests as at end of 2018*

<b>Sub County</b>	<b>Transfer request from</b>	<b>Transfer request to</b>
Kisumu Central	24	104
Kisumu East	76	38
Kisumu West	60	72
Nyakach	36	186
Muhoroni	54	163
Nyando	130	16
Seme	97	44

**Source: Kisumu County Education Office (2018)**

Table 1.1 illustrates that high teacher transfer requests exist in particular sub counties more than others. For instance, most teachers have requested to be transferred to: schools in Kisumu Central Sub County than those who have requested to be transferred from the area (140:24); schools in Nyakach Sub County than those who have requested to be transferred from the area (186:36); schools in Muhoroni Sub County than those who have requested to be transferred from the area (163:54). This tends to imply that factors that lead to job satisfaction among teachers exist in these areas (Kisumu Central, Muhoroni, and Nyakach Sub Counties) more than the other areas. On the other hand, Table 1.1 illustrates that there is high transfer requests of teachers from schools in Nyando (130:16), Seme (97:44), and Kisumu East (76:38) than to schools in the same areas respectively. This seems to suggest that there are factors that lead to teacher dissatisfaction among public primary schools in these sub counties.

There have also been disparities in academic performance among public primary schools in the seven sub counties. Table 1.2 presents mean scores in Kenya Certificate of Primary Education examinations attained by public primary schools between 2014 and 2017 among the seven sub counties in the area.

**Table 1.2: Kisumu County Mean Scores in KCPE from 2010 to 2017**

<b>Year / Name of Sub-County</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Mean</b>
<b>Nyakach</b>	256.77	257.45	265.50	261.57	260.32
<b>Nyando</b>	239.89	242.71	246.91	251.52	245.26
<b>Muhoroni</b>	255.40	257.63	260.77	265.67	259.87
<b>Kisumu East</b>	245.51	247.11	260.64	271.45	256.18
<b>Kisumu West</b>	248.51	237.00	250.01	256.20	247.93
<b>Kisumu Central</b>	267.46	272.60	293.11	299.04	283.05
<b>Seme</b>	258.12	260.34	258.17	257.95	258.65
<b>County Mean Score/ Average</b>	<b>253.09</b>	<b>252.42</b>	<b>262.44</b>	<b>267.20</b>	<b>258.75</b>

**Source: County Director of Education: 2018**

Table 1.2 illustrates that performance as shown by mean scores in KCPE during 2014 – 2017 is highest in Kisumu Central (283.05); Nyakach (260.32) and Muhoroni (259.87) public primary schools. This seems to suggest that work performance of teachers in these areas is better than other sub counties in the county. Similarly, the same sub counties that have posted better academic performance in KCPE have tended to attract more teachers based on transfer requests received by end of 2018 (Table 1.1). However, limited information is available with regard to whether remuneration, supervision, working conditions, or job security have any influence in these sub counties than the others.

## **1.2 Statement of the Problem**

Job satisfaction is a critical factor in any endeavor to ensure commitment and work performance of employees. Remuneration, supervision, working conditions, and job security are some of the factors that that can elicit more effort to be exerted towards achievement of organizational goals and employee retention. Teachers are critical in the realization of equitable quality education by 2030 as envisaged by the SDG 4. Job satisfaction of teachers is therefore a critical ingredient among efforts aimed at ensuring work commitment and academic performance of learners. However, there is indications insufficient job satisfaction among teachers in some counties in Kenya as witnessed in massive transfer requests and disparities in KCPE performance. During 2014-2017, high rates of transfer requests to public primary schools in Kisumu County were noticed in Nyakach (186); Muhoroni (164) and Kisumu Central (104) sub counties. Similarly, disparities in KCPE performance have been recorded in the county, with schools in sub counties which teachers requested to be transferred to such as Kisumu Central (283.05), Nyakach (260.32) and Muhoroni (259.87) recording higher mean scores than the rest. Limited information is however available as to the extent to which satisfaction with job factors such as remuneration, supervision, working conditions and job security influence work performance of public primary school teachers in these sub counties. There was therefore need to analyse the influence of the selected job satisfaction factors on work performance of public primary school teachers in the area.

### **1.3 Purpose of the Study**

This study sought to investigate the influence of selected job satisfaction factors on work performance of public primary school teachers in Kisumu County, Kenya

### **1.4 Objectives of the Study**

The study was guided by the following objectives;

- i. To establish the influence of remuneration on work performance of public primary school teachers in Kisumu County.
- ii. To find out the influence of supervision on work performance of public primary school teachers in Kisumu County.
- iii. To determine the influence of working conditions on work performance of public primary school teachers in Kisumu County.
- iv. To establish the influence of job security on work performance of public primary school teachers in Kisumu County.

### **1.5 Research Questions**

- i. How does remuneration influence work performance of public primary school teachers in Kisumu County?
- ii. How does supervision influence work performance of public primary school teachers in Kisumu County?
- iii. How does working conditions influence work performance of public primary school teachers in Kisumu County?
- iv. To what extent does satisfaction with job security enhance work performance of public primary school teachers in Kisumu County?

### **1.6 Significance of the Study**

The findings of this study might inform strategies aiming at improving teacher job satisfaction of public primary school teachers. Education policy makers stand to gain a better understanding of the best practices in the motivation of human resource and this is expected to inspire optimal performance of teachers. Educational administrators at all levels, that is, Teachers Service Commission(TSC), Ministry of Education, County Directors of Education, Sub – County Directors of Education, Teacher Management Officers, Curriculum Support Officers (CSO), headteachers and Boards of Management (B.O.M) stand to be driven to facilitate an enabling working environment that aids achievement of educational objectives. TSC would understand teacher job retention trends and advance approaches that are expected to facilitate retention of teachers in the service. This study would explain the attitude of primary school teachers towards the teaching job and in effect provide a basis for exploring viable reforms.

### **1.7 Scope of the Study**

The subject of the study focused on the influence of selected job satisfaction factors on work performance of public primary school teachers in Kisumu County, Kenya. The study covered influence of satisfaction with remuneration; influence of satisfaction with supervision; influence of satisfaction with working conditions, and influence with satisfaction with job security. The study was guided by a conceptual framework which was adapted and modified from Adams (1963).

### **1.8 Limitations of the Study**

The use of questionnaires in research creates a limitation as to how much data can be collected. This will occur mostly during analysis of qualitative data. To control this, interview schedules for Curriculum Support Officers were used to triangulate data collected from teachers and headteachers.

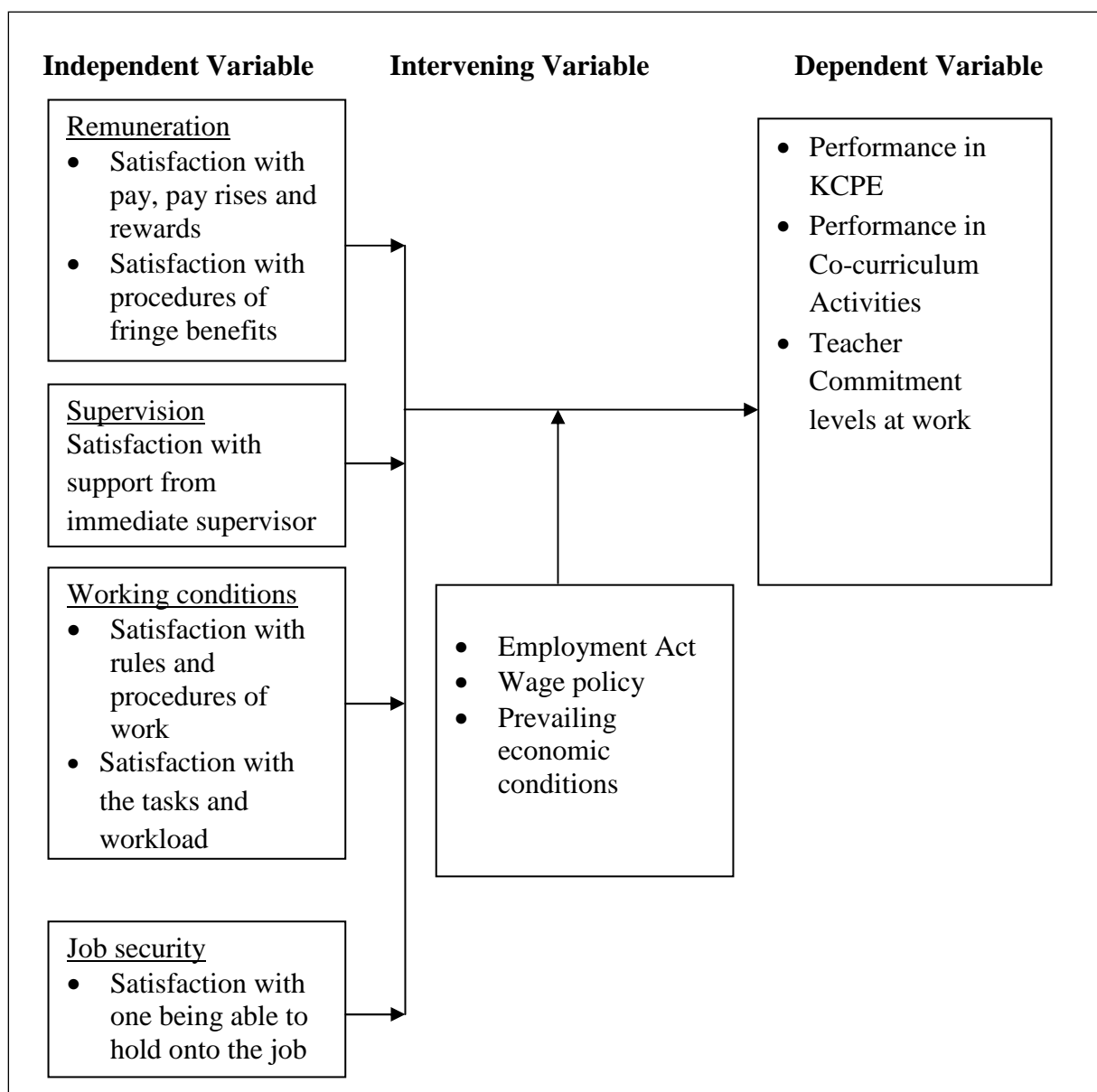
## **1.9 Assumptions of the Study**

The study was guided by the following assumptions;

- i. Respondents participated willingly and provided correct data
- ii. There were employment related factors that affect teacher job satisfaction in public primary schools.
- iii. There were relationships between teacher job satisfaction and work performance

## **1.10 Conceptual Framework**

The study was guided by a conceptual framework of the study was adapted and modified from Adams (1963). Adams' theory acknowledges that employees seek a fair balance between what they put into the job and what they get out of it. Adams (1963) called these inputs and outputs. Inputs include effort, loyalty, hard work, commitment, skill, ability, adaptability, flexibility, tolerance, trust in superiors, support of colleagues and personal sacrifice. Outputs are financial rewards which include pay, benefits, rewards and pensions and intangible rewards which include recognition, praise, training and development and promotion. He proposes that employees expect a fair return for what they contribute to their jobs, a concept referred to as 'equity norm' (Adams, 1963). He opined that employees determine what their equitable return should be after comparing their inputs and outcomes with those of their coworkers. Employees who perceive themselves as being in an inequitable situation will seek to reduce the inequity either by distorting inputs and/or outcomes in their minds by directly altering inputs and /or outputs or by leaving the organization.



**Figure: 1.1:** *Conceptual Framework showing factors influencing job satisfaction among public primary school teachers*

It is illustrated in Figure 1.1 that job satisfaction and academic performance among public primary school teachers depend on factors such as remuneration, supervision, working conditions and job security. Remuneration and benefits including allowances facilitate the total well-being of a teacher. He /she will be able to pay bills, support the family and to meet all obligations. Employees also exhibit satisfaction when opportunities for



advancements are clearly spelt in an organization. Advancement on the job comes with an improvement on the pay package and is likely to spur job satisfaction. It also creates a change in job content which brings new challenges. When new challenges are met, there is likelihood that job satisfaction will be enhanced. When pay is meager, the teacher will be distracted from work and this is likely to affect performance. Job security eliminates worries about whether employment is steady or not.

Working conditions refers to the working environment and aspects of an employee's terms and conditions of employment. Some conditions at work may stifle performance. For instance, a requirement by TSC that a teacher can only be transferred after working in a station for five years on first appointment, may provoke anger and discontentment especially when a teacher has a genuine case that merits a transfer. Such a teacher may not execute his /her duties to the level best. Supervision ensures that an employee gets support from the immediate supervisor or superiors. This support is necessary to goad an employee in the right direction.

Work itself interrogates the type of work done by the employee. For a teaching job, an employee may examine the workload, class sizes and teacher status among other aspects of the teaching job. Satisfaction with the work itself contributes to an increase in the level of teacher job satisfaction. When these factors are adequately provided in a job environment, there will be high output, high work effectiveness, high internal work motivation, high self-esteem and high job satisfaction.

## 1.12 Definition of Operational Terms

<b>Burnout</b>	Physical or mental exhaustion caused by overwork, stress or frustration.
<b>Factor</b>	A circumstance, fact or influence that contributes to a result or outcome
<b>Inputs</b>	This encompasses the quality and quantity of the employees' contributions to his or her work. These include time, effort, loyalty, hard work, commitment, ability and personal sacrifice.
<b>Job satisfaction</b>	How content an individual is with his or her job i.e. whether or not they like the job or individual aspects of the job. These aspects of the job include remuneration, fringe benefits, supervision, job security, working conditions and work itself.
<b>Job security</b>	Exposure to reprimand for failing to adhere to strict regulations implemented by the CSO. Such regulations seldom consider workload or hardship situations on the ground
<b>Outputs</b>	Positive and negative consequences that an individual perceives a participant has incurred as a consequence of his or her relationship with another. Outputs include job security, salary, employee benefits, expenses, recognition and praise.
<b>Remuneration</b>	The salaries and benefits offered to teachers for their teaching work.
<b>Supervision</b>	Management by overseeing the performance or operation of a person or a group of people
<b>Turnover</b>	The process in which an employee leaves an organization either voluntarily or involuntarily

**Working condition** The environment in which work is executed. This includes availability or lack of working tools, rules and procedures of work and the nature of work itself.

**Work performance** Observable behaviors that people do in their jobs that are relevant to the goals of an organization

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter examines previous studies that are related to job satisfaction. It highlights the relevant literature on factors enhancing teacher job satisfaction and the impact of teacher job satisfaction on performance in national examinations.

#### **2.2 The Concept of Job Satisfaction**

Job satisfaction refers to an employee's emotional state which covers the complete range of emotions from positive to negative (Zhang, Yao, & Cheong, 2011). Thus, job satisfaction can also be defined as pleasantness or unpleasantness of employees during their work. Hee, Yan, Rizal, Kowang, and Fei (2018) define job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. It is the result of employees' perception of how well their job provides those things that are viewed as important. This view is similar to Sahito and Vaisanen (2017) who defines job satisfaction as the amount of overall positive feelings that individuals have towards their jobs. Unfavorable feelings result to job dissatisfaction (Gregory, 2011). Koutouzis and Malliara (2017) define teacher job satisfaction as a source of motivation that sustains effort in performing tasks required of good teachers.

Job satisfaction describes how contented an individual is with his or her job (Armstrong, 2010). It denotes how people feel about their jobs and different aspects of their work. Robbins and Judge (2016) suggest that job satisfaction is an emotional response towards work environment. This definition infers that the general attitude towards work is influenced by the perception towards various aspects of an employee's work. Job satisfaction is necessary for the success of an organization. Its absence often leads to lethargy and reduced organizational commitment (DeCenzo and Robbins, 2010). Lack of

job satisfaction can also lead to quitting of a job (Sahito & Vaisanen (2017). It has also influenced the retention of employees over the years.

According to Sahito and Vaisanen (2017), job satisfaction is related to physical and mental health and that job satisfaction contributes to better overall mental health. A satisfied teacher contributes to an increase in students' achievement. They further asserts that frustration and despair caused by an unpleasant job pervades an individual's life and make workers feel depressed both on the job and at home. Raja and Anand (2013) affirmed that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal and general performance and contribution to organizational objectives.

Therefore, job satisfaction is a function of many aspects of work. It is an affective or emotional response towards various facets of one's job (Kreitner & Kinicki 1995). Souza – Poza& Souza – Poza (2000) came up with a framework that postulates that job satisfaction depends on the balance between work – role inputs such as education of an employee and working time and work – role outputs such as wages, rewards and status. Job satisfaction increases when work – role outputs increases relative to work – role input. Adequate compensation and safe and supportive school environments serves to attract and retain teachers, whereas low pay and poor working conditions undermine teachers long term commitment to their jobs (Ingersoll, 2006).

### **2.3 Teacher Job Satisfaction with Remuneration and Work Performance**

Compensation forms the main source of earning for most teachers. Employees attach greater significance to remuneration. Murrey (2015) asserts that teachers are not able to engage in private practice like employees in other professions, for instance, medicine since they give all their day hours to the job. Hermermesh (2001) observes that job satisfaction is less for employees who receive less amount of remuneration whereas higher amount receiving employees have high level of job satisfaction. Heywood and Xiangdong, (2006) agrees that remuneration is an imperative factor for job satisfaction but adds that other related factors are promotion, recognition and job involvement.

The roles of teachers are crucial for the transfer of knowledge in schools. At the same time teachers remuneration is the biggest cost factor in educational finance. In most countries, developing and industrialized alike, teachers' salaries account for between half and three quarters of the education expenditure. In most African countries, education takes the largest share of national budget (World Bank 2003). According to the Kenyan 2014 – 2015 budget, education got 27.3% of the national budget which translates to Kshs. 308.6 billion of which Kshs 161 billion or 52.6% was to go towards payment of salaries. Given this huge financial investment involved, it is extremely important to establish whether these funds are being used efficiently.

Research reveals that remuneration strategies have a positive impact on the performance of educationists (Malik, Rizwan & Munir, 2012). An essential purpose of a job is to earn sufficient salary to sustain a good life. According to Ahmad, Nawaz, Iqbal, Ali Shaukat and Usman, (2010) motivational factors increase employees' job satisfaction. Satisfied employees in return can help in improving institutional performance. Tasema and Soeters (2006) also established a positive relationship between compensation practice and job satisfaction. Leigh (2012) assessed the impact of teacher pay on teacher aptitude among

students entering teacher education courses in one Austrian University. Findings revealed that 1 percent rise in the salary of a starting teacher boosts the average aptitude of students entering teacher education courses by 0.6 percentile ranks. Remuneration satisfaction variable is, therefore, associated with outcomes of the organization. Employees dissatisfaction with remuneration lead to decreased performance, decreased motivation, decreased job satisfaction, increased turnover and increased absenteeism

(Nisar, et al 2012). Ghaffar, Ameer, Arshad and Urooj, (2013) who did a research on factors affecting job satisfaction levels of academic staff in Pakistan concluded that the most important factor having major impact on the satisfaction level of academic staff is remuneration. Their views concur with those of Malik, Rizwan and Munir (2012) who conducted a study on the influence that remuneration and promotion has upon job satisfaction at university level in Province Punjab in Pakistan. However, these studies did not establish the influence of remuneration on teacher job satisfaction and work performance.

Bilal (2012) has discovered that job satisfaction depends upon the matching of rewards with the expectations of employees from the employer and other factors like desires, wishes and needs of the employees. According to a Bangladeshi study (Tasnim, 2006) female teachers are greatly affected by status and low salary in performing their duties. Tasnim also asserts that salary should be sufficient to cope up with the social standing and culture and to cover the living cost. If salary cannot meet the living cost, then the teacher has to look for other earnings and would not be able to focus on the job.

Teachers work performance and effectiveness is determined by effective teaching measured by learners academic performance in examinations. In America, Machin and McNally (2008) as cited in Warui (2013) noted that teachers are a central pillar in the learning process that takes place in schools and that their effectiveness and productivity

can vary depending on the incentives they face. They go ahead to document that about 40% of teachers in New York City quit after three years because the average weekly remuneration has declined in recent years compared with the remuneration of other college graduates. The African society has been a point of teachers' dissuasion in the teaching profession. Those who opt for education in tertiary institutions and universities are regarded as failures in other lucrative academic ventures. Teaching is therefore taken as a last resort (Nganzi, 2014). According to Vohya and Kiragu with Rarieya and Githigo (2012), who sought to examine the difficulties Kenyan teachers encountered in their work, teachers in Kenya are said to be the least paid out of all public sector workers and far from giving them financial security some teachers thought that teaching yielded lower returns than running an informal business. Consequently, there has been an exodus from the profession to other lucrative jobs. According to a 2010 report by Kenya Secondary School Heads Association, schools lose up to 6000 teachers per year who change professions. UNESCO places the figure at between 7000 – 11000 teachers annually (Onwong'a, 2012). Yamoah (2013) examined the relationship between reward systems and teachers' performance in Ghana. Data was collected and analysed in terms of descriptive statistics and Pearson chi square was used to test the significance of relationship between rewards and performance. The result indicated a significant relationship between teachers' rewards and job performance.

Matovu (2001), who conducted a survey on teachers who were considering leaving the teaching profession in Uganda established that salary was the most important factor in driving their decision. Research also indicates that Nigerian teachers have been constantly agitating for an improvement of the terms of service for teachers in public schools (Nganzi, 2014; Komolaye, 2010; Bennel & Akyeampong, 2007). These three studies established that teachers develop attitudes on a job depending on financial outcomes it



rewards. They further observe that Nigerian teacher's job satisfaction is generally low and teacher's agitations and demands for improved remuneration have been given little attention by the Nigerian Ministry of Education.

A study conducted by Baraza, (2003) on the effects of rewards on job satisfaction among secondary school teachers in Sirisia/Malakisi Division affirms that money is the main reason for working in many cases in developing countries. He adds that there are many other factors that people take into account when deciding to leave or remain in a job.

Mbugua, (1998) as cited in Wangai (2012) asserts that it would be significant to determine the motivational needs and job satisfaction levels among teachers. Nzure, (1999) indicated that people join and work in organizations in order to satisfy their personal needs. These needs can be satisfied through adequate wages or salaries. Okumbe, (1998) adds that job satisfaction is enhanced when workers perceive equitable pay compared to their input. When workers feel that they are inequitably remunerated, dissatisfaction sets in. Siringi, (2009) attributes lower levels of teacher job dissatisfaction in Kenya to poor remuneration and stagnation in the same job group.

A study conducted by Okungu (2012) on determinants of occupational attrition among teachers in public secondary schools in Kisumu East District revealed that poor schemes of service highly determine occupational attrition in comparison with other determinants. According to a study conducted by Waga and Simatwa, (2014) on hygiene and motivational factors that influence job satisfaction and dissatisfaction among teachers of public primary schools in Kisumu East and West Sub Counties, teacher job satisfaction is influenced by job security, good transport system and good medical service. Teacher job dissatisfaction in the two sub counties was influenced largely by low pay, poor working conditions, poor medical scheme and lack of fringe benefits. However, these studies did

not establish the influence of remuneration on teacher job satisfaction and work performance, a gap that this study sought to bridge.

#### **2.4 Teacher Job Satisfaction with Working Conditions and Work Performance**

Teachers working conditions play an important part in the quality of education. Herzberg (1976) argued that working condition is a basic requirement for employees and determines success or failure at the work place. Supportive work environment is one where teachers team up regularly and learn from one another. Boyd et al(2011) postulates that teachers choose to leave schools with poor working environments. Improving the social conditions involves building social trust between teachers and school leaders and engaging teachers in co-constructing the social context of their work (Bryk, Sebring, Allensworth, Lupescu& Easton, 2010).

Desirability of the teaching profession and teacher job satisfaction is closely related with working conditions. Osei, 2006 as cited in Njiru (2014) notes that in most countries in Africa, teachers work in overcrowded classrooms mainly due to increase in learners' population in primary schools with inadequate facilities. This, Osei notes, has negative implications on teaching/learning and learners achievement. Hedges (2002) affirms that poor working conditions consequently determine the teachers' decision to remain or quit the profession.

Teacher job satisfaction is the results of the extent to which different aspects of employee's work situations are relevant to job – related value system (Tiffin & McCormick, 1971). According to Brough and Frame (2004), work conditions are defined as an employee's work place, work instruments, the work itself, organizational policy and organizational rules. Arnold and Feldman (1996) adds hygiene, working hours and

resources as part of working conditions that must be fulfilled for job satisfaction to be realized.

Providing a supportive context in which teachers can work contributes to improved student achievement (Ladd, 2009). Bryk et al, (2010) identified two sets of factors that define a teachers' work place. These are concrete and transactional factors which include pay, workload and contractual responsibilities and the social and factors which include interactions with colleagues and administrators and the school organizational culture. This is in line with the findings of Orodho, Waweru, Ndichu and Nthinguri (2014) who sought to determine home based challenges to effective implementation of curriculum under free primary education in nomadic Kenya. They observed that the education policy that requires primary school teachers to teach all subjects in the curriculum is a challenge to effective implementation of the curriculum because it loads on a teacher as a heavy burden.

Boyd et al, (2011), who conducted a survey on American teachers, established that in addition to salaries and benefits, working conditions substantially influence teachers' career plans. They concluded that working conditions are important predictors of New York City teachers' decisions to change schools or leave the profession. Ladd (2009) while examining the relationship between working conditions and students achievements in elementary schools in Massachusetts established that working conditions predict school level value added scores in mathematics and to a lesser degree in reading. Ladd suggests that teachers flee dysfunctional and unsupportive work environments in which they are assigned. What is not clear in these two studies are other factors that also influence teacher job satisfaction and performance a bridge that this research intends to bridge.

Research shows that safe environment, strong administrative leadership, collegial cooperation, high parental involvement and sufficient learning resources can improve

teacher effectiveness, enhance their commitment to school and promote their job satisfaction (Guarino, Santibanez & Daley, 2006). Obineli (2010) as cited in Obineli (2013) argues that inspired work place will result in inspired workers. Decent working conditions provide greater physical comfort for teachers to boost their morale.

Zembylas and Papanastasiou (2006) who studied the sources of job satisfaction and dissatisfaction among Cyprus teachers assert that teachers derive satisfaction from such aspects as working with children and seeing them grow and achieve, making a contribution to the society, working collaboratively with colleagues and achieving personal professional growth. These findings agree with those established by Steyn (1992) and Steinberg (1993) as cited in Louw and Badenhorst (2008). The variables that emerged from these studies were aspects pertaining to working conditions; interpersonal relation with managers, colleagues and learners; professional development, management style and community involvement.

Garney (2007) as cited in Warui (2013) observes that in London, effective teaching and learning takes place in school structures that are clean, quiet, safe, comfortable and healthy. Buildings that are not suitably maintained have the likelihood of inhibiting student success. Studies carried out in Pennsylvania concluded that output is higher where teachers have a low teaching load (Atkinson, 1983). This finding is reiterated by results of a survey on working conditions of North Carolina teachers which stated that teachers working conditions were learners' working conditions. Any effort towards improving teachers working conditions consequently results to an improvement on learners' performance (Mike, 2008).

In South Africa, Naidoo, Botha and Bisschoff, (2013) study of teacher dissatisfiers revealed that some of the reasons for teachers' job dissatisfaction included job demands (overloads), a lack of growth opportunities, job insecurity and lack of control. This

conforms to the findings of Davidson, (2007) who established that Tanzanian teachers were not happy with pay, fringe benefits, housing, promotion, status and workload. Peltzer et al, (2009) attributes the high cases of hypertension, stomach ulcers and other stress related diseases among South African teachers to the appalling conditions of teacher job dissatisfaction.

In a comparative study in Uganda, Zambia and Nigeria, Rothstein (2010) found abundant disparities in the resources and facilities available for the teaching and learning in schools. Some schools in the study were so underprivileged. They did not have the basic necessities such as sufficient classrooms, desks, textbooks, offices, toilets and apparatus. The adverse effects of these are frequent cases of transfers and teacher attrition (Tierney, 2012: Ogari, 2011).

Babirye (2011) sought to establish the relationship between teachers' remunerations and performance of schools under Universal Primary Education (UPE) system in Uganda. Analytical and correlation designs were used in the course of the study. Quantitative data was gathered in order to establish the relationship between the independent and dependent variables. Findings on establishing the relationship between teachers' remuneration and performance of schools under UPE system revealed a strong and positive relationship between teachers' remuneration and performance of schools under UPE system. Study findings also revealed that teachers' fringe benefits and nature of working conditions greatly affects performance of schools under UPE system. Maingi (2012) and Okach (2011) concurred with these findings and adds that teachers quit teaching due to pressure of work affects the quality of tutelage and in effect has an impact on performance.

The aforementioned studies have presented the fact that working conditions have had influence on job satisfaction among teachers in various countries. However, focus on how

working conditions have influenced transfer request and performance of teachers as reflected in the academic outcomes of learners seemed to have been overlooked. This study therefore strived to highlight on how working conditions have influenced teacher job satisfaction and work performance in Kisumu County.

## **2.5 Teacher Job Satisfaction with Supervision and Work Performance**

The relationship employees have with their supervisors is directly connected to their success and growth at work. Supervisors who develop a positive relationship with employees may be more likely to learn their employees' strengths and weaknesses, making it easier for supervisors to use their employees' talents for the good of the organization (Koutouzis&Malliara (2017). According to Alimi, Olatunji, Akifolavin and Oyandroja (2012), school administrator's supervision practices attempt through second intervention to ascertain, maintain and improve the quality of work. This concurs with Wardiah and Kristiawan (2018) which observed in a study done in Indonesia that there was significant influence of headmaster's supervision on effective teachers; there was significant influence of achievement motivation on effective teachers; and there was significant influence of headmaster's supervision and achievement motivation on effective teachers.

Yousaf, Usman and Islam (2018) investigated the supervision practices of school managers related to staff development and its relationship with teachers' work performance and growth in primary schools. To achieve this objective, this study collected data through survey instrument from a sample of principals and teachers in Lahore, Pakistan. The results, obtained from correlation and regression analyses, revealed that supervision practices of principals related to staff development are indeed helpful in attaining better performance of teachers and their overall growth. Further, it was also

found that there is not much difference between staff development practices of male and female school principals.

Mapolisa and Tshabalala (2013) investigated the instructional practices of Zimbabwean school heads of schools. The study adopted the descriptive survey design. The target population comprised of all teachers in primary schools in three of Zimbabwe's educational provinces of the Midlands, Matabeleland North and Matabeleland South. The random sample procedure was employed. A total of seven hundred and forty eight (748) respondents were used of which three hundred and ninety-two (392) were female and three hundred and fifty-six (356) were male. The main findings indicated that the majority of heads did not understand the concept of instructional supervision. The study, further, revealed that teachers had negative attitudes towards instructional supervision; that heads of schools engage in the most current and pressing issues like financial management, sporting and grounds development at the expense of instructional supervision.

Usman (2015) examined the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE) in Nigeria. The study showed that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools.

Sule (2013) investigated the influence of principal's supervisory demonstration strategy on teachers' job performance in Cross River State, Nigeria. Respondents involved six hundred and sixty (660) teachers and three thousand, three hundred senior secondary school students which were randomly selected from two hundred and thirty two (232) secondary schools in Cross River State. The result of analysis utilizing one-way analysis

of variance (ANOVA) indicated that principal's demonstration strategy did not significantly influence teachers' job performance.

Nemes and Sharali (2015) examined the effectiveness of head teachers in monitoring teaching and learning in the primary schools of Kondo district, Tanzania. It established that HTs involve teachers in the allocation of teaching subjects, hence facilitating the attainment of the set goal of achieving teaching and learning. Moreover, the HTs were found to ensure there was an equal supply of teaching and learning materials, review of lesson plans and class journals, with only a few among their ranks undertaking classroom observation.

Mwesiga and Okendo (2018) investigated the effectiveness of heads of schools in supervising teachers' teaching activities in secondary schools in Kagera region, Tanzania. The study employed convergent parallel design from mixed research approach. Results suggest strong significant relationship between school headship and teachers teaching commitment. In Kenya, Mbatia (2016) sought to establish teacher's perception of head teachers' supervisory practices on performance of duty in public primary schools in Nakuru North district. A total of 20 head teachers and 94 teachers participated in the study. The findings of the study were; head teachers make classroom observation and hold conferences to discuss problems encountered and way forward. Most of the head teachers endorsed and helped the teachers to prepare professional documents, checked pupils books to ascertain the amount of work and comments made on them. Teachers too agreed that instructional supervision helps to improve teaching and learning, head teachers do carry out instructional supervision in their schools, a factor they perceived positively.

The foregoing studies notwithstanding, available studies have provided mixed outcome with regards to how teacher supervision influence job satisfaction and work performance



among public primary schools. To gain deeper insight into the matter, the current study therefore collected data from public primary schools in Kisumu County to shed light into this factor.

## **2.6 Teacher Job Satisfaction with Job Security and Work Performance**

Job security is considered as the likelihood that the holder of a job will keep the job. Job security can be achieved through an organizational climate that allows for educators to participate in matters that concern them as well as in collegial behavior. Naidoo et al (2013) reaffirms that desirable teacher behavior manifest in a teacher with a high sense of job security. According to Luthans (1989), job security is the feeling which involves being able to hold onto the job and being sure that all will be well with the job as in the past. He describes insecurity as a haunting fear that things lasts, that one may lose what he /she has at the moment.

Ichino and Riphahn (2005) as cited in Leung (2009) finds that the average number of days of absence per week more than triples once the probability of being fired increases. The number of days of absence per week reduces significantly once employment protection is granted. Armstrong (2010) placed job security as the first on the list of priorities for many employees and labour unions because of the emerging threats from technological change. On the other hand, DeCenzo and Robbins (3010) ranked job security as the first among eight job factors indicating that it was the most important factor that contributes to job satisfaction among secondary school graduate teachers. Job security was cited in this research as the only advantage enjoyed in public institutions.

Baluyos et al (2019) sought to determine the relationship of teachers' job satisfaction and their work performance in the Division of Misamis Occidental during the school year 2018-2019 in Philippines. One hundred and four (104) school heads and three hundred and

thirteen (313) teachers responded to the study. The researcher used the descriptive-correlational research design; and the Teacher Job Satisfaction Survey Questionnaire (TJSQ) and Individual Performance Commitment Review Form (IPCRF) as instruments. Mean, standard deviation, and Multiple Regression Analysis were the statistical tools used. Findings revealed that the teachers were highly satisfied with their job, and their work performance was very satisfactory. The satisfaction of teachers on school heads' supervision and job security inversely affect the teachers' work performance.

Kwabiah et al (2016) examined the predictability of job security, job satisfaction on organizational commitment and workers' performance within industries in Takoradi in Ghana. A total of 294 employees sampled from three main sectors of the economy namely, para-military (immigrations), civic service and the organized private sector (Ghana Coke Company) were involved in the study. Four structured questionnaires were used to elicit their responses which were analyzed using Pearson product moment correlation and multiple regressions. The findings showed that job satisfaction and job commitment correlated with job performance. However, job security did not show significant correlation with performance. Also, there was no correlation between job security and organizational commitment.

Lutsilili et al (2014) sought to find out whether or not teachers' participation in decision making affects the performance of secondary schools in Nakuru Town East Sub County. Descriptive survey was used to carry out the research. The target population comprised of 464 public secondary school teachers in the area. A structured questionnaire was employed to collect data. It was established that there exists a positive and moderately strong correlation between decision making and schools' performance. It was concluded that decision making is moderately and positively consequential to performance of secondary schools.

Waga and Simatwa (2014) established that teacher job dissatisfaction in Kisumu East and West Districts manifests itself through absenteeism, lateness, insubordination, desertion of duty, conflicts and lack of commitment to duty. Therefore, attempts to improve performance in schools will never succeed if teacher job satisfaction is ignored. Motivated and satisfied teachers are likely to affect the learners positively. Educational administrators should pay attention to the phenomena of teacher job satisfaction. This study did not endeavor to look at performance and it was conducted in only two sub counties in Kisumu County out of seven. The current study aimed at bridging the gap in the above study by determining the factors enhancing job satisfaction and work performance among public primary school teachers in Kisumu County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter gives a description of the study area. It provides a socio – cultural profile of Kisumu County. The chapter then explains the research design, sampling procedure and data collection methods that were used in the study. It also highlights data analysis procedures and ethical consideration in research.

#### **3.2 Research Design**

The study undertook a descriptive research design to collect information from selected teachers in various primary schools within Kisumu County. Gay (1996) contends that descriptive research design determines and reports the way things are and commonly involves assessing the attitudes and opinions of individuals, organizations and procedures. Descriptive research attempts to describe and explain conditions of the present (Best and Kahn, 2008). Descriptive research design was useful in allowing the research to assess a wider variety of behaviors and other phenomena that can be studied in a typical naturalistic observation study (Marczyk, DeMatteo & Festinger 2005).

#### **3.3 Area of Study**

The area of study was Kisumu County. Kisumu County stretches from the Nandi Escarpment in the east to the Kano Plains in the middle all the way to the hills of Seme in the west. It is the 13<sup>th</sup> most populated county in Kenya and the 3<sup>rd</sup> most populated county among the six counties in the former Nyanza Province in Western Kenya. Kisumu County lies between longitude 34<sup>o</sup>7'E, 35<sup>o</sup>3'E and latitudes 0<sup>o</sup>2'N, 0<sup>o</sup>5' S. It covers an area of 2,085.9 km<sup>2</sup> with a population density of 460 persons per square kilometer. Its' headquarter is located in Kisumu City (County Government of Kisumu, 2014).

Kisumu County neighbours Siaya County to the West, Vihiga County to the North, Nandi County to the North East, Kericho County to the East, Nyamira County to the South and HomaBay County to the South West. It has a shoreline on Lake Victoria occupying northern, western and a part of the southern shores of the Winam Gulf. The climate of the county is modified to a larger extent by Lake Victoria, the second largest fresh water lake in the world. The county has an annual relief rainfall that ranges between 1000 mm and 1800 mm. the rain mainly falls in two seasons i.e. March – May and September – December. Kisumu County is warm throughout the year with a mean annual temperature of 23°C. Temperature ranges between 20°C and 35°C (Kenya National Bureau of Statistics, 2012).

Kisumu County is divided into seven sub – counties each following the borders of the constituency which bears a similar name. These are Kisumu East Sub County, Kisumu West Sub County, Kisumu Central Sub County, Nyakach Sub County, Muhoroni Sub County, Nyando Sub County and Seme Sub County. The sub – counties are further divided into 35 wards (Appendix V).

Kisumu County is host to several colleges and universities. It has 601 public primary schools and a substantial number of private institutions. Enrollment rate in primary schools stands at 248,627 with a Gross Enrolment Rate of 127.5. The number of public primary school teachers in Kisumu County is 6037 and the teacher to pupil ratio is 1:51. Kisumu County is ranked among counties with the best access to modern services and conveniences such as internet, mobile phone connectivity and television access. However these conveniences are only limited to middle income earners and those in the major towns within the county. Poverty incidence in Kisumu County stands at 60%. The county contributes 1.7 % to national poverty with 538,485 people in the county living below poverty line (Kenya National Bureau of Statistics, 2014).

The County was selected for the study owing to high rates of transfer requests to schools in particular sub counties as opposed to the others, with nearly all teachers posted in such areas not willing to be transferred to schools outside such sub counties. Moreover, KCPE performance over the years has been comparatively high among primary schools in the sub counties to which most transfer requests have been received.

### **3.4 Target Population of the Study**

Target population refers to an entire group of individuals, events or objects having a common observable characteristic of interest to the researcher (Mugenda & Mugenda, 2005). The study targeted 601 head-teachers, 5436 teachers and 35 CSO. The headteachers were targeted because they are the immediate bosses of the teachers and are therefore in better positions to understand factors that might enhance teacher motivation. On the other hand, the teachers were targeted because they are the ones whose job satisfaction levels were under investigation. Work performance of the teachers determines test scores in KCPE. The CSOs are targeted because they are officers who oversee implementation of government policies including setting up of working conditions, supervision, benefits, and security.

### **3.5 Sampling and Sample Size**

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda & Mugenda, 2005). According to Saunders, Lewis and Thornhill (2012), this is a carefully selected sub group to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as respondent or participant. There are several approaches to determining the sample size. These include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size.

This study adopted Yamane’s (1967; cited in Israel, 2013) formula to calculate the sample size as shown below:

$$n = \frac{N}{1 + N(e)^2}$$

Where  $n$  is the sample size,  $N$  is the population size, and  $e$  is the level of precision (0.05).

$$n = \frac{6072}{1 + 6072(0.05)^2} = 375$$

The sample of the study was therefore 375. To ensure equal representation of each member in the study, stratified random sampling which involves dividing the population into subgroups and then taking a simple random sample of  $f = n/N \times 100\%$  in each subgroup was used (Patton, 2002). Where  $f$  is the sample size of the sub group;  $n$  is the population of the sub group; and  $N$  is the total sample size. This study therefore had three strata: head teachers, teachers, and CSOs. The sample distribution is as shown in Table 3.1.

**Table 3.1:** *Distribution of Sample Size*

Respondents	Target population	Sample Size	Percent
Head Teachers	601	37	9.87
Teachers	5436	335	89.33
CSOs	35	3	0.8
Total	6072	375	100

Simple random sampling was used to select head teachers and teachers from whom data was collected using study questionnaire. On the other hand, purposive sampling technique was used to select the CSOs. Purposive sampling is a technique where respondents who are believed to have the required information in a given subject, are targeted and interviewed, one point at a time. Kombo and Tromp (2006) point out that a purposive

sampling technique is used where the researcher targets only groups or individuals believed to be reliable and having relevant information on the subject of study and that, it can be used both for quantitative and qualitative studies.

### **3.6 Research Instruments**

The objectives of the study were achieved by the use of the following research instruments; a standardized teachers' job satisfaction survey questionnaire, Headteachers' open ended questionnaire, and interview schedule for CSOs.

#### **3.6.1 Teachers' Survey Questionnaire**

The teachers' job satisfaction questionnaire comprised of 26 items on a five point likert scale. The questionnaire was divided into five sections. Section one assessed the demographic characteristics of the respondents; section two looked at remuneration factors enhancing job satisfaction and teacher job satisfaction and work performance; section three focused on supervision and teacher job satisfaction and work performance, while section four covered working conditions and teacher job satisfaction and work performance. The fifth section looked at job security and teacher job satisfaction and work performance.

The advantage of using questionnaire was that it enabled each respondent to be asked to respond to the same set of questions, thus providing an efficient way of collecting responses from a large sample prior to analysis. Questionnaire also reduces time and cost.

#### **3.6.2 Headteachers' Open ended Questionnaires**

The headteachers' questionnaires consisted of open ended questions. Open-ended questions allow respondents to include more information, including feelings, attitudes and deeper understanding of the subject (Oso & Onen, 2009). Head teachers were selected for the administration of open ended questions because they have deeper



understanding of factors that satisfy teachers based on their lived experiences as school administrators. The questionnaire was divided into six parts, with the first part assessing demographic characteristics of the head teachers; the second section looked at remuneration factors enhancing teacher job satisfaction and work performance; section three assessed supervision and teacher job satisfaction and work performance; section four focused on working conditions and teacher job satisfaction and work performance; section five looked at job security and teacher job satisfaction and work performance, while section six focused on work performance of teachers.

The likert scales allowed the researcher to identify certain response patterns to see whether there is a problematic set that emerges as indicated by restricted variability in responses (Orodho, 2004).

### **3.6.3 Interview Schedule for Curriculum Support Officers (CSO)**

An interview is an open ended discovery oriented method that is well suited for describing both program processes and outcomes from the perspective of the target audience or key stakeholder (Robson, 2010). It can also be described as a conversation with an individual whose goal is to deeply explore the respondent's points of view, feelings and perspectives. In-depth interviews can uncover valuable insights and enable one to find out the real story from the people in the know. This method of data collection was used to systematically record and document responses coupled with intense probing for deeper meaning and understanding of the responses.

The interview involved open-ended questions that were asked to the sampled CSOs which were constructed from knowledge gained from literature on factors enhancing job satisfaction and work performance. According to Maxwell (2005), interview is often an efficient and valid way of understanding someone's perspective. The researcher asked

inquisitive, exploratory and analytical questions focusing on factors related to remuneration, supervision, working conditions and job security as factors enhancing job satisfaction and work performance amongst teachers.

### **3.7 Data Collection Procedure**

The researcher first sought authorization from Maseno University Ethics Review Committee (MUERC). Once permission was granted, the researcher undertook a preliminary survey of schools in the county with a view of conducting appropriate sampling. Appointments were also sought with County Director of Education officers, Sub County Director of Education officers, Curriculum Support Officers (CSO), headteachers and teachers to facilitate data collection. The researcher personally administered the instruments to all the selected respondents. Questionnaires were administered in a cluster of schools that could be reached comfortably for ease of navigation. The researcher distributed them in the morning and collected them the same day in the afternoon. During this period, the researcher was available for any clarification.

### **3.8 Validity and Reliability of the Research Instruments**

Validity is the extent to which a study measures what it is intended to measure. It is the conceptual and scientific soundness of a research study (Graziano & Raulin, 2004). Items in the research instruments were discussed with the supervisor and advice given were incorporated in the instruments. The instruments were then given to at least two experts from the Faculty of Education to establish their correctness. Their input was incorporated in the final draft of the instruments so as to improve on their validity.

Reliability is the degree to which a measuring procedure gives consistent results (Postlethwaite, 2005). A measuring procedure is reliable if similar results are replicated a second time following the same procedure. The same result can, therefore, be generalized on other groups of research participants. Reliability of the instruments was determined by piloting in five schools which were not included in the final study. Using test – retest method, teachers in the sampled schools were subjected to the research instruments. After three weeks they were re-subjected to the same instruments. The results of the two tests were correlated using Pearson Product Moment correlation to establish the reliability coefficient. A reliability coefficient of 0.87 was obtained for all the variables.

### **3.9 Data Analysis and Presentation**

Data analysis is the process of examining the relationship between different variables, measure differences between groups and conditions and examines and generalizes results obtained from a sample back to the population from which the sample was drawn. As Kerlinger (2006) asserts, the purpose of analysis is to reduce data to intelligible and interpretable form so that the relations of research problems can be studied and tested. Quantitative data was analyzed using descriptive statistics while qualitative data from open ended questionnaire and interview schedule was analysed using thematic analysis.

Descriptive statistics allowed the researcher to describe the data and examine relationship between variables. Descriptive statistics involved the use of mean and standard deviation.

Data was analyzed using the Statistical Package for Social Sciences (SPSS).The following scale was adopted for the analyses of the likert scales:

### **Key: Interpretation of Mean Ratings**

1.00 – 1.44:	Strongly Disagreed (SD)
1.45 – 2.44:	Disagrees (D)
2.45 – 3.44:	Not decided (N)
3.45 – 4.44:	Agreed (A)
4.45 – 5.00:	Strongly Agreed (SA)

The qualitative data obtained from open ended questions and interviews was analyzed using Thematic Analysis. This involved categorizing generated answers into outstanding themes and reported in narrative forms. The qualitative data was used to compliment the information obtained the study questionnaire administered on teachers.

### **3.10 Ethical Considerations**

Ethics in research generally means that a researcher has a moral obligation to protect the participants from harm, unnecessary invasion of their privacy and the promotion of their well- being (Marczyk, DeMatteo & Festinger, 2005). The researcher obtained a research permit from Maseno University Ethics Review Committee (MUERC) and sought for the consent of the County Director of Education in Kisumu County, to carry out the research. Consent was also sought from the Sub County Directors of Education, Curriculum Support Officers (CSO), headteachers and teachers. During the period of the study, utmost confidentiality of respondents was observed. Any adverse events that might have occurred to respondents during the course of their research involvement were reported to the relevant organs. A Data Safety Monitoring Plan (DSMP) was put in place to monitor the data collected to ensure safety of subjects and personal data. During the period of study, the researcher observed intellectual property rights, acknowledge sources of information and seek the copyright permission where necessary. Participation in the study was voluntary and respondents selected from the target population were informed of what was

expected of them. The researcher carried out himself in a dignified manner and ensured that ethical values were not violated. Such issues included proper conduct of the researcher during the research period, confidentiality of information obtained from respondents, avoidance of physical and psychological harm to respondents and obtaining voluntary and informed consent from the respondents.

### **3.11 Operationalization of the Study Variables**

This section explains how the variables are operationalised in the study. This is shown in Table 3.2.

**Table 3.2: Operationalization of the Variables**

<b>Variable</b>	<b>Operational definitions</b>	<b>Indicators</b>	<b>Data Collection Methods</b>	<b>Measurement tool</b>	<b>Scale</b>
1 Establish whether remuneration enhance job satisfaction and work performance among public primary school teachers	Monetary rewards given to teachers for their efforts	Pay; Pay rise Rewards Fringe benefits	Questionnaire	Percentage, Mean; Standard Deviation; Themes	Ordinal (1 – 5)
2 Find out the extent to which supervision enhance job satisfaction and work performance among public primary school teachers	Support provided to a teacher by the immediate boss or the head teacher/head of department	Support from immediate boss	Quantitative and qualitative	Percentage, Mean; Standard Deviation; Themes	Ordinal (1 – 5)
3 Determine whether working conditions enhance job satisfaction and work performance among public primary school teachers	Nature of environment and the prevailing relationships where the teacher works.	Rules and procedure of work; Type of work done; Relationship with co-workers	Quantitative and qualitative	Percentage, Mean; Standard Deviation; Themes	Ordinal (1 – 5)
4 Establish whether job security enhance satisfaction and work performance among public primary school teachers	The extent of permanence or temporariness of terms of work or job	Risks of termination; Risks of interdiction	Quantitative and qualitative	Percentage, Mean; Standard Deviation; Themes	Ordinal (1 – 5)

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents demographic characteristics of the respondents and a discussion of the findings of the study. The study objectives were; to establish the influence of remuneration on work performance of public primary school teachers in Kisumu County, to find out the influence of supervision on work performance of public primary school teachers in Kisumu County, to determine the influence of working conditions on work performance of public primary school teachers in Kisumu County, and to establish the influence of job security on work performance of public primary school teachers in Kisumu County.

The researcher was able to administer the study questionnaire to 330 respondents out of the sampled 375. Table 4.1 presents the questionnaire coverage rate.

**Table 4.1:** *Distribution of Sample Size*

<b>Respondents</b>	<b>Sample Size</b>	<b>Covered Respondents</b>	<b>Percent</b>
Head Teachers	37	32	86.5
Teachers	335	295	98.2
CSOs	3	3	100
Total	375	320	88

Table 4.1 illustrates that the overall questionnaire coverage rate was 88%. The researcher was able to administer the questionnaire on 32 out of 37 (86.5%) sampled head teachers; 295 out of 335 (98.2%) sampled teachers; and all the three CSOs (100%) sampled in the study. This was an acceptable questionnaire return rate given that it surpasses 20% for surveys involving small population (Gay, 1992) and 50% recommended by Mugenda and Mugenda (2003).

## 4.2 Demographic Characteristics of the Sample

The first section of the study questionnaire enquired about demographic information of the study respondents. This information was categorized as gender, age, education level, and period of service in teaching. Characteristics of respondents are presented in Table 4.2.

**Table 4.2:** *Demographic Characteristics of Respondents*

Demographic Characteristics			Frequency	Percent
Gender	H/Teachers	Male	24	76.8
		Female	8	23.2
	Total		32	100
	Teachers	Male	137	46.5
		Female	158	53.5
	Total		295	100
Age	H/Teachers	Below 30	00	
		31 – 40	00	00
		41 – 50	16	50
		51 – 60	13	43
		Above 60	3	7
		Total	32	100
	Teachers	Below 30	90	30.2
		31 - 40	105	35.9
		41 - 50	53	18.2
		51 – 60	47	15.7
		Total	295	100
Experience	H/Teachers	Less than 10 yrs	00	00
		10 yrs and above	32	100
	Total		32	100
	Teachers	Less than 10 yrs	149	50.4
		10 yrs and above	146	49.6
	Total		295	100
Qualification	H/Teacher	P1 Teacher		00
		Approved Teacher	16	50
		Diploma	9	28
		Degree	7	22
		Master	00	00
	Total		32	100
	Teachers	P1 Teacher	162	55
		Approved Teacher	59	20
		Diploma	59	20
		Degree	15	5
		Master	00	00
	Total		295	100



Table 4.2 illustrates that among the head teachers, 76.8% were males while 23.2% were females. This finding tend to point at the fact males have dominated administrative roles in the public primary schools. Among the teachers, Table 4.2 illustrates that 53.5% of them are females while 46.5% were males. Whereas males tend to dominate administrative position in public primary schools, findings in Table 4.2 seem to suggest that class teachers are predominantly females.

Concerning age distribution of study respondents, Table 4.2 illustrates that 50% of the sampled head teachers were of between 41 and 50 years while 43% were between 51 and 60 years of age. Seven percent of the head teachers were 60 years and above. This finding depicts the fact that the administrators were mature adults capable of comprehending the factors that might affect job satisfaction among teachers.

Equally, Table 4.2 indicates that 35.9% of the sampled teachers were between 31 – 40 years old, while 30.2% were below 30 years old and 18.2% were of between 41 and 50 years old. The rest (15.7%) of the sampled teachers were between 51 and 60 years old. With over 65% of teachers under 40 years of age, the finding suggests that the teaching force among the public schools was mature and relatively youthful capable of unleashing sufficient work performance in a satisfying job environment.

With regard to teaching experiences possessed by the sampled head teachers and teachers, Table 4.2 indicates that all the sampled head teachers (100%) had over 10 years of experience. This revelation of long experience tends to illustrate the ability of the administrators to set up suitable work environments for enhancement of job satisfaction and work performance among teachers.

Similarly, Table 4.2 shows that 50.4% of the sampled teachers have had less than 10 years of teaching experience while 49.6% of the teachers had more than 10 years of experience. This finding illustrates that the teachers under study have sufficient teaching experience thus should be able to exert adequate effort towards attainment of better academic performance in KCPE.

Finally, Table 4.2 also shows that 50% of the sampled head teachers have Approved Teacher qualification; 28% have diploma while 22% have degree level of qualifications. This finding tends to illustrate that the head teachers in this area have adequate qualifications to comprehend issues or factors that could give rise to job satisfaction among teachers. Similarly, Table 4.2 indicates that 55% of the sampled teachers have P1 qualifications; 20% had Approved Teacher qualifications while another 20% had diploma level of qualifications. The remaining five percent of the sampled teachers had degree level of qualifications. This finding tends to imply that majority of teachers in this area hold initial or entry qualifications to primary teaching profession. Their level of job satisfaction therefore seemed to be pegged upon factors that would propel their status to higher status including academic qualifications.

#### **4.3 Influence of Selected job satisfaction on performance of public primary schoolteachers.**

The purpose of the study was to investigate the influence of selected job satisfaction factors on work performance of public primary school teachers in Kisumu County, Kenya. Specific objectives were to establish the influence of remuneration on work performance of public primary school teachers in Kisumu County, to find out the influence of supervision on work performance of public primary school teachers in Kisumu County, to determine the influence of working conditions on work performance of public primary

school teachers in Kisumu County, and to establish the influence of job security on work performance of public primary school teachers in Kisumu County.

#### 4.3.1 Performance of Teachers influenced by Job Satisfaction

The study sought to determine the measure of the dependent variable: work performance of teachers as reflected by academic achievement of learners in terms of mean score in KCPE during 2018 national examination. Table 4.3 presents the distribution of KCPE mean scores.

**Table 4.3:** *Academic Achievement of Learners influenced by Teacher Work Performance*

<b>KCPE score in 2017</b>	<b>Frequency</b>	<b>Percent</b>
244.9 and below	53	8.8
245.0-250.9	67	11.1
251.0-255.9	49	8.2
256.0-260.9	45	7.5
261.0-265.9	47	7.8
266.0-270.9	45	7.5
271.0 -275.9	44	7.3
276.0-280.9	42	7
281.0-285.9	32	5.3
286.0-290.9	26	4.3
291.0-295.9	24	4
296.0-300.9	21	3.5
305.0-310.9	17	2.8
311.0-315.9	13	2.2
316.0-320.9	16	2.7
321.0-325.9	12	2
330.0-335.9	9	1.5
336.0-340.9	12	2
341.0-345.9	7	1.2
346.0-350.9	9	1.5
351.0-355.9	4	0.7
356.0-360.9	3	0.5
361.0-365.9	1	0.2
366.0-370.9	2	0.3
371 and above	1	0.2
<b>Totals</b>	<b>601</b>	<b>100</b>

*Source: County Director of Education (2018)*

Table 4.3 illustrates that most of the schools (19.9%) in the county scored below a mean of 250 points in KCPE, with 64.5% of them scoring above the county mean of 258.75. The

table also illustrates that 35.5% of the schools scored below the county mean of 258.75. This implies that approximately 19.9% of the schools scored mean grades which could not allow their learners to be admitted into schools which they desired to join. It could however be deduced that there is a significant disparity in performance between schools with mean scores above the county mean (64.5%) and those with mean scores below the county mean (35.5%). Based on the fact that each school in Kenya receives state funding in equal proportion based on the population of learners, the disparity could only be attributed to influence of selected teacher job satisfaction factors.

#### **4.3.2 Satisfaction with Remuneration and work performance**

The first objective aimed to establish how remuneration influences job satisfaction and work performance. The sampled respondents were therefore presented with statements related to how they view remuneration provided in their employment and requested to rate their opinions as: 1= Very Dissatisfied; 2= Dissatisfied; 3= Not Decided; 4= Satisfied; 5= Very Satisfied. Having gathered all the distributed questionnaires and analyses, the researcher was able to draw findings based on frequencies and percentages, and thereafter the mean (M) as well standard Deviation (SD) for the responses per statement. Table 4.4 presents the responses.

**Table 4.4:** *Teacher satisfaction with Remuneration and Work Performance*

<b>Remuneration and Job Satisfaction</b>	<b>1 F (%)</b>	<b>2 F (%)</b>	<b>3 F (%)</b>	<b>4 F (%)</b>	<b>5 F (%)</b>	<b>M</b>	<b>SD</b>
I feel happy with my pay and fringe benefits	141(47.8)	86(29.2)	6(2.1)	17(5.8)	45(15.3)	2.38	.73
The monthly salary is sufficient to meet all my important expenses	106(35.9)	49(16.6)	70(23.7)	28(9.5)	42(15.1)	2.58	.88
I feel comfortable with my future incomes.	81(27.6)	29(9.5)	12(4.1)	80(27.5)	93(31.5)	3.39	.67
I am happy with the gifts I receive from management for the contribution I make in the school	203(84.2)	33(10)	6(2.1)	8(2.7)	3(1)	1.32	.77
I feel satisfied with my chances for salary increases	80(27.5)	21(12.2)	13(1.2)	117(39.7)	66(22.4)	3.76	.75
I am satisfied with bonuses I receive from my employer	106(35.9)	55(18.6)	26(8.8)	10(3.4)	98(33.2)	2.78	.85
I feel comfortable with rewards I get for doing a good job in the school	109(37)	57(19.3)	14(4.7)	34(11.5)	81(27.6)	2.47	.75
Overall mean and std. dev						2.67	.61

Table 4.4 illustrates that the sampled teachers were satisfied with remuneration to a moderate extent (M=2.67; SD=0.61), suggesting that remuneration provided to them has influenced job satisfaction and work performance among teachers in public primary schools in the area in a mixed way. Specifically, the sampled teachers remained undecided that: they feel happy with their pay and fringe benefits (M=2.38; SD=.73); the monthly salary is sufficient to meet all their important expenses (M=2.58; SD=.88); they feel comfortable with their future incomes (M=3.39; SD=.67); they are satisfied with bonuses they receive from their employer (M=2.78; SD=.85); and that they feel comfortable with rewards they get for doing a good job in the school (M=2.47; SD=.75). They however disagreed (M=1.32; SD=.77) that they were happy with the gifts they receive from management for the contribution they make in the school. Conversely, the sampled

teachers agreed (M=3.76; SD=.75) that they feel satisfied with their chances for salary increases. These findings tend to imply that remuneration only help the teachers with meeting the basic necessities but with little satisfaction. This may mean that work performance among teachers is not influenced by the remuneration that they get.

Interviews conducted with the CSOs as well the open ended questions from the head teachers also revealed themes suggesting that remuneration to teachers seem unsatisfactory based on the workload they handle. One of the CSOs stated thus:

*Teacher shortage in Kenya exposes primary school teachers to high students-teacher ratio. Therefore remuneration teachers get is not commensurate with their workload (CSO<sub>1</sub>).*

This statement points at the lack of equity in rewarding the effort put in by teachers ostensibly due to high number of learners that teachers are supposed to handle in a classroom. This therefore makes teachers feel unhappy with the remuneration which might not actually be low. Similar sentiments were also revealed by the open-ended questions from the sampled head teachers. One of the themes that emerged from the head teachers was:

*Remuneration for teachers offered by the employer seems inadequate given the enormous workload teachers have. This is due to large class size particularly since the introduction of FPE.*

This finding also highlights the imbalance between workload and reward for the same. Similarly, head teachers seem to be helpless with regard to remunerating teachers in terms of their workload. The introduction of FPE resulted into influx of learners into public schools without proportional recruitment of teachers or rise in remuneration in equal measures. This was revealed in a statement from one of the head teachers' open-ended questionnaires:

*FPE tied the hands of school administrators in terms of generating finances to help in offering fringe benefits to teachers in the face of large workloads. Thus, teachers remain generally unhappy with their remunerations.*

This statement illustrates the fact that even the head teachers are aware that workloads handled by teachers are not commensurate with the remuneration they get. However, an interesting scenario emerged during one of the interviews with the CSOs, which depicted variation in allowances paid by TSC as a motivating factor in teacher movement from one Sub County to the other. An outstanding statement that was captured by the researcher was:

*There exist variations in teacher packages with regards to hardship and commuter allowances paid in some Sub Counties as opposed to the others. Such amounts are substantial to teachers hence make a lot of differences in their monthly emoluments. At the same time, some areas which were considered as not being hardship have become hardship areas, facing severe instances of insecurity and extreme climatic situations such as draught and floods (CSO<sub>4</sub>).*

Statements attributed to CSO<sub>4</sub> highlights the possible dissatisfaction with monthly emoluments that some teachers carry home. It could also explain the possible reason why some teachers would request for transfers from one Sub County to the other. Indeed Ariko and Othuon (2012) observed the issue of bonuses as factors that push teachers to request to be transferred from one area to the other in a study done in Kenya. These findings also seem to concur with Fatima and Ali (2016) in a study done in Islamabad that schools have fixed pay system for teachers and they (teachers) felt that compensation practices and job satisfaction are highly correlated with each other. Similarly, Muguongo, et al (2015) also revealed in a study done in Kenya that basic pay, allowances and work environment influences teachers' job satisfaction to a great extent, and that teachers were highly dissatisfied with all aspects of compensation that they receive. This, as envisaged in the Equity Theory (Adams, 1963), seem to have led teachers to view what they receive as remuneration as being inequitable to their efforts hence low job satisfaction.

However, these findings contradict Hasbay and Altındag (2018) which sought to define the factors that affect the performance of teachers working in secondary-level education in Turkey. It revealed that teacher performance was affected mostly by management factors, followed by working environment and wages: the wage factor did not show any effects that directly increase teacher performance. It is hereby emerging that remuneration could be a job if allowances were provided equally to every teacher as opposed to regional consideration: allowances provided to some areas while discriminating others cause dissatisfaction with remuneration.

#### **4.3.3 Supervision and teacher Job Satisfaction and Work Performance**

The second objective of the study sought to find out how supervision influences job satisfaction and work performance among teachers in public primary schools. Respondents were presented with statements regarding how they view supervision in their respective schools and requested to respond as: 1= Strongly Disagree; 2= Disagree; 3= Neither Agreed nor Disagreed; 4= Agree; 5= Strongly Agree. Table 4.5 presents the responses obtained from the sampled teachers.



**Table 4.5: Teacher Job Satisfaction with Supervision and Work Performance**

<b>Supervision and job satisfaction</b>	<b>1 F (%)</b>	<b>2 F (%)</b>	<b>3 F (%)</b>	<b>4 F (%)</b>	<b>5 F (%)</b>	<b>M</b>	<b>SD</b>
I feel happy with the support that I receive from the management	10(3.4)	5(2)	6(2)	188(63.7)	86(29.2)	3.78	.81
I am satisfied with the autonomy I have in making decisions about my daily tasks	8(2.7)	2(0.8)	10(3.4)	206(69.8)	69(23.4)	4.18	.73
I am satisfied with my professional ability for doing my job	3(1)	29(9.5)	2(0.8)	10(3.4)	251(85)	4.52	.69
I feel satisfied with the recognition I have at my workplace	8(2.7)	33(11.2)	6(2.4)	245(80.2)	3(1)	4.32	.67
I feel satisfied with the care that I receive from my immediate supervisor	6(2)	15(3.1)	3(1)	41(13.9)	230(78)	4.46	.68
My supervisor shows a lot of interest in the feelings of the subordinates	10(3.4)	8(2)	6(2)	236(80)	35(10.8)	4.43	.69
I am satisfied with the way the supervisor involve us in target setting	34(10.4)	21(7.3)	14(2.5)	241(81.7)	57(18.6)	4.37	.75
Overall mean and std. dev						4.29	.80

Table 4.4 indicates that the sampled teachers agreed (M=4.29; SD=0.80) that supervision has influenced job satisfaction and work performance among teachers in public primary schools in Kisumu County. Specifically, the sampled teachers agreed that: they are satisfied with their professional ability for doing their job (M=4.52; SD=0.69); they feel satisfied with the recognition they have at their workplace (M=4.32; SD=0.67); they are satisfied with the way the supervisor involve them in target setting (M=4.37; SD=.75); the supervisor shows a lot of interest in the feelings of the subordinates (M=4.43; SD=0.69); they are satisfied with the care that they receive from their immediate supervisor (M=4.46; SD=0.68); they are satisfied with the autonomy they have in making decisions about their

daily tasks (M=4.48; SD=0.73); and that they feel happy with the support that they receive from the management (M=3.78; SD=0.81). These findings tend to suggest that the sampled teachers are satisfied with the supervision they receive from their superiors. They (teachers) derive job satisfaction from various forms of support that they get from their supervisors.

Based on interviews conducted with the CSOs, it emerged that head teachers are called upon to ensure that they provide all necessary support within their means to teaching staff so as to make their (teachers) work easy. A major theme that emerged from the interviews was:

*The head teachers are encouraged to work closely with teachers. They are not expected to supervise instructional activities only, but also to look at teachers' welfare too (CSO<sub>2</sub>).*

This statement seems to suggest that supervision of teachers goes beyond instructional supervision alone. It caters for personal wellbeing of teachers as well. It is the obligation of the supervisor to ensure teachers are comfortable in their workstations so as to enhance teacher commitment to the school. Such themes also emerged from the open-ended questions presented to head teachers. One statement emphasized that:

*Teacher supervision today includes being concerned with their (teachers) wellbeing in and outside the school. This is particularly critical in catalyzing teacher commitment and minimizing absenteeism among other issues.*

The head teachers' statement highlights the important role teacher supervision play in eliciting aggressiveness among the teaching staff. Eliciting of motivation in the teaching staff is a critical role in improving academic performance of learners. This factor emerged during interviews conducted with the head teachers, with the emphasis that:

*Supervision of teachers is no longer an activity involving victimization. Its goal is to elicit more effort from the teaching staff geared towards enhancing pupils' performance.*

It is emerging that supervision ensures that teachers enjoy the working relationship in the school. This is critical in ensuring job satisfaction among teachers. These findings are in agreement with Apenteng (2012) which explored the effect of supervision on staff performance in a study involving external and internal supervisors as well as training officers and administrators in Ghana. It revealed that supervision is a major tool for better staff performance. Similarly, Hasbay and Altındag (2018) revealed in study done in Turkey that teacher performance was affected mostly by management factors. However, findings in this study disagree with Sule (2013) which investigated the influence of principal's supervisory demonstration strategy on teachers' job performance among secondary schools in Nigeria. It revealed that principal's demonstration strategy did not significantly influence teachers' job performance. It thus emerges that supervision practices that influence teacher job satisfaction and work performance seem to be specific.

#### **4.3.4 Satisfaction with Working Conditions and Teacher Work Performance**

The third objective of the study sought to establish how working conditions influence job satisfaction and work performance among teachers in public primary schools. Respondents were presented with statements regarding how they view working conditions in their respective schools and requested to respond as: 1= Strongly Disagree; 2= Disagree; 3= Neither Agreed nor Disagreed; 4= Agree; 5= Strongly Agree. Table 4.6 presents the responses obtained from the sampled teachers.

**Table 4.6:** *Teacher Job Satisfaction with Working Conditions and Work Performance*

<b>Working Conditions and job satisfaction</b>	<b>1 F (%)</b>	<b>2 F (%)</b>	<b>3 F (%)</b>	<b>4 F (%)</b>	<b>5 F (%)</b>	<b>M</b>	<b>SD</b>
Teaching is an interesting job to me	78(63.7)	86(34.0)	6(2.4)	70(3.4)	85(2.0)	3.28	.87
I am satisfied with the co-operation I receive from my workmates	26(69.8)	19(27.3)	10(3.4)	118(2.7)	122(0.8)	4.28	.68
I feel comfortable with my present responsibilities in my job	251(86.6)	29(10.5)	2(0.8)	10(3.4)	3(1)	1.30	.97
I enjoy much freedom in my current place of work	75(84.2)	33(11.2)	56(2)	68(2.7)	63(1)	3.32	.77
Most of the rules and regulations make our work comfortable	230(78.3)	41(13.9)	3(1)	15(5.9)	6(2)	1.46	.95
I am comfortable with the geographical location of our school	236(80)	35(11.9)	6(2)	10(3.4)	8(2.7)	1.43	.98
Teaching provides me with opportunity to use all my skills	34(11.5)	57(19.3)	14(4.7)	169(57.2)	21(7.1)	4.07	.75
Overall mean and std. dev						2.73	.85

Table 4.6 illustrates that the sampled teachers neither agreed nor disagreed that working conditions (M=2.73; SD=.85) influence job satisfaction and work performance among teachers in public primary schools in Kisumu County. They agreed that they were satisfied with the co-operation they receive from their workmates (M=4.28; SD=.68) and that teaching provides them with opportunity to use all their skills (M=4.07; SD=.75). On the other hand, the teachers disagreed that: they feel comfortable with their present responsibilities in their job (M=1.30; SD=.97); most of the rules and regulations make their work comfortable (M=1.46; SD=.95), and that they were comfortable with the geographical location of their school (M=1.43; SD=.98). They however neither agreed nor

disagreed that teaching is an interesting job to them ( $M=3.28$ ;  $SD=.87$ ) and that they enjoy much freedom in their current place of work ( $M=3.32$ ;  $SD=.77$ ).

These findings seem to highlight the fact that teachers have self esteem in them but the work environment tends to deny them the opportunity to unleash their potential through some dissatisfying work environment. This fact emerged during interviews conducted with the sampled CSOs, that:

*There are some schools with inadequate infrastructure which at times force teachers to deliver lessons to children under trees, with some children seated on stones. This state demoralizes teachers a lot (CSO<sub>3</sub>).*

This statement tends to imply that state of school environment can significantly influence job satisfaction of teachers. Indeed, the increase in population of pupils as a result of FPE exerted a lot of pressure on both school facilities and teachers. On the other hand, the demand that school curriculum be completed within a period of time without considering adequacy of resources makes teachers to be disoriented in one way or the other. This notion emerged from the open ended questionnaires answered by the sampled head teachers, that:

*The regulations demanding the school syllabus to be covered in full do not consider pupils-teacher ratio and availability of resources in the schools' possession. This in turn puts teachers in awkward positions hence dissatisfying.*

The aforementioned situations illustrate that teachers are trapped between inadequacy of resources and the regulations requiring full coverage of the school syllabus. This give rise to a situation of helplessness among teachers hence they end up attending school work to fulfill regulations. It also emerged from the open ended questionnaires answered by the head teachers that most schools are located in rural areas with seasonal roads and poor supply of electricity, water and other social amenities. This seems not to go well with teachers especially young and newly recruited teachers as one statement indicated:

*Lack of adequate infrastructure like roads, electricity and good housing near schools forces teachers to rent houses in distant town centers hence causing a lot of discomfort commuting to and from school every school day.*

The dissatisfaction caused by poor infrastructure in locations where most of the public schools are situated is highlighted in the statement attributed to the head teachers. Thus, inconsiderate regulations as well unavailability of key infrastructure where schools are located remain factors that lower job satisfaction and work performance among teachers. Similarly, good working relationship among teachers has tended to provide job satisfaction.

These findings concur with Muhammad et al (2015) which sought to check the relationship between work environment and teachers' job satisfaction in Pakistan. It found that the employer – employee relationships is most important factor of work environment. Similarly, Shonje (2016) also established in a study done among secondary schools in Tanzania that teachers work in poor conditions typified with lack of necessary facilities like chairs and housing. This results into teacher absenteeism and lateness which leads to lower students' academic performance. In a similar study by Alyaha and Mbogo(2017) on the impact of working conditions on teachers' job satisfaction and performance in the private primary schools in South Sudan, it was found that inadequacy of school facilities led to teachers' dissatisfaction with their job.

### 4.3.5 Satisfaction with Job Security and Teacher Work Performance

The fourth objective of the study analysed how job security influence job satisfaction and work performance among teachers in public primary schools. Respondents were presented with statements regarding how they view job security in their employment and requested to respond as: 1= Strongly Disagree; 2= Disagree; 3= Neither Agreed nor Disagreed; 4= Agree; 5= Strongly Agree. Table 4.7 presents the responses obtained from the sampled teachers.

**Table 4.7:** *Teacher Satisfaction with Job Security and Work Performance*

<b>Job Security and job satisfaction</b>	<b>1 F (%)</b>	<b>2 F (%)</b>	<b>3 F (%)</b>	<b>4 F (%)</b>	<b>5 F (%)</b>	<b>M</b>	<b>SD</b>
I am satisfied with the regulations protecting me from being fired	146(57.5)	86(34.0)	6(2)	10(3.4)	5(2)	1.58	.87
I am satisfied with in-service training opportunities I have as a teacher	206(69.8)	69(23.3)	10(3.4)	8(2.7)	2(0.8)	1.48	.88
I feel protected against arbitrary penalties in my current job	251(82.6)	29(9.8)	2(0.8)	10(3.4)	3(1)	1.30	.91
I am not intending to change my teaching profession if opportunity arises	245(80.2)	33(11.2)	6(2)	8(2.7)	3(1)	1.32	.89
I feel satisfied with the available professional development opportunities in my job	230(74.3)	41(13.9)	3(1)	15(5.9)	6(2)	1.46	.88
Overall mean and std. dev						1.43	.89

Table 4.6 illustrates that the sampled teachers disagreed (M=1.43; SD=.89) that the state of job security for teachers has enhanced teacher job satisfaction and work performance in public primary schools in Kisumu County. They disagreed that: they were satisfied with the regulations protecting them from being fired (M=1.58; SD=.87); they were satisfied with in-service training opportunities they have as teachers (M=1.48; SD=.88); they feel protected against arbitrary penalties in their current job (M=1.30; SD=.91); they were not

intending to change their teaching profession if opportunity arise (M=1.32; SD=.89), and that they feel satisfied with the available professional development opportunities in their job (M=1.46; SD=.88). These findings tend to imply that teachers in public primary schools are not satisfied with the state of their job security.

During interviews conducted with the sampled CSOs, it emerged that the Government no longer sponsor any personal development initiatives to teachers and only promote them based on their work performance indicators. A common theme that emerged was:

*Teachers are expected to adhere to set regulations including school attendance and performance standards failure to which they are under obligations to provide satisfactory explanations (CSO<sub>2</sub>).*

The statement attributed to CSO<sub>2</sub> tends to suggest that adherence to regulations is mandatory despite prevailing situations such as inadequacy of resources or lack of essential services necessary for the wellbeing of teachers like social amenities in the locality. The headteachers, on the other hand, are expected to strictly report any teacher who is not adhering to set regulations without failure so that disciplinary measures are initiated promptly. It emerged from headteachers' open ended questionnaires that:

*Head teachers can no longer protect teachers in instances of cases such as absenteeism and inadequate coverage of the syllabus since government inspectors often abruptly appear in the school for routine inspections.*

The statement attributed to the sampled headteachers seems to suggest that teachers are not adequately protected from disciplinary measures for failure to stick to set regulations. This is irrespective of existing situations that might lead to issues like late coming and absenteeism. This tends to point at unsatisfactory job security status. These revelations are in agreement with Sahito and Vaisanen (2017) which explored the factors affecting the job satisfaction of teacher educators among universities in Pakistan. It found that among other



factors, job insecurity influence job satisfaction of teacher educators most. Similarly, Ariko and Othuon (2012) revealed in a study that teacher transfer requests could be reduced if transport and communication to schools was improved, and electricity and houses were made available to teachers. Equally, Waga and Simatwa (2014) also revealed that one of the factors that influenced job satisfaction of teachers in public primary schools in Kisumu East and West in Kenya was job security. It is thus emerging that most teachers feel insecure in their current jobs in public primary schools in Kisumu County. This could be the cause of numerous transfer requests noticed in the area (Table 1.1).

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter gives a report of the research findings. It also presents conclusions of the study and gives recommendations and suggestions for further research based on the findings.

#### 5.2 Summary of Findings

The purpose of the study was to investigate the influence of selected job satisfaction factors on work performance of public primary school teachers in Kisumu County, Kenya

##### 5.2.1 Satisfaction with Remuneration and Teacher Work Performance

The study found that teachers remained undecided ( $M=2.67$ ;  $SD=0.61$ ) as to whether remuneration provided to them has influenced job satisfaction and work performance among teachers in public primary schools in the area. Specifically, the sampled teachers remained undecided that: they feel happy with their pay and fringe benefits ( $M=2.38$ ;  $SD=.73$ ); the monthly salary is sufficient to meet all their important expenses ( $M=2.58$ ;  $SD=.88$ ); they feel comfortable with their future incomes ( $M=3.39$ ;  $SD=.67$ ); they are satisfied with bonuses they receive from their employer ( $M=2.78$ ;  $SD=.85$ ); and that they feel comfortable with rewards they get for doing a good job in the school ( $M=2.47$ ;  $SD=.75$ ). They however disagreed ( $M=1.32$ ;  $SD=.77$ ) that they were happy with the gifts they receive from management for the contribution they make in the school. Conversely, the sampled teachers agreed ( $M=3.76$ ;  $SD=.75$ ) that they feel satisfied with their chances for salary increases (Table 4.3).

Through interviews, findings revealed the variations in allowances given to teachers in some Sub Counties and not the others has seriously eroded satisfaction with remuneration among teachers in the deprived areas.

### **5.2.2 Satisfaction with Supervision Teacher Work Performance**

Based on the second objective, it was found that the sampled teachers agreed ( $M=4.29$ ;  $SD=0.80$ ) that supervision has influenced job satisfaction and work performance among teachers in public primary schools in Kisumu County. Specifically, the sampled teachers agreed that: they are satisfied with their professional ability for doing their job ( $M=4.52$ ;  $SD=0.69$ ); they feel satisfied with the recognition they have at their workplace ( $M=4.32$ ;  $SD=0.67$ ); they are satisfied with the way the supervisor involve them in target setting ( $M=4.37$ ;  $SD=.75$ ); the supervisor shows a lot of interest in the feelings of the subordinates ( $M=4.43$ ;  $SD=0.69$ ); they are satisfied with the care that they receive from their immediate supervisor ( $M=4.46$ ;  $SD=0.68$ ); they are satisfied with the autonomy they have in making decisions about their daily tasks ( $M=4.48$ ;  $SD=0.73$ ); and that they feel happy with the support that they receive from the management ( $M=3.78$ ;  $SD=0.81$ ) (Table 4.5).

Findings, through interviews, revealed that teacher supervision is satisfactory to teachers since it includes taking care of the teachers' wellbeing in and outside the school.

### **5.2.3 Satisfaction with Working Conditions and Teacher Work Performance**

For the third objective, findings revealed the sampled teachers neither agreed nor disagreed that working conditions ( $M=2.73$ ;  $SD=.85$ ) influence job satisfaction and work performance among teachers in public primary schools in Kisumu County. They agreed that they were satisfied with the co-operation they receive from their workmates ( $M=4.28$ ;  $SD=.68$ ) and that teaching provides them with opportunity to use all their skills ( $M=4.07$ ;

SD=.75). On the other hand, the teachers disagreed that: they feel comfortable with their present responsibilities in their job (M=1.30; SD=.97); most of the rules and regulations make their work comfortable (M=1.46; SD=.95), and that they were comfortable with the geographical location of their school (M=1.43; SD=.98). They however neither agreed nor disagreed that teaching is an interesting job to them (M=3.28; SD=.87) and that they enjoy much freedom in their current place of work (M=3.32; SD=.77) (Table 4.5).

The study also found that strict demand for full syllabus coverage without consideration of high pupils-teacher ratio and adequacy of resources were major sources of dissatisfaction among teachers in the study area.

Similarly, it was found that lack of adequate infrastructure like roads, electricity and good housing near schools forces teachers to rent houses in distant town centers hence causing a lot of discomfort commuting to and from school every school day. This was a source of frequent absenteeism during floods in some Sub Counties.

#### **5.2.4 Satisfaction with Job Security and Teacher Work Performance**

The sampled teachers disagreed (M=1.43; SD=.89) that the state of job security for teachers has influenced teacher job satisfaction and work performance in public primary schools in Kisumu County. They disagreed that; they were satisfied with the regulations protecting them from being fired (M=1.58; SD=.87); they were satisfied with in-service training opportunities they have as teachers (M=1.48; SD=.88); they feel protected against arbitrary penalties in their current job (M=1.30; SD=.91); they were not intending to change their teaching profession if opportunity arise (M=1.32; SD=.89), and that they feel satisfied with the available professional development opportunities in their job (M=1.46; SD=.88) (Table 4.6).

Teachers are expected to adhere to set regulations including school attendance and performance standards failure to which they are under obligations to provide satisfactory explanations (CSO<sub>2</sub>).

Headteachers can no longer protect teachers in instances of cases such as absenteeism and inadequate coverage of the syllabus since government inspectors often abruptly appear in the school for routine inspections.

### **5.3 Conclusions**

Based on the summary of the study findings, the researcher makes the following conclusions.

#### **5.3.1 Satisfaction with Remuneration and teacher Work Performance**

- i. The study concludes that remuneration provided to the sampled teachers has influenced job satisfaction and work performance to a moderate extent,
- ii. The study also concluded that prospects of salary increments was a source of satisfaction that influence work performance among teachers
- iii. It was further concluded that disparities in provision of teacher allowances based on perceived environments in some Sub Counties seriously influence job satisfaction and work performance of teachers.

#### **5.3.2 Satisfaction with Supervision and Teacher Work Performance**

- i. Supervision has influenced job satisfaction and work performance among teachers in public primary schools in Kisumu County.
- ii. Teachers derive job satisfaction from various forms of support that they get from their supervisors
- iii. Teacher supervision is satisfactory to teachers since it includes taking care of the teachers' wellbeing in and outside the school.

### **5.3.3 Satisfaction with Working Conditions and Teacher Work Performance**

- i. The study also concludes that influence of working conditions on teacher work performance was moderate.
- ii. The study also concluded that the sampled teachers were not comfortable with their present responsibilities in their job and that most of the rules and regulations make their work uncomfortable, while they were not comfortable with the geographical location of their school.
- iii. The study further concludes that strict demand for full syllabus coverage without consideration of high pupil-teacher ratio and adequacy of resources were major sources of dissatisfaction.
- iv. It was also concluded that lack of adequate infrastructure and nearby accommodation facilities in most areas were critical causes of job dissatisfaction in some Sub Counties

### **5.3.4 Satisfaction with Job Security and Teacher Work performance**

- i. The study concludes that the state of satisfaction with job security for teachers has not influenced teacher job satisfaction and work performance in public primary schools in Kisumu County.
- ii. It was also concluded that regulation requirement for teachers to attend to school every day and to meet set performance standards without consideration of resource availability has been a cause of teacher dissatisfaction and low performance.
- iii. Teachers have been exposed to the wrath of government inspectors in the face of absenteeism or lack of syllabus completion without protection from the head teacher.

## 5.4 Recommendations

The study also provides the following recommendations for the improvement of job satisfaction and work performance among teachers in public primary schools.

- i. The study found that that disparity in provision of teacher allowances based on perceived environments in some Sub Counties seriously affect job satisfaction and work performance of teachers. The study therefore recommends that hardship allowance should be paid based on perceived hardship on the ground whereas house allowance should be uniform to all teachers based on their scales.
- ii. The study also revealed that supervision in the sampled schools has significantly enhanced job satisfaction and work performance among teachers since the practice has taken teachers' wellbeing into consideration. The study recommends that the school supervisors should embrace participatory decision making process involving teachers to enhance the virtues of this practice.
- iii. It was revealed in the study that workload, inadequate school resources, and poor infrastructure have made working conditions for the teachers unbearable in most of the Sub Counties. The study recommends that enough teachers be recruited to balance the high pupils-teacher ratio while states of infrastructure (roads, electricity and clean water) around public schools should be improved.
- iv. The study also found that school inspectors (CSOs) have direct powers to penalize teachers who do not complete the learning syllabus as well as those absenting themselves without first hearing immediate supervisor (the headteacher). This makes the teachers' job to be insecure. The study therefore recommends that a policy should be formulated that allows the headteacher to handle cases of syllabus incompleteness and absenteeism first before the ministry takes any other action.

### **5.5 Suggestion for Further Research**

This study analyzed four job factors namely remuneration, supervision, working conditions and job security and established that they have a positive influence on teacher job satisfaction and work performance. However, the researcher recommends that further research should be done on:

- i. Implication of Teacher Performance Appraisal and Development (TPAD) on teacher job satisfaction and work performance.
- ii. An assessment of teacher job satisfaction levels of senior teachers in public primary schools in the wake of new roles by Teachers Service Commission (TSC).



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## **APPENDICES**

### **APPENDIX I: LETTER OF INTRODUCTION**

DAVID OCHIENG KOPIYO,

P.O BOX PRIVATE BAG

MASENO, KENYA.

Dear Sir/Madam,

#### **RE: AUTHORITY TO CONDUCT RESEARCH**

I am a Masters student at Maseno University undertaking a Degree of Master of Education in Educational Administration and Management. I would wish to conduct my research on Influence of selected job satisfaction factors on work performance of public primary school teachers in Kisumu County, Kenya.

Kindly accord me necessary support so that I can get data that will enable me complete my course. Thank you in advance.

Yours faithfully,

David Ochieng Kopiyo

## **APPENDIX II: STUDY QUESTIONNAIRE**

This questionnaire is meant to assist the student (David Kopiyo) in collecting data for the purposes of meeting the requirement of his academic endeavors. The information that you will provide will purely be used for academic purposes only.

Would you like to participate in the study?

YES  NO.

If Yes, Proceed with the interview; If No end the interview.

### **A: DEMOGRAPHIC PROFILE OF RESPONDENTS**

**1 Gender:** Male  Female

**2 Age**

- Below 30  31-40 years old
- 41-50 years old  51-60 years old

**3 Teaching Experience**

- Less than 10 years  More than 10 years

**4 indicate the highest Qualification**

- P1 Teacher  Approved Teacher Status
- Diploma  Degree  Master

### **PART B: SATISFACTION WITH REMUNERATION AND TEACHER PERFORMANCE**

Using the legend below, indicate the **level of your agreement with** the following with regard to the extent to which they influence teacher work performance in your school as: **1-** Strongly Disagree; **2-** Disagree; **3-** Neither Agree nor Disagree; **4-** Agree **5-** Strongly Agree

<b>Satisfaction with Remuneration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I feel happy with my pay and fringe benefits					
The monthly salary is sufficient to meet all my important expenses					
I feel comfortable with my future incomes.					
I am happy with the gifts I receive from management for the contribution I make in the school					
I feel satisfied with my chances for salary increases					
I am satisfied with bonuses I receive from my employer					
I feel comfortable with rewards I get for doing a good job in the school					

**PART C: SATISFACTION WITH WORKING CONDITIONS AND TEACHER**

**PERFORMANCE**

Using the legend below, indicate the **level of your agreement with** the following with regard to the extent to which they influence teacher work performance in your school as: **1-** Strongly Disagree; **2-** Disagree; **3-** Neither Agree nor Disagree; **4-** Agree **5-** Strongly Agree

<b>Satisfaction with Working Conditions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I feel happy with my pay and fringe benefits					
The monthly salary is sufficient to meet all my important expenses					
I feel comfortable with my future incomes.					
I am happy with the gifts I receive from management for the contribution I make in the school					
I feel satisfied with my chances for salary increases					
I am satisfied with bonuses I receive from my employer					
I feel comfortable with rewards I get for doing a good job in the school					

**PART D: SATISFACTION WITH SUPERVISION AND TEACHER**

**PERFORMANCE**

Using the legend below, indicate the **level of your agreement with** the following with regard to the extent to which they influence teacher work performance in your school as: **1-** Strongly Disagree; **2-** Disagree; **3-** Neither Agree nor Disagree; **4-** Agree **5-** Strongly Agree

<b>Satisfaction with Supervision</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I feel happy with the support that I receive from the management					
I am satisfied with the autonomy I have in making decisions about my daily tasks					
I am satisfied with my professional ability for doing my job					
I feel satisfied with the recognition I have at my workplace					
I feel satisfied with the care that I receive from my immediate supervisor					
My supervisor shows a lot of interest in the feelings of the subordinates					
I am satisfied with the way the supervisor involve us in target setting					

**PART D: SATISFACTION WITH JOB SECURITY AND TEACHER**

**PERFORMANCE**

Using the legend below, indicate the **level of your agreement with** the following with regard to the extent to which they influence teacher work performance in your school as: **1-** Strongly Disagree; **2-** Disagree; **3-** Neither Agree nor Disagree; **4-** Agree **5-** Strongly Agree

<b>Satisfaction with Job Security</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teaching is an interesting job to me					
I am satisfied with the co-operation I receive from my workmates					
I feel comfortable with my present responsibilities in my job					
I enjoy much freedom in my current place of work					
Most of the rules and regulations make our work comfortable					
I am comfortable with the geographical location of our school					

### APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire to be answered by Head Teachers is meant to assist the student (David Kopyo) in collecting data for the purposes of meeting the requirement of his academic endeavors. The information that you will provide will purely be used for academic purposes only.

#### 1 Gender

- Male  Female

#### 2 Age

- Below 30  31-40 years old
- 41-50 years old  51-60 years old

#### 3 Teaching Experience

- Less than 10 years  More than 10 years

#### 4 indicate the highest Qualification

- P1 Teacher  Approved Teacher Status
- Diploma  Degree  Master

### **PART B: Remuneration and teacher job satisfaction and performance**

Please indicate your views with regard to how remuneration has influenced teacher job satisfaction and work performance as:

#### 1. Pay and teacher salaries

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#### 2. Allowances

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#### 3. Fringe benefits

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**PART C: Supervision and teacher job satisfaction and work performance**

Please indicate your views with regard to how supervision has influenced teacher job satisfaction and work performance as:

1. Support provided to subordinates

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2. Instructional supervision to teachers

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3. Teacher autonomy

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**SECTION D: Working conditions and teacher job satisfaction and work performance**

Please indicate your views with regard to how working conditions has influenced teacher job satisfaction and work performance as:

1. Geographical location of the school (availability of social amenities, etc)

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2. Teacher-to- teacher relationships

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3. Administration-teacher relationship

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**SECTION E: Job security and teacher Job Satisfaction and work performance**

Please indicate your views with regard to how job security has influenced teacher job satisfaction and work performance as:

1. Adherence to regulations

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2. Incidents of interdictions

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3. Opportunities for advancement

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**SECTION F: Performance of teachers**

This section focuses on performance of teachers in your school. Performance is measured in terms: of mean score attained by the school between 2013 and 2017; Co-curriculum activities between 2013 and 2017; and teacher issues between 2013 and 2017.

KEY:

**A: KCPE performance**

1= Mean Score below 199 (Poor)

2= Mean Score 200 – 249 (Average)

3= Mean Score 250 – 299 (Good)

4= Mean Score 300 and above (Excellent)

Year	1	2	3	4
2013				
2014				
2015				
2016				
2017				

**B: Performance in Co-curriculum Activities**

Rate the performance of your school in co-curriculum activities (Athletics, drama, music, scouts, clubs, and life skills) during the period 2013 – 2017 as:

1= (Poor)

2= (Average)

3= (Good)

4= (Excellent)

Year	1	2	3	4
2013				
2014				
2015				
2016				
2017				

**C: Teacher Commitment levels**

Rate the commitment levels of teachers in your school (Teacher absenteeism, syllabus coverage rate, etc) during the period 2013 – 2017 as:

1= (Poor)

2= (Average)

3= (Good)

4= (Excellent)

Year	1	2	3	4
2013				
2014				
2015				
2016				
2017				

**THANK YOU FOR AGREEING TO FILL IN THE QUESTIONNAIRE**

#### **APPENDIX IV: INTERVIEW SCHEDULE FOR CSO**

This interview schedule is to be answered by CSO. It is meant to assist the student (David Kopyo) in collecting data for the purposes of meeting the requirement of his academic endeavors. The information that you will provide will purely be used for academic purposes only.

##### **PART B: Remuneration and teacher job satisfaction and performance**

Please indicate your views with regard to how remuneration has influenced teacher job satisfaction and work performance as:

1. Pay and teacher salaries
2. Allowances
3. Fringe benefits

##### **PART C: Supervision and teacher job satisfaction and work performance**

Please indicate your views with regard to how supervision has influenced teacher job satisfaction and work performance as:

1. Support provided to subordinates
2. Instructional supervision to teachers
3. Teacher autonomy

##### **SECTION D: Working conditions and teacher job satisfaction and work performance**

Please indicate your views with regard to how working conditions has influenced teacher job satisfaction and work performance as:

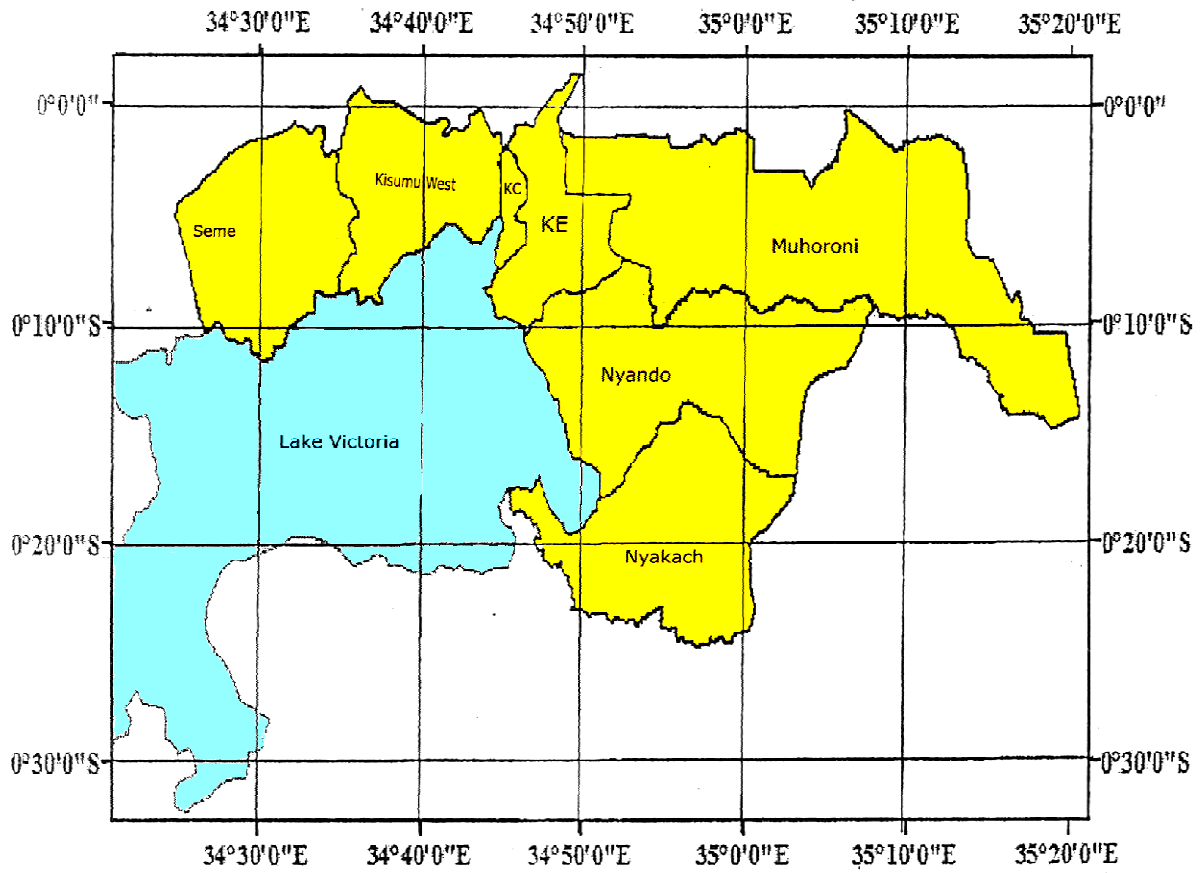
1. Geographical location of the school (availability of social amenities, etc)
2. Teacher-to- teacher relationships
3. Administration-teacher relationship

##### **SECTION E: Job security and teacher Job Satisfaction and work performance**

Please provide your opinion with regard to how job security has influenced teacher job satisfaction and work performance as:

1. Adherence to regulations
2. Incidents of interdictions
3. Opportunities for advancement

**APPENDIX V: MAP OF KISUMU COUNTY**



**LEGEND**

- Study Area**
- KE: Kisumu East Sub County**
- KC: Kisumu Central Sub County**
- Water Body**
- Sub County Boundary**

